

Spring 4-1-2014

Using the Tuskegee Airmen to Build Character Concepts

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Keim, Michelle. (2014) Using the Tuskegee Airmen to Build Character Concepts.
<https://via.library.depaul.edu/tps-lesson-plans/28>

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1. Title: Using the Tuskegee Airmen to Build Character Concepts

2. Overview

This lesson uses primary sources and multiple methods of discovery to develop awareness of the role played by the Tuskegee Airmen in World War II. By investigating these sources, children will gain understanding of and determine various character traits demonstrated by the 332nd division as well as make connections to their own lives and experiences.

3. Goal

This project will allow students to investigate character traits in a historical context using writing, critical thinking, primary sources, and vocabulary through whole class, individual, and small group work.

4. Objectives

- a. Students will determine character traits demonstrated by Tuskegee Airmen.
- b. Students will analyze primary sources using an analysis guide.
- c. Students will classify primary sources according to character traits.
- d. Students will support assigned character traits with observations from primary sources.
- e. Students will write paragraphs describing and supporting their character trait choices.
- f. Students will make connections between the Tuskegee Airmen and their own experiences and knowledge.

5. Investigative Questions

- a. What character traits were demonstrated by members of the Tuskegee Airmen through their activities and experiences prior to, during and after World War II?
- b. How can students use primary sources to support inferences in regards to character traits demonstrated by Tuskegee Airmen?

6. Time Required (10 forty minute periods)

Period 1: Procedure 1

Period 2: Procedure 2, 3

Period 3: Procedure 4, 5

Period 4: Procedure 6

Period 5: Procedure 7-10

Period 6: Procedure 11, 12

Period 7: Procedure 11, 12

Period 8: Procedure 13

Period 9: Procedure 14

Period 10: Procedure 15

7. Recommended Grade Range 3-6

8. Subject/Sub-Subject
Literacy, Social Studies, Writing

9. Standards (Common Core)

CC.K-12.W.R.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.K-12.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.3.R.L.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CC.3.R.I.7 Use information gained from illustrations (e.g. maps, photographs) ... to demonstrate understanding

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building each others' ideas and expressing their own clearly

10. Credits

Library of Congress photo analysis form, modified by Michelle Keim 5/16/11

PREPARATION

11. Materials Used

Analysis form

Images from LOC

Pencils

Paper

Large-scale image

Document projector or overhead machine

Word web

Rubric

K-W-L chart

Writing handout

12. Resources Used

Online Items:

Frissell, Toni. "Photograph of Several Tuskegee Airmen at Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675064/>] (May 16, 2011).

Frissell, Toni. "Photograph of Several Tuskegee Airmen Attending a Briefing in Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675065/>] (May 16, 2011).

Frissell, Toni. "Photograph of Tuskegee Airmen Attending a Briefing in Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675066/>] (May 16, 2011).

Frissell, Toni. "Photograph Tuskegee Airmen Exiting the Parachute Room, Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675068/>] (May 16, 2011).

Frissell, Toni. "Tuskegee Airmen Marcellus G. Smith and Roscoe C. Brown, Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675063/>] (May 16, 2011).

Frissell, Toni. "Edward C. Gleed and Two Unidentified Tuskegee Airmen, Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675075/>] (May 16, 2011).

Frissell, Toni. "Portrait of Tuskegee Airman Edward M. Thomas, Standing." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675069/>] (May 16, 2011).

Frissell, Toni. "Members of the 332nd Fighter Group in Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675007/>] (May 16, 2011).

Frissell, Toni. "Col. Benjamin O. Davis, full length portrait, and Edward C. Gleed, wearing flight Gear, standing next to airplane, and looking upward, at air base in Rametti, Italy." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2001695554/>] (May 16, 2011).

Frissell, Toni. "Toni Frissell with Major George S. "Spanky" Roberts at Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675003/>] (May 16, 2011).

Frissell, Toni. "Members of the 332nd Fighter Grop attending a briefing in Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675004/>] (May 16, 2011).

Frissell, Toni. "Members of the 332nd Fighter Group in a briefing room, Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675005/>] (May 16, 2011).

Frissell, Toni. "Sgt. William P. Bostic, 301st F.S. in Control Tower, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675008/>] (May 16, 2011).

Frissell, Toni. "Goats on Runway, Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection. [<http://www.loc.gov/pictures/item/2007675009/>] (May 16, 2011).

Frissell, Toni. "Crew Chief Marcellus G. Smith, Louisville, KY, 100th F.S., Ramitelli, Italy, March 1945." 1945 March. Toni Frissell Collection.
<http://www.loc.gov/pictures/item/2007675062/> (May 16, 2011).

Frissell, Toni. "Ground Crew Sweats in a Mission." 1945 March. Toni Frissell Collection.
<http://www.loc.gov/pictures/item/2007675076/> (May 16, 2011).

PROCEDURE

13. Description of Procedure

-Lesson 1-

Procedure 1: Introduce students to basic accomplishments and experiences of Tuskegee Airmen. Read *The Tuskegee Airmen Story* by Lynn Homan and Thomas Reilly.

-Lesson 2-

Procedure 2: Using story as a springboard, work with students to create a K-W-L (Knowledge, Want to Know, Learned) chart. Fill the K column with information the students know using these questions to guide generation:

1. Based on the things we have already talked about, plus your own knowledge, what do you KNOW, or think you KNOW about the Tuskegee Airmen?
2. Based on the things we have already talked about, plus your own knowledge, what do you KNOW, or think you KNOW about World War II?
3. Based on the things we have already talked about, plus your own knowledge, what do you KNOW, or think you KNOW about African-Americans in aviation?

Procedure 3: Have students work independently to generate a list of wonder statements, using knowledge gained through reading and discussion as well as these questions to guide generation:

1. What do you want to know more about?
2. What questions do you have?
3. What things are you unclear about?

-Lesson 3-

Procedure 4: Provide students with a list of character traits. Have students brainstorm as a class a list of character traits they feel can be used to describe the Tuskegee Airmen. Ask students to complete the following activities with these words:

1. Are any of these words synonyms?
2. What do these words mean?
3. Can you give an example from your own life of a time when you might have felt one of these things?

4. What are the similarities and differences between these character traits?
5. When might the Tuskegee Airmen have felt or demonstrated these character traits?

Procedure 5: After sorting traits by synonyms and checking for comprehension, ask each student to choose one of the character traits and use it to complete a word web with the following components (model the word web first):

1. word
2. synonyms
3. antonyms
4. demonstrative sentence including Tuskegee Airmen
5. illustration

-Lesson 4-

Procedure 6: Play a short game of “telephone” with students. Discuss the results of the game. Guide student discussion:

1. What did the first person hear?
2. What did the last person report hearing?
3. Can we say at what point the message changed?
4. If you wanted the most accurate representation of the message, who would you need to talk to?

Review concept a primary source: what is a primary source? What are examples of primary sources? What are non-examples? Create an explicit teaching chart detailing examples and non-examples of primary sources. Explain to students that primary sources will be used for the next section of this unit.

Procedure 6a: Show students a variety of artifacts. Working in groups, have students identify primary and non-primary sources. As a class, review group decisions and discuss any misconceptions. Discussion questions:

1. Which artifacts are primary sources?
2. What criteria help you to decide?
3. Which artifacts were not clearly primary or secondary?

-Lesson 5-

Procedure 7: Introduce students to the analysis tool for primary sources. Discuss each section with the students using the following questions:

1. What is the title of this section?
2. What information is this section asking for?
3. How might you complete it?

Procedure 8: Using the analysis tool, work with students to properly analyze a photo. Students will keep completed analysis for reference during analysis project.

Procedure 9: Once analyzed, students will work with teacher to place picture into character trait category they feel the image best demonstrates. Students will place a post-it with a short summary sentence describing why they have placed the photo in this category.

Procedure 10: Students will investigate the rubric for the analysis tool. Using the rubric, students will grade the class model of the analysis, and then discuss grading. Students will keep rubrics for reference during analysis project.

-Lesson 6/7-

* Procedure 11: Working in pairs, students will complete photo analysis tool for several separate photos (over two class periods). Students will use rubric to guide completion.

* Procedure 12: Once analyzed, students will work in pairs to place pictures into character trait category they feel the image best demonstrates. Students will place a post-it with a short summary sentence describing why they have placed the photo in this category.

-Lesson 8-

Procedure 13: Students will complete a gallery walk to observe the photos and categorizations. After returning to their seats, students will respond to the following questions in group discussion:

1. What did you notice?
2. What was one thing you disagreed with?
3. How did the photos help support the character traits we had chosen?
4. In what ways did analyzing the photos help answer some of your wonder statements?

-Lesson 9-

Procedure 14: Students will respond independently in writing to the prompt: What character trait did the Tuskegee Airmen demonstrate during World War II? In what ways do the primary sources we observed help to support this statement? What actions of the Tuskegee Airmen best demonstrate the trait you have chosen?

-Lesson 10-

Procedure 15: Students will share and respond to each others' writing in a culminating activity.

EVALUATION

14. Evaluation

- a. photo analysis tools (rubric)
- b. writing assignment
- c. participation
- d. discussion

Reflection on LOC lesson: Using the Tuskegee Airmen to Build Character Concepts Michelle Keim

This lesson worked well on the whole. There was good fluency between the lesson, and the way that I broke up the lesson into stand-alone parts worked well for the classroom- I could complete an entire set of lessons or just one, depending on the amount of time. The activities I planned engaged the students and moved them through the unit in a logical progression- they seemed interested and actively involved in each lesson. I believe that they learned a lot through the course of this lesson, not only about the Tuskegee Airmen, but also about primary sources, character traits, and the application and justification of character traits in reference to photos. There were several adjustments/changes I would make were I to repeat this lesson (which I intend to do). I have noted these changes below under the lesson to which they apply.

Procedures 4-5:

I would provide the students with a list of character traits to choose from. I would allow them to choose their own character traits and sort them for synonyms as a class before creating word webs as described in the lesson plan. I felt that the students were too restricted by the character traits I had chosen, and would have liked to see them apply their own thought process to determining character traits. A sample character trait list is attached. I would also model the word web and change the wording to include that the demonstrative sentence should include the Tuskegee Airmen.

Procedure 6:

After introducing the concept of primary source, I would ask the students to look at several examples and decide if the artifact is or is not a primary resource. I felt that my students, although able to verbally define a primary source were lacking in the concept and would have benefitted from further analysis before actually trying to take apart a photo. I would have brought in a variety of newspaper articles, films, and paper with descriptions of types of artifacts.

I felt that the rest of my unit was well designed and worked as planned. I would urge other teachers using this plan to not skimp on the modeling time in the photo analysis stage. I prepared a large model for use in my classroom, and did not set my students loose on their own analysis until I was sure they understood how to use the guide. It seems especially important to model with students what information should go in the analysis, and to constantly reinforce that they are using ONLY the image they are looking at to make determinations. I was impressed by my students' abilities to make inferences and build knowledge using the guide. I did not have a place on my analysis guide for my students to make inferences about time or location (setting), but would be interested in doing this in the future as well. They seemed to enjoy these activities immensely, and I think that the access to Library of Congress materials was a huge help and made a great impact in my classroom.