The Tuskegee Airmen

US History : Tenth Grade

Lesson Plan

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Spring 2012

Duration: 10 Days – 90 Minute Sessions

Students will research the Tuskegee Airmen and why the airmen were significant figures in desegregation in pre-Civil Rights America and World War II.

**Essential Questions**

How did the Tuskegee Airmen’s success change the racial environment in the United States? Why were the achievements of the Tuskegee Airmen a critical part of World War II?

**Georgia Performance Standards**

**ELA10RC2 The student participates in discussions related to curricular learning in all subject areas. The student**

a. Identifies messages and themes from books in all subject areas.

b. Responds to a variety of texts in multiple modes of discourse.

c. Relates messages and themes from one subject area to those in another area.

d. Evaluates the merits of texts in every subject discipline.

e. Examines the author’s purpose in writing.

f. Recognizes the features of disciplinary texts.

**ELA10RC4 The student establishes a context for information acquired by reading across subject areas. The student**

a. Explores life experiences related to subject area content.

b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.

c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

**ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student**

a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.

b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.

c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.

d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.

e. Writes texts of a length appropriate to address the topic or tell the story.

f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).

g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

**ELA10W2 The student demonstrates competence in a variety of genres.**

The student produces narrative writing that applies polished narrative strategies acquired in previous grades to other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.

The student produces expository (informational) writing to convey information and ideas from primary and secondary sources accurately and coherently; the student:

a. Engages the interest of the reader.

b. Formulates a coherent thesis or controlling idea.

c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from primary and secondary sources.

d. Follows an organizational pattern appropriate to the type of composition.

e. Attains closure (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).

**ELA10W3 The student uses research and technology to support writing. The student**

a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.

b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.

c. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

d. Integrates quotations and citations into a written text while maintaining the flow of ideas.

e. Uses appropriate conventions for documentation in the text, notes, and bibliographies

f. Designs and publishes documents, using aids such as advanced publishing software and graphic programs.

**ELA10W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student**

a. Plans and drafts independently and resourcefully.

b. Revises writing to improve the logic and coherence of the organization and controlling perspective.

c. Revises writing for specific audiences, purposes, and formality of the contexts.

d. Revises writing to sharpen the precision of word choice and achieve desired tone.

e. Edits writing to improve word choice, grammar, punctuation, etc.

**ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.**

When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:

1. Analyzes historically significant speeches to find the rhetorical devices and features that make them memorable.

b. Evaluates the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

c. Analyzes the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

d. Identifies logical fallacies used in oral addresses (i.e., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).

e. Analyzes the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understands the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

1. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.

AASL Standards for the 21st Century Learner

1.1.4 Find, evaluate, and select appropriate sources to answer questions

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1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of

Of resources and information

1.3.1 Respect copyright/intellectual property rights of creators and producers

1.3.3 Follow ethical and legal guidelines in gathering and using information

1.3.5 Use information technology responsibly

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Point of View - Awareness of Audience** | Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience. | Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience. | Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience. | Limited awareness of the needs and interests of the target audience. |
| **Soundtrack - Emotion** | Music stirs a rich emotional response that matches the story line well. | Music stirs a rich emotional response that somewhat matches the story line. | Music is ok, and not distracting, but it does not add much to the story. | Music is distracting, inappropriate, OR was not used. |
| **Grammar** | Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development. | Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story. | Grammar and usage were typically correct but errors detracted from story. | Repeated errors in grammar and usage distracted greatly from the story. |
| **Economy** | The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long. | The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections. | The story seems to need more editing. It is noticeably too long or too short in more than one section. | The story needs extensive editing. It is too long or too short to be interesting. |
| **Images** | Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. | Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. | An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. | Little or no attempt to use images to create an appropriate atmosphere/tone. |
| **Duration of Presentation** | Length of presentation was 4 minutes. | Length of presentation was 3 minutes. | Length of presentation was 2 minutes. | Presentation was less than 2 minutes long OR more than 4 minutes. |

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