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Taking Flight: Tracking the Events of African Americans in History

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1. Title: Taking Flight: Tracking the events of African Americans in Aviation History

2. Overview:

The unit uses a variety of activities that incorporate inquiry and collaborative cooperative groups to uncover the history of African Americans in aviation. With the use

of primary and secondary sources from the Library of Congress, a book *Black Wings Courageous Stories of African Americans in Aviation and Space*, a two books

about Bessie Coleman, and a book about the Tuskegee Airmen, students will be able to better understand the challenges and successes of African Americans in aviation

history from the early 1900s to present-day 2000s with a special focus on World War 2 heroes.

3. Goal

Students will learn about what a timeline is. They will be able to identify famous African Americans in aviation history from the early 1900s to World War 2. They will

learn about what aviation is, particularly the dynamics of the airplane and the significant role African Americans played in aviation history from the early 1900s to World War 2 to the space age of today. Students will also learn about and demonstrate how the Tuskegee Airmen and other important historical figures, such as Bessie Coleman, impacted history through a combination of classroom activities, student-led dialogue, and individual and small group projects and presentations.

3. Objectives

Students will:

- Learn and understand what a timeline is and what it is used for.
- Create and present a timeline of their own lives to the class.
- Share information about famous African Americans in Aviation History, gathered from primary and secondary sources, by acting out heroes from the early 1900s to today's space age, focusing on 1900 to 1950.
- Learn what aviation is and be able to name parts of a plane from the early 1900s to 1950's.
- Understand and be able to explain important vocabulary related to the aviation (1900-1950)
- Learn how to gather information, think critically and make decisions.
- Learn important collaboration skills as well as respect for differing points of view – skills useful not only for civic participation but also for life.
- Learn about the history of aviation and the mechanical make-up of airplanes by creating their own airplanes.

- Be able to identify the Tuskegee Airmen and Bessie Coleman and explain their role and historical significance in history.
- Students share information about the Tuskegee Airmen and Bessie Coleman, gathered from primary and secondary sources, by constructing collage posters with pictures and words that describe them. .

5. Investigative Questions –

Who are the Tuskegee Airmen?

Why are they important historical figures?

What impact did they have on aviation? History? African Americans?

6. Time Required (0-10)

Eight to Nine 30-minute Social Studies classes

7. Recommended Grade Range

Pre-Kindergarten to 3rd grade; however, this lesson can be adjusted for other grade levels

8. Subject / Sub-Subject

Social Studies, Technology, Literacy, Language Arts

9. Standards

Illinois State Goals

16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Learning Standard A: Apply the skills of historical analysis and interpretation

16.A.Ka Recall information about the immediate past.

16.A.Kb show some awareness of time and how the past influences people's lives.

National Core Kindergarten Standards

Reading

1. With prompting and support, ask and answer questions about key details in a text.

3. With prompting and support, identify characters, settings, and major events in a story.

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Reading for Informational Text: 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing Standard: 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards:

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

10. Credits:

- Library of Congress www.loc.gov
- Heather Schram
- Sandra Cheatham (collaboration with ideas)

PREPARATION

11. Materials Used: Computer, Internet, photographs from Library of Congress, construction paper, poster boards, PowerPoint of photos

12. Resources Used

“Black History Month: Then to Now”. timeforkids.com. Time for Kids and Time Inc. 2007. 15 April 2011.

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"How to Make a Timeline." Socialstudiesforkids.com, n.d. Web. 15 April 2011.

Robbins, Trina. Bessie Coleman: Daring Stunt Pilot. Minnesota: Capstone Press, 2007.

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"Timelines". <http://ushistorysite.com/timelines.php>, 2006. Web. 15 April 2011.

Walker, Sally M. Bessie Coleman: Daring to Fly. Minneapolis: Millbrook Press, 2003.

"Wilbur in prone position in damaged machine on ground after unsuccessful trial of December 14, 1903; Kitty Hawk, North Carolina". Wright Brothers Negatives, 1903 (Library of Congress). [<http://hdl.loc.gov/loc.pnp/ppprs.00611>] [LC-DIG-ppprs-0611]

Oral Histories: Student histories presented using a horizontal or vertical timeline format in class, April 29, 2011.

PROCEDURE

13. Description of Procedure

Procedure 1: Introduce vocabulary: timeline. Give examples of a timeline.

Draw on students' background knowledge of history and of primary and secondary sources. Review important African Americans we have studied this school year-- *Martin Luther King, Jr., Rosa Parks, Barack Obama, Frederick Douglas, Ruby Bridges, Mae Jemison, Sojourner Truth, Discuss what time periods these heroes. Refer to famous African Americans book. CONNECT, WONDER

Procedure 1A:

1. Provide students with a variety of timelines from history.
2. Show students PowerPoint, which illustrates a picture timeline throughout

history. Discuss and ask students if they recognize the heroes in the PowerPoint timeline

(see attached). Discuss the significance of these heroes. How do you know that the heroes in these photographs are from a long time ago? What clues show you that

they are from a long time ago and not present-day?

3. Read and discuss “how to make a timeline” with students. (Resources: <http://www.timeforkids.com/TFK/specials/bhm/0,8805,97502,00.html> photo timeline of

African American history in America)

Investigative Questions:

- What do you notice about these timelines?
- Given example timelines, provide events from your own life, explain why it is a major event, and place it on the timeline.
- Do you think creating and presenting your own timeline is considered a primary source? Why or why not? Support your answer with evidence.
- What is a historian? Do you consider yourself to be a historian? Why or why not? Provide evidence.

Homework: Have students create their own timeline for homework and present to class. (See timeline homework assignment #1)

Procedure 1B: Create a written (including illustrations of key events & significant people) timeline. Have students place pictures of important African Americans leading up to the present-day. Timeline rubric CONSTRUCT, INVESTIGATE, EXPRESS

Procedure 1C: Students will present their own timelines of their lives, explaining each part of their life and why the event is significant.

Procedure 1D: Students will generate investigative questions (“Think like a historian”) about the major historical events that have occurred in their own lives. We will take a closer look at some of these events, such as Barack Obama becoming the 1st African American president. Students will mark event on their own timelines.

- How have these events impacted our lives today?
- Look at your timelines. What were you doing when these events happened?
- When did this happen?
- Students will label with photographs on their timelines significant events in history.

Procedure 2: Vocabulary: aviation

Discuss “aviation”.

Investigative Questions: Record responses on poster board, add to throughout the unit

- What do you think of when you hear the word: aviation?
- What is it?
- Who invented the airplane? (Wilbur & Orville Wright) When did they invent the airplane? When and where did they fly the first airplane?
- What did you learn about aviation from the movie and books about the Tuskegee Airmen and Bessie Coleman? Students will discuss in small groups by viewing photographs of various famous African Americans.

Students will learn about and label the parts of an airplane from the early to mid-1900s. CONNECT See worksheet attached

Procedure 3: Read Flying High: The Story of Bessie Coleman. CONNECT, WONDER, INVESTIGATE, CONSTRUCT

Vocabulary: aviation, barnstorming, siren call, wing walker, pilot, Charles Lindbergh, flying circuses

Important historical Figures: Bessie Coleman, Charles Lindbergh, Orville and Wilbur Wright, Robert Abbott

- Read book about Bessie Coleman. Discuss who she is and have students recall details about her life, as well as why she is significant. Write responses to questions about her life on a poster board surrounding her name and a photograph of her.
- Activity: Have students create their own collage posters about Bessie Coleman, including two photographs of Bessie Coleman and words to describe her and major events in her life.

Procedure 3A: Recall major events from Bessie Coleman’s life: who is she, what did she, and how did she impact history. Read another book about Bessie Coleman.

- Activity: Students will add more information about Bessie Coleman to their collage posters and submit for grading.
- Students will discuss their posters with each other, describing the events they chose and why they chose to create the poster like they did.

Procedure 4: Read The Tuskegee Airmen Story. Create investigative questions. Discuss in small groups. Research to find answers for questions.

CONNECT, WONDER, INVESTIGATE, CONSTRUCT

Activity: Students will create a collage poster using photographs from the Library of Congress about the Tuskegee Airmen and add key words and phrases from discussed in class, such as “Red Tails”, “1945”, “Ramatelli, Italy”, and “Tuskegee Airmen”.

Procedure 4A: Watch Tuskegee Airmen movie and answer investigative questions.

Ask what questions they still have after answering investigative questions
WONDER.

Activity: Students will create their own interpretations of the movie, war, and Tuskegee Airmen by drawing what they learned from the movie about this time period, such as the dynamics of the airplanes during this time period, the interaction between the bomber and the Red Tails, and their own reactions to the movie.

Homework: Students will interview one of their family members or friends. See homework assignment attached.

Procedure 4B: Primary Source: Listen to an air radiocast from World War 2 (if available). What does this tell you about the time period? What did you learn from this primary source? WONDER, INVESTIGATE, CONNECT

Procedure 4C: Primary Source: Students will take a closer look at photographs in small groups (3 students) of airplanes from 1900 to 1950 and analyze their photographs (see detailed lesson plan below). They will use a photo analysis worksheet (Library of Congress) as a guideline from which to form their discussion and questions around. They will pay particular attention to the structure of the plane and compare/contrast airplanes from then and now.

1. Activity: Review Primary Sources; CONNECT,

- a. What is it?
- b. Name some examples
 - i. Hero interviews—give examples from student interviews
 - ii. These are an example of oral histories
 - iii. Hang student hero interviews on posterboard
- c. What is a secondary source?
 - i. Give examples

2. Today, we are going to be historians and take a look at photographs from different time periods from our aviation timeline and do a photo analysis collage in

groups
of 3.

- a. What does it mean to analyze a photograph? USE PRIOR KNOWLEDGE, CONNECT
- b. Put students in groups of 3
- c. Each station will be set up with a piece of construction paper, markers, photo analysis rubric, and a different photograph.
- d. Say, "While analyzing the photograph, you will need to answer (through discussion & writing/drawing answers) several investigative questions and create your own questions about the photograph". (5-8 minutes)

- i. You will present your findings to the group. You will be given 10-15 minutes to complete your analysis/collage.
- ii. Show poster board with investigative questions

1. WHO IS IN THE PICTURE?
2. WHAT IS THE SETTING?
3. WHEN DO YOU THINK THIS PICTURE WAS TAKEN?
4. WHERE DO YOU THINK THIS TAKES PLACE?
5. WHAT HAVE YOU LEARNED FROM THIS PHOTOGRAPH?
6. WHAT QUESTIONS DOES THIS PHOTOGRAPH RAISE FOR YOU?
7. WHERE DO YOU THINK YOU COULD FIND THE ANSWERS? WONDER, CREATE, CONNECT, REFLECT

3. Teacher/Teacher Assistant will walk around the room—observing groups and asking probing questions & assist with spelling for ideas to keep students on task.

4. Students will present their photo analysis collages to the group (brief description—1-1 ½ minutes). Teacher will ask the group if they notice anything else or have any questions or solutions to help find answers to their questions. REFLECT, CREATE, CONNECT, WONDER

5. Following presentations, Teacher will display photo analysis collages for group to view and discuss with others. Discuss photographs as a class and reflect upon group photo analysis and place it on our timeline of aviation (Class discussion—10-15 minutes)

These photographs are from the Library of Congress. They will know that these are Primary Sources, which they can gather the most about of accurate information from. WONDER, CONNECT, CONSTRUCT

Procedure 5: Discuss "aviation". What is it? What did you learn about aviation from

the movie and books about the Tuskegee Airmen and Bessie Coleman?
Students will discuss in small groups by viewing photographs of various famous African Americans.

Students will choose an airplane from a pile, decorate their airplanes, give their airplanes a name, and place their airplanes along a timeline (labeled by decades from 1900 to 2010). They will explain why they think their airplanes fit in that time period.

Procedure 5A: Students will create their own airplanes and explain African Americans place in aviation history. Students will create and decorate their own paper airplanes using a variety of materials (paper, tape, markers, crayons). They will give their airplanes names and explain what time period their airplane could fit in.
CONNECT, REFLECT

Procedure 5B: Play the “timeline game” (Calling it a “game” creates excitement and motivation). Teacher will type out a variety of famous African American aviators names, what they known for, and significant dates. Teacher will randomly select a piece of paper, read it aloud, and ask students which decade it fits into and why they think it should fit there. Once a student gets it right, they get to choose a name and ask the students what time period the person fits in. After all names and dates have been covered, teacher will review the names and dates from 1900 to 2010.
CONSTRUCT, EXPRESS, CONNECT

Procedure 5C: Primary Source: Listen to an air radiocast from World War 2 (if available). What does this tell you about the time period? What did you learn from this primary source?

Procedure 6: This will be a game of charades for the rest of the class to name the famous African American in aviation history. Have students play a game of a charades in which they will choose a photo from a pile, draw pictures on the board and act out African-American aviator heroes from long ago to today. The rest of the group will try to name the famous African American aviator, name the time period, and significance of the aviator in history. Once the group guesses the famous aviator, the student will place the photograph on the timeline in the correct order.
CONSTRUCT, INVESTIGATE, EXPRESS

Procedure 7: Asking questions about how these significant African Americans have made a difference for us and shaped our lives as they are today.
CONNECT, EXPRESS, WONDER, REFLECT

*How can we make a difference in history? Just as these famous African

Americans dreamt as children what they would do when they grow up, what are our future goals and dreams? Link activity and discussion to "In 25 years" project".

Procedure 7A: Students will discuss what they learned from interviewing a family member or friend. How has this interview helped you better understand your own history, the history of African Americans, or the history of Aviation?

Procedure 7B: Now that students better understand aviation, timelines, and their own history, they will be able to reflect upon their learning and make a more informed decision about the qualities of a hero and how heroes impact history. *How can we make a difference in history?

Activity: Students will create a hero collage by choosing one or more of their favorite famous African American aviators from the timeline. They will incorporate words, drawings, and primary source photographs into their collage. Their final presentation will be to explain to the class why they chose the hero or heroes that they did, the time period from which the hero was from, and how their hero (es) impacted our history.

Extension Activities:

1. In-depth exploration of the history of aviation after the Tuskegee Airmen. Students will come up with investigative questions about the aviation following the Tuskegee Airmen. For example, what impact did the Tuskegee Airmen have on the world of aviation and history? I would have my students take a look at airplanes versus spacecraft. We could continue to add historic events to our Timeline of Aviation.

2. I would like to incorporate would be work with the art teacher and have my students create model airplanes in small groups with wood, paper Mache or similar material, and any other appropriate materials for Kindergarteners. The model airplanes would be displayed in the classroom. Students would then compare and contrast their model airplanes with those from the photos that they analyzed. What time period would students airplanes fit into?

The Inquiry Cycle:

Connect - Students connect new insights to self or previous knowledge; gain background and context; observe, experience

Wonder - Students develop questions and create hypotheses or predictions

Investigate - Find and evaluate information to answer questions; test hypotheses; think about information to illuminate new questions and hypotheses

Construct - Construct new understandings connected to previous knowledge; draw conclusions about questions and hypotheses

Express - Apply understandings to a new context, new situation; express new ideas to share learning with others

Reflect - Reflect on own learning; ask new questions

14. Evaluation

*Observation of student discussions: participation, understanding of a timeline, aviation, and famous African American aviators throughout history

*Handout timeline homework assignment

*Student responses to discussion questions

*Did the student accomplish what the objectives stated?

KEY CONSIDERATIONS:

The Lesson:

- Uses primary sources to support inquiry and effective teaching practices
- Includes all phases of the inquiry process are explicitly addressed
- Presents primary sources in an historically accurate context
- Requires students to use primary sources as evidence
- Promotes the desired learning and skill development stated in its goal and objectives, and the learning standards specified
- Builds historical or content understanding
- Is clear, complete and easy to follow

Homework Assignment #1

Name _____

Social Studies project: We are studying timelines and the sequence of major historical events and heroes in Social Studies. Students are expected to create a timeline of their own lives, beginning with when and where they were born to present-day. PLEASE SEE TIMELINE RUBRIC FOR EXPECTATIONS ON THE BACK OF THIS PAPER.

Students must also include at least one sentence for each event and will present their timelines on Friday, May 6th (2-5 minutes). Students need to put at least 6 events on their timelines (not 9, as indicated on the rubric).

Due by Friday, May 6th, 2010. Students may turn this project in before then. This project is worth 25 points. Be creative. Use pictures, clipart, artifacts from your life, etc. Students may complete this project on a poster board, cereal box, shoebox, construction paper, etc. If you need poster board, please let me know and I can provide you with one.

Writing Your Timeline: After you have gathered your facts about your life, you are now ready to lay them out in chronological order to create a timeline. At the beginning of your timeline, mark the starting date and what happened on that date. Next, go to the end of the timeline and mark the ending date and what happened.

In between these dates, mark the other important dates and what happened. **Wrapping It Up:** You can't include everything that happened - choose what's most important or interesting to you. Don't forget to list an event for every date on the timeline. You are the HISTORIAN - what you put on your timeline will affect how others view your subject. Step back from your timeline and ask yourself some questions about the timeline. For example: What does the sequence of events suggest about history? How did earlier events affect later ones?

Name _____ Date _____

Homework Assignment #2

This assignment is worth 15 points and is due by or before Wednesday, May 25th. We have been discussing primary and secondary sources in Social Studies class. In connection with our famous African Americans in Aviation history and timeline unit, students will need interview a family member or family friend that is older than themselves, such as a parent or grandparent. Students will need to write responses to questions on the appropriate lines.

Explanation of Primary Source—Oral History: The oral history can give any researcher/student a great opportunity to investigate what questions they have for any individual who went through a particular event similar to the Tuskegee airmen and Bessie Coleman. The questions that have been previously developed allow for a starting point. Be prepared to ask the questions of the individuals who are participating in the oral history. This is an amazing opportunity to find out from individuals that participated in a historical event about how they felt and what happened to them. Attempt to have fun with the oral history and be prepared to go in any different directions that the interviewee may go. During the oral history you should be prepared to take notes.

Interview Investigative Questions

1. Who are you interviewing? _____

Questions to ask interviewee:

2. Who is your hero? _____

3. What was your dream when you were six years old?

4. What African American hero has had the biggest impact on your life?

5. What time period was your hero alive? Present-day, 1920's, World War 1, World War 2, the 50's, 60's, 70's, etc.

6. Why and how did they impact your life? _____

7. Do you know anyone who was in a war? _____(Over)

8. What was it like?

9. What part of the military were they in?

10. Additional question: Students should write and ask their own question here.

11. Question: _____

Response: _____

Bonus (+5 points): Bring in picture of the person that you interviewed or any pictures of their hero.

****ALL PHOTOGRAPHS WILL BE RETURNED.**

Photo Analysis Rubric

Criteria	Awesome	A Good Effort	A Work in Progress	Just Beginning	Totals
	4	3	2	1	
Objective	Makes a complete and detailed description of the subject matter and/or elements seen in the photograph.	Makes a detailed description of most of the subject matter and/or elements seen in the photograph.	Makes a detailed description of some of the subject matter and/or elements seen in the photograph.	Descriptions are not detailed or complete.	
Knowledge	Provides a complete summary of the situation and time period shown, and the people and objects that appear.	Provides a somewhat complete summary of the situation and time period shown, and the people and objects that appear.	Provides some summary about the situation and time period shown, and the people and objects that appear.	Summary is not detailed or complete.	
Interpretation	Forms a reasonable hypothesis about what is viewed in the photograph and is able to support this with evidence from the photograph.	Forms a somewhat reasonable hypothesis about what is viewed in the photograph and is able to support this with some evidence from the photograph.	Relates how the photograph makes him/her feel personally.	Finds it difficult to interpret the meaning of the photograph.	
Group Work	Students work together—each contributing facts and opinions to the discussion and photo collage for the entirety	Student contributes 70% of the time of the activity-facts & opinions based on the photo.	Student has some difficulty contributing to the discussion (50% of the time)—only opinions, no facts.	Student does not contribute to the discussion, photo analysis, or photo collage.	

	of the activity.				
Photo Analysis	Student understands and helps to answer 100% of the required investigative questions. Student is able to create his/her own investigative question about the photo.	Student understands most of the questions and answers 70% of the required investigative questions. S	Student has some difficulty interpreting the photo, but can answer 50% of the questions. . Student is not able to create his/her own investigative question about the photo.	Student does not participate or understand the photo analysis investigative questions.	

TIMELINE RUBRIC

NAME _____ DATE _____

CRITERIA

	5	3	2	1	
Contents/facts	Facts were accurate for all events reported on the timeline	Facts were accurate for at least 80% of all events reported on the timeline	Facts were accurate for at least 60% of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline	
Dates	All dates indicated on timeline are correct and are sequenced in the proper order	At least 1 of the dates or sequences is not in the proper order	At least 2 of the dates or sequences are not in the proper order	At least 3 of the dates or sequences are not in the proper order	
Learning of content	The student can accurately describe 100% or more of the events on the timeline without referring to it and quickly determine which of two events came first	The student can accurately describe 75% of the events on the timeline without referring to it and can quickly determine which of the two events occurred first	The student can describe 50% of the events on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events or to compare events.	
Resources	The timeline contained at least 6 events related to the topic	The timeline contained at least 5 events related to the topic	The timeline contained at least 4 events related to the topic	The timeline contained less than 3 events related to the topic	
Creativeness: Photographs, Artifacts, etc.	The timeline contained photos for	The timeline contained photos for	The timeline contained photos for	The timeline contained photos for	

	75% of the major events in the student's life.	50% of the major events in the student's life.	35% of the major events in the student's life.	10% of the major events in the student's life.	
TOTAL:					___/25

Teacher comments:

Heather Schram
Alain Locke Charter School
Kindergarten Teacher Room 104
Primary Sources II Reflection

Title: Taking Flight: Tracking the events of African Americans in Aviation History
Reflection

After teaching this unit, I am pleased with how it turned out. My students have an overall understanding of primary source, the history of aviation, and the role of African Americans aviators throughout history. I believe my students met all of the unit objectives to varying degrees. My students especially enjoyed learning about timelines, creating a timeline of their own lives, and sharing their experiences with others. Following that particular activity, we discussed major historical events that have occurred throughout their own lives; however, we did not have time to add these events to the students' timelines.

Students also enjoyed learning about Bessie Coleman and the Tuskegee Airmen so much that they continue to incorporate into their journal writing. We read three books about Bessie Coleman. The variety of literature opened my students' eyes to different perspectives about Bessie Coleman. For example, we read two children's books, titled *Bessie Coleman: Daring to Fly* and *Bessie Coleman: Daring Stunt Pilot*. We compared how the two authors described Bessie Coleman's story.

For our videotaped lesson, students worked in groups of 3, analyzing aviation photos from the Library of Congress. They discussed investigative questions when analyzing the photographs, then presented their ideas and photo collage to the class. If I could do this lesson over again, I would have my students give a shorter presentation (1- 1 1/2 minutes) and allow less time for student to analyze their photographs (5 minutes). Following the group presentations, I would provide more time for the class to discuss each photograph and place it on our timeline of aviation (Class discussion—10 -15 minutes).

If I could change something to improve the quality of my unit plan, I would go more in-depth with the history of aviation after the Tuskegee Airmen. For example, what impact did the Tuskegee Airmen have on the world of aviation and history? I would have my students take a look at airplanes versus spacecraft. We could continue to add historic events to our Timeline of Aviation.

One last activity I would like to incorporate would be work with the art teacher and have my students create model airplanes in small groups with wood, paper Mache or similar material, and any other appropriate materials for Kindergarteners. These changes would take my unit one step further.