Veterans History Project Lesson Plan

**Title:** VHP Honors Black History Month with African Americans in the Military, *Lesson One of Three*

**Subject:** Military History, Black History Month, African American History, Technology in the Classroom

**Contact Information:** Kristen Duke, Kristen_Duke@hotmail.com

**State Standards:** Students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past by evaluating the impact of racism on African Americans in the military. Students will also analyze the contributions of African Americans in the American military and ultimately create a panel discussion of race relations in the United States today.

**National Standards:** Students will systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past and articulate personal connections to time, place, and social/cultural systems.

**Grade Level:** 9-12

**Time Duration:** eight class periods, 45-50 minutes each. Lesson one: 2 class periods, lesson two: 2 class periods, lesson three: 3-4 class periods (as needed).

**Overview:** This mini unit is designed to introduce students into an area of historical study often ignored: African Americans in the military. In honor of Black History Month, the VHP has created a curriculum that engages the students in historical inquiry and evaluative thinking that challenges them to embrace high order thinking and abstract concepts such as race relations in America.

**Objective(s):** Students will examine and evaluate the role of African Americans in the military by investigating their contributions in every major conflict in American history. Students will identify and research an African American veteran using the VHP and present their findings in a multimedia format to the class. Lastly, students will participate in a panel talk in which they have prepared to discuss current race relations in the American military and society as a whole.
Lesson One Content Objective(s): Students will know and be able to explain the degree of participation of African Americans in the following major American conflicts: American Revolution, Mexican War, Civil War, World War I, World War II, Korea, Vietnam, Iraq, and Afghanistan. Students will then evaluate the role of African Americans in the military by outlining their contributions in every major conflict in American history. Students will produce a timeline that marks any increase in involvement and connect it to the degree of racism inherent in American society at the time. Guiding Question: To what extent did African Americans participate in America’s military history and to what degree has it increased or decreased?

Skills Objectives(s) Evaluation, synthesis, analysis, technology usage.


Activities and Procedures for Lesson 1 (will span the two days):

1. Using their textbooks as a reference, students research the basic who/what/where/when/why of each of the assigned conflicts. Students fill in the ditto provided to use as a reference point when creating their timeline.

2. Students then use the internet to research African Americans in each war and determine the degree of involvement in each conflict.

3. Students produce a timeline that chronologically marks the roles of African Americans in the military and write a paragraph for each marker that evaluates the degree of discrimination and racism experienced by African Americans at that time and how it can be connected to their military experiences.

Evaluation: See attached rubric.
## African Americans in Past Conflicts

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Parties Involved</th>
<th>Primarily Fought Where</th>
<th>Years of Conflict</th>
<th>Source(s) of Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Revolution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican War</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil War</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World War I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World War II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iraq</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afghanistan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict</td>
<td>Role of African Americans in the Conflict</td>
<td>Status of African Americans in America Society at that Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Revolution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican War</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil War</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World War I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World War II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iraq</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afghanistan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## VHP Honors Black History Month with African Americans in the Military
### Lesson One Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaching Expectation</th>
<th>Below Expectation</th>
<th>No Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge: Completion of the Dittos</strong></td>
<td>The students researched the assigned conflicts and the participation of African Americans and completely filled out the accompanying dittos.</td>
<td>The students researched the assigned conflicts and the participation of African Americans and filled out the accompanying dittos with only a few missing components.</td>
<td>The students researched the assigned conflicts and the participation of African Americans and missed many of the components of the dittos.</td>
<td>The dittos were only partially completed.</td>
<td>No attempt was made to complete the dittos.</td>
</tr>
<tr>
<td><strong>Evaluation Skills: The Timeline</strong></td>
<td>Student effectively used appropriate technique(s) and concept(s) to produce a timeline that chronologically marked the roles of African Americans in the military and wrote a paragraph for each marker that evaluated to a high degree the level of discrimination and racism experienced by African Americans at that time and how it can be connected to their military experiences.</td>
<td>Student integrated some appropriate technique(s) and concept(s) to produce a timeline that chronologically marked the roles of African Americans in the military and wrote a paragraph for each marker that evaluated the level of discrimination and racism experienced by African Americans at that time and how it can be connected to their military experiences.</td>
<td>Student incorporated some appropriate technique(s) and concept(s) to produce a timeline that chronologically marked the roles of African Americans in the military and wrote a paragraph for most markers that somewhat evaluated the level of discrimination and racism experienced by African Americans at that time and how it can be connected to their military experiences.</td>
<td>No product.</td>
<td></td>
</tr>
</tbody>
</table>
Title: VHP Honors Black History Month with African Americans in the Military, Lesson Two of Three

Subject: Military History, Black History Month, African American History, Technology in the Classroom

Contact Information: Kristen Duke, Kristen_Duke@hotmail.com

State Standards: Students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past by evaluating the impact of racism on African Americans in the military. Students will also analyze the contributions of African Americans in the American military and ultimately create a panel discussion of race relations in the United States today.

National Standards: Students will systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past and articulate personal connections to time, place, and social/cultural systems.

Grade Level: 9-12

Time Duration: Eight class periods, 45-50 minutes each. Lesson one: 2 class periods, lesson two: 2 class periods, lesson three: 3-4 class periods (as needed).

Overview: This mini unit is designed to introduce students into an area of historical study often ignored: African Americans in the military. In honor of Black History Month, the VHP has created a curriculum that engages the students in historical inquiry and evaluative thinking that challenges them to embrace high order thinking and abstract concepts such as race relations in America.

Objective(s): Students will examine and evaluate the role of African Americans in the military by investigating their contributions in every major conflict in American history. Students will identify and research an African American veteran using the VHP and present their findings in a multimedia format to the class. Lastly, students will participate in a panel talk in which they have prepared to discuss current race relations in the American military and society as a whole.
Lesson Two Content Objective(s): Students will identify and research the experiences of one African American veteran from the VHP website and create a multimedia presentation to share their research with their classmates.

Skills Objectives(s) Synthesis, analysis, technology usage.

Materials: Projector hooked up to a computer, access to internet and Microsoft Office.

Activities and Procedures for Lesson 2 (will span two days):

1. Students log on to the VHP website using the following link: http://www.ccsu.edu/vhp, students will pick an African American veteran from any conflict and view their interview, documents, and pictures that are available.

2. Students then use the internet to research the war in which their veteran participated and the overall participation of other minorities in the conflict, comparing and contrasting their findings.

3. Students produce a multimedia presentation utilizing PowerPoint or some other similar program to demonstrate the student’s analysis of their veteran’s experiences. Students present their findings to the class.

Evaluation: See attached rubric.
VHP Honors Black History Month with African Americans in the Military, Lesson Two Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaching Expectation</th>
<th>Below Expectation</th>
<th>No Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biography</strong></td>
<td>Student efficiently used their time to research their veteran and utilized the VHP website including interviews and other primary sources.</td>
<td>Student efficiently used their time to research their veteran and utilized the VHP website including the interview. Student was off task minimally.</td>
<td>Student used their time to research their veteran and utilized the VHP website including the interview. Student was off task somewhat consistently.</td>
<td>Student did not use time efficiently and was off task consistently.</td>
<td>No attempt was made to use time efficiently or research their veteran.</td>
</tr>
<tr>
<td><strong>Analysis of Experiences</strong></td>
<td>Student accurately and thoughtfully analyzed the experiences of their veteran and other African Americans in their specific conflict. Position is richly supported with accurate and relevant information. Student fluidly incorporates appropriate examples.</td>
<td>Student accurately analyzed the experiences of their veteran and other African Americans in their specific conflict. Position contains adequate support with accurate and relevant information.</td>
<td>Student only somewhat analyzed the experiences of their veteran and other African Americans in their specific conflict. Position contains limited support with some inaccurate or irrelevant information.</td>
<td>Student minimally analyzed the experiences of their veteran and other African Americans in their specific conflict. Position is poorly developed and inconsistent; information may be inaccurate or irrelevant.</td>
<td>No analysis or supporting evidence.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Progression of ideas is logically connected to a main idea and is sustained throughout. Students creatively and effectively utilized a multimedia format to create a visually pleasing presentation that reflected their findings and veteran biography.</td>
<td>Progression of ideas is connected to a main idea and is sustained throughout. Students effectively utilized a multimedia format to create a visually pleasing presentation that reflected their findings and veteran biography.</td>
<td>Progression of ideas is somewhat connected to the main idea with digressions or abrupt shifts. Students did not effectively utilize a multimedia format to create a visually pleasing presentation that reflected their findings and veteran biography.</td>
<td>Progression of ideas is lacking a connection to the main idea, thus interfering with meaning. Limited attempt was made to meet requirements.</td>
<td>No meaningful progression of ideas. No attempt to a multimedia format.</td>
</tr>
</tbody>
</table>
Veterans History Project Lesson Plan

Title: VHP Honors Black History Month with African Americans in the Military, Lesson Three of Three

Subject: Military History, Black History Month, African American History, Technology in the Classroom

Contact Information: Kristen Duke, Kristen_Duke@hotmail.com

State Standards: Students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past by evaluating the impact of racism on African Americans in the military. Students will also analyze the contributions of African Americans in the American military and ultimately create a panel discussion of race relations in the United States today.

National Standards: Students will systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past and articulate personal connections to time, place, and social/cultural systems.

Grade Level: 9-12

Time Duration: Eight class periods, 45-50 minutes each. Lesson one: 2 class periods, lesson two: 2 class periods, lesson three: 3-4 class periods (as needed).

Overview: This mini unit is designed to introduce students into an area of historical study often ignored: African Americans in the military. In honor of Black History Month, the VHP has created a curriculum that engages the students in historical inquiry and evaluative thinking that challenges them to embrace high order thinking and abstract concepts such as race relations in America.

Objective(s): Students will examine and evaluate the role of African Americans in the military by investigating their contributions in every major conflict in American history. Students will identify and research an African American veteran using the VHP and present their findings in a multimedia format to the class. Lastly, students will participate in a panel talk in which they have prepared to discuss current race relations in the American military and society as a whole.
Lesson Three Content Objective(s): Utilizing the content and skills learned in the previous two lessons, students will actively participate in a panel discussion on race relations today.

Skills Objectives(s) Evaluation, synthesis, and analysis.

Materials: Dittos from lesson one and research from lesson two.

Activities and Procedures for Lesson 3 (will span a few days depending on degree of participation):

1. The teacher should arrange the desk/tables in the classroom into a circle formation to create a student centered/panel type environment for this lesson.

2. Each student submits one question to the teacher. The questions should center on the topic of race relations in America and in the military. An example of an appropriate question would be: "Since we have elected the first African American president, does that mean there is no more racism?" and "Does racism still exist in the American military?" etc.

3. The teacher randomly selects questions to pose to the 'panel.' Students are given two-three minutes to answer the question on their ditto (to be collected at the end) before responding and initiating a discussion with the group. This accomplishes two things 1) It allows the students who need more time to formulate responses the opportunity to participate and not let the usual students dominate the discussion 2) It also allows the shyer and/or limited students to engage in the higher level thinking required by the questions without forcing them to speak publically. They will be held accountable by their responses on the ditto.

Evaluation: See attached rubric.
Panel Discussion Question:

My Response:

Panel Discussion Question:

My Response:

Panel Discussion Question:

My Response:
<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Approaching Expectation</th>
<th>Below Expectation</th>
<th>No Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Takes and develops a clear, thoughtful position that remains consistent</td>
<td>Takes and develops a position; remains consistent to their participant.</td>
<td>Takes a position but may not be clearly developed; somewhat consistent to that of their participant.</td>
<td>Takes no clear position or is difficult to understand</td>
<td>No evidence of a position</td>
</tr>
<tr>
<td>Support</td>
<td>Position regarding race relations was richly supported with accurate and relevant information. Participation was highly active.</td>
<td>Position contains adequate support with accurate and relevant information. Participation was maintained throughout the discussion.</td>
<td>Position contains limited support with some inaccurate or irrelevant information. Minor participation.</td>
<td>Position is poorly developed and inconsistent; information may be inaccurate or irrelevant. Almost no participation</td>
<td>No participation.</td>
</tr>
</tbody>
</table>