# Crispus Attucks Museum Unit #2: African-Americans in the Military

<table>
<thead>
<tr>
<th>Grades:</th>
<th>Grade 11/Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>U.S. History/U.S. Government</td>
</tr>
<tr>
<td>Teacher:</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>45 minutes (each)</td>
</tr>
<tr>
<td>Day(s)</td>
<td>1</td>
</tr>
<tr>
<td>Lesson #:</td>
<td>1 of 2</td>
</tr>
</tbody>
</table>

### Standards:

**Grade 11 – U.S. History after 1877**

- **USH.6.2** Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960).
- **USH.5.8** Identify and describe the impact of World War II on American culture.
- **USH.9.1** Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.4** Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

**Grade 12 – U.S. Government**

- **USG.1.9** Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.
- **USG.2.8** Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy.
- **USG.3.12** Analyze the functions of major departments of the executive branch in the United States and in Indiana.
  (Individuals, Society and Culture)
- **USG.5.2** Analyze the roles and responsibilities of citizens in Indiana and the United States.
  (Individuals, Society and Culture)
- **USG.5.8** Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.

**Grades 11/12 – Social Studies Content Area Literacy Standards**

- **11-12.LH.1.1**: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
- **11-12.LH.2.1**: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **11-12.LH.4.1**: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a
Objectives:
- Students will be able to identify examples of African-American military participation in major American conflicts leading up to World War II
- Students will be able to explain the effects of segregation on the military throughout American history (Revolution to WWII)
- Students will recognize the contributions Crispus Attucks graduates have made to the military over the course of the school’s history advocacy and legacy
- Students will identify and explain the challenges and opportunities for African-Americans in the context of home front and war front during the Civil War, WWI and WWII
- Describe and analyze the impact of individuals (A. Philip Randolph, Truman) in the early civil rights movement during the 20th century
- Describe and analyze the role of the executive branch in redefining the African-American experience in the military and ongoing civil rights reform
- Read, analyze and cite textual evidence from primary documents (letters from about WWI Hellfighters, executive orders 143, 8802 and 9981) that the integration soldiers became a model for a broader civil rights movement

Vocabulary
- Students identify and define key learning terms:
  - Executive order, regiment, war department, primary source, secondary source, essential question, historical question, textual evidence, casualty, segregation, Jim Crow, harassment, desegregation, integration, Civil War, World War I, World War II, Croix de Guerre, Harlem, armed forces, G.I. Bill

Resources:
PBS African American Lives
http://www.pbs.org/wnet/aalives/teachers/freedom_to_fight.html
Timeline of African American Military History
National Archive Photo Analysis Sheet
National Archives Written Document Analysis Sheet
Our Documents: Background on General Order 143,
Types Differentiation/Student Choice/Instructional Level

✓ Materials and questions are to be checked through teacher facilitated review
✓ Review materials will be directly related to all assessment materials
✓ Student preparation for most assessment pieces are done through student collaborative groups and are appropriately modeled based on various student learning styles (visual, kinesthetic, logical-mathematical, intrapersonal, interpersonal, musical, linguistic)
✓ Materials are differentiated as is deemed appropriate to grade level

Modifications and Adaptations:

✓ Use positive reinforcements
✓ Use frequent checks for understanding
✓ Use clues and prompts
✓ Display written directions when giving them verbally
✓ Make use of peer tutors
✓ Create vocabulary files
✓ Provide guides in distinct, shorter steps
✓ Modify reading materials to lower reading level as needed
✓ Use manipulatives and visuals to illustrate concepts
✓ Create model examples of assessment outcomes
Provide easy-to-use rubrics
Essential Question: How has African-American military participation changed over time?

Anticipatory Set in Museum (Prior knowledge, Tie in, Hook)

Students are asked to explore the museum to find as many connections African-Americans have had throughout their history in defending the U.S. in the armed forces (5 minutes)

Gallery Walk sheet with number list and space for notes is provided

Modeled Learning in Museum (I do it, you watch)

Museum curator/Facilitator will introduce Crispus Attucks’ special connection to the U.S. military and the defense of our country. From the school’s namesake (Crispus Attucks is considered by many to be the first casualty of the Revolutionary War to current day military operations in the Middle East). Students will be given a guide which highlights Crispus Attucks military contributions

Shared Learning in Museum (We do it together)

1. Revisit the exhibit in the museum displaying the Tuskegee Airmen.

2. Examine the details surrounding the exhibit (both visual and written information). Using the GIST sheet provided to you for the tour, collect 20 details about the Tuskegee Airmen and summarize those details in one to two paragraphs

3. Allow groups to share out their findings and/or summaries in the activity area of the museum

Guided Learning in the Museum (You do it, I watch)

Interview with Arthur Carter – Crispus Attucks History Maker was a Tuskegee Airman


2. Partners read the article for meaning and breakdown the details of Arthur Carter’s life into a ‘History Frame’:

Note to facilitator: History frames are available a Reading Quest (link is listed
below). This frame allows students to breakdown an individual’s contributions to history through the lens of a goal/problem/resolution/outcome.

History Frame Diagram:  
http://www.readingquest.org/

3. Change partners after analyzing Arthur Carter’s article through a History Frame. Discuss the following questions below:

How did Arthur Carter face a problem or meet a goal in his life? Explain.

**Independent Learning in the Museum (You do it on your own)**

Choose a History Maker in Your Life:

1. Choose someone you know in your life (they do not need to be in the military)

2. Think of their life in a History Frame – What goal did they attain? Or, what problem did they overcome? What was the outcome to this moment in their life? Who or what were key parts to this event?

3. As a journalist write about this person in a personal interest story. Why should people know about them? Tell us the details about their life using your History Frame. In your short article, tell us how they made a small contribution to history.

Exit Ticket: After viewing this museum exhibit, do you feel that African-American military participation has changed over time? Explain why or why not using evidence you have collected from the museum.

**Assessments:**

How will you check the level of student understanding?

- Museum Gallery Walk notes
- Tuskegee Airmen GIST activity
- Arthur Carter History Frame Think, Pair and Share
- Independent article about history maker in students life
- Exit ticket
Grades: Grade 11/ Grade 12  Subject: U.S. History  Teacher:
Duration: 90 minutes  Day(s) 2  Lesson #: 2 of 2

**Essential Question:** Has the U.S. military helped or hurt African-Americans attempts to gain greater civil liberties?

**Anticipatory Set in Classroom (Prior knowledge, Tie in, Hook)**

**Bellwork Question:** By looking at the photo images, what similarities and differences can you see in these photographs of African-American military participation?

Projected on screen or in gallery walk:
Photo 1. African-American ‘Harlem Hellfighters’ military unit in WWI (1914-1918)

Photo 2. African-American Unit in the Civil War (1861-1865)
Photo 3. Integrated Unit in the Korean War (1950-1953)

(Note to teacher: Ask students to analyze these photos with the National Archive photo analysis sheet in resource list.)

**Explorative Connections:** Do you think African-Americans have always been involved U.S. wars? Why or why not? In what ways have they participated? Has that changed over time?

(Note to teacher: Point out information under each photo so students can used context clues to see patterns. Students should see that African-American soldiers are photographed fighting in uniform and holding weapons in 2 of the 3 images.)

(Note to teacher: Please bring attention to the cross metals that are worn by the Harlem Hellfighters in the first photo. These are metals of valor – but awarded to them by the French! Do you think African-American soldiers were awarded any other status after the war?)

**Modeled Learning in Classroom (I do it, you watch)**

Modeling Literacy Strategies: Examining a Primary Document on African-American Military Involvement

1. Teacher asks students to decide whether the document below is a
primary document or secondary document – ask students to explain why
(note to teacher: point out date and the writing is a direct order of that
time)

2. Students examine the document pasted below as the teacher models
these ‘think aloud’ questions for orienting the text: Who are the orders
from? What war are they for? Which side are these soldiers potentially
fighting for in the conflict? How will these soldiers be organized?

2. Teacher provides background content for this document and,
depending on time, the notable historical events in African-American
military history leading up to and through the Civil War.

**Resources for document context:**
Our Documents: Background on General Order 143,
Timeline: African-Americans in the U.S. Army

3. Anticipate why this document is significant to the historian by
modeling an historical question for the class.

Examples:
How did this document officially (legally) include African-Americans in the
military?

This document is important because it is the first government order, as
an extension of the president’s executive office, to place African-
Americans in the military. They are generally categorized as regiments as
with other military units.

Did this document include African-American soldiers in the same way
other citizens were included in the military?

This is an important question. Even though the document claims the
soldiers are to be organized like other military units, they are labelled as
“colored” regiments. This clearly implies that they will be segregated.

Why did this document come into being?

Lincoln had previously signed the Emancipation Proclamation in 1963,
releasing slaves in Confederate-held territory (not border states,
however). Secondly, Union soldier casualties were running high after the
Battle of Antietam Creek, which meant there was a sharp demand for
more soldiers. Thirdly, and most important, Frederick Douglass had masterfully lobbied Lincoln to include African Soldiers in the Union ranks.

4. Show the students where they can find the text evidence to help answer these questions – mark and explain its connection.

**Document A: General Order 143 of the Civil War**


I--A Bureau is established in the Adjutant General’s Office for the record of all matters relating to the organization of Colored Troops, An officer, will be assigned to the charge of the Bureau, with such number of clerks as may be designated by the Adjutant General.

II--Three or more field officers will be detailed as Inspectors to supervise the organization of colored troops at such points as may be indicated by the War Department in the Northern and Western States.

III--Boards will be convened at such posts as may be decided upon by the War Department to examine applicants for commissions to command colored troops, who, on Application to the Adjutant General, may receive authority to present themselves to the board for examination.

IV--No persons shall be allowed to recruit for colored troops except specially authorized by the War Department; and no such authority will be given to persons who have not been examined and passed by a board; nor will such authority be given any one person to raise more than one regiment.

V--The reports of Boards will specify the grade of commission for which each candidate is fit, and authority to recruit will be given in accordance. Commissions will be issued from the Adjutant General’s Office when the prescribed number of men is ready for muster into service.

VI--Colored troops may be accepted by companies, to be afterward consolidated in battalions and regiments by the Adjutant General. The regiments will be numbered seriatim, in the order in which they are raised, the number to be determined by the Adjutant General. They will be designated: “—Regiment of U.S. Colored Troops.”

VII--Recruited stations and depots will be established by the Adjutant General as circumstances shall require, and officers will be detailed to muster and inspect the troops.

VIII--The non-commissioned officers of colored troops may be selected and appointed from the best men of their number in the usual mode of appointing non-commissioned officers. Meritorious commissioned officers will be entitled to promotion to higher rank if they prove themselves equal to it.

IX--All personal applications for appointments in colored regiments, or for information concerning them, must be made to the Chief of the Bureau; all written communications should be addressed to the Chief of the Bureau, to the care of the Adjutant General, BY ORDER OF THE SECRETARY OF WAR: E.D. TOWNSEND Assistant Adjutant Generals.

(Courtesy of www.ourdocuments.gov)
Examining Primary Documents about the Treatment of the Harlem Hellfighters in WWI

1. Teacher re-examines photograph #1 in the anticipatory set. Situate the photo again in time and place. Explain the brief background of the Harlem Hellfighters in WWI. Use the context resource below for help in the introduction.

Hellfighters Background Introduction:

While the U.S. Army was still segregated at the outbreak of World War I, Americans of all ethnicities were nonetheless an integral part of the military. One such unit was the 369th colored regiment, led by a white officer named Hamilton Fish. The 369th regiment was one of four African-American regiments that saw combat during World War I. Throughout the duration of the war, 400,000 African American soldiers served in the United States Army. In terms of battle losses, 475 were killed, and another 3,468 were wounded out of the total battle strength of approximately 10,000 men.

The 369th regiment was nicknamed the “Harlem Hellfighters,” since most of the soldiers experienced a great deal of racism while preparing for war in the United States. During a twelve day period in Spartanburg, South Carolina, the black soldiers were pushed off sidewalks, harassed, and even assaulted by whites. As a result, Hamilton Fish sent a telegram to the Secretary of the Navy – his close personal friend, Franklin Delano Roosevelt (they would later become political enemies). Fish hoped that Roosevelt would work to get his unit transferred to France to fight the Germans. Instead, the soldiers were sent to Camp Whitman in New York where they received additional harassment from a nearby regiment from Alabama.

Finally, the soldiers were sent to France to see military action. At first, the African-American soldiers were used as laborers, since integration with white soldiers was not allowed. Later, the soldiers were sent to supplement the French army and fight along-side them. The French came to admire the Hellfighters and their fighting spirit.

The 369th compiled a fine war record. The regiment spent 191 days on the frontlines – longer than any other American regiment during the war. The regiment never lost an inch of ground, and was the first Allied regiment to reach the Rhine River. In addition, no member of the 369th regiment was ever taken as a prisoner of war (though one-third were casualties).

Captain Hamilton Fish received the Silver Star medal for actions at Meuse-Argonne, France. And several of the African-American soldiers were awarded the Croix de Guirre medal from France for their bravery. After the war, Fish
became a well-known United States Congressman. Because of their exemplary war record, a $30,000 monument was erected in France to commemorate the gallant service of the Harlem Hellfighters.

**Guided Learning in the Classroom (You do it, I watch)**

1. Now organize student groups to analyze Documents B, C and D. Like modeled in the previous example of Document A: Order 143, students will be assigned one of three documents. They will collectively analyze its historical importance in relation to the driving question below.

**Check for Understanding:** *How did the U.S. Military and government treat African-American soldiers during WWI based on the experience of the Harlem Hellfighters?*

2. Student groups should provide a brief summary of the context of their document to the central historical question. As a group they should speak to the question using the evidence provided in their document.

3. Students can more systematically take notes on these documents using the analysis sheet linked below. Demonstrate the use of the sheet prior to asking students to use it.

**Organizer Resource:**
National Archives Written Document Analysis Sheet  

**Document B (enlarge image for analysis):** Captain Hamilton Fish to Franklin Roosevelt
Document C (enlarge for analysis): Captain Hamilton Fish’s letter to home about warfront conditions

WESTERN UNION
TELEGRAM.

RECEIVED AT NAVY DEPARTMENT.

49w ty 84 Blue

WR Wrightstown NJ 845AM Oct 1 1917

Franklin Roosevelt
Navy Dept Washington DC

Understand that third battalion fifteenth New York Infantry colored is ordered to Spartanburg my brother officers believe with me that sending northern volunteer negro troops south would cause recurrence of race troubles this battalion could render immediate valuable service in France on line of communications where there is great present need to relieve French troops why not solve difficult southern problem by letting these northern negro soldiers go where they can be of immediate use and train for firing line quicker than in the south.

Captain Hamilton Fish Jr.

10AM
3. Ask each group to share out their findings. This can be done in gallery walk format, four corners format, Socratic seminar, or simply by taking turns at the document camera. The teacher should emphasize that the students groups have formulated an answer to the historical driving
question based on text evidence – have groups reference that evidence.

4. Additional Document Analysis Questions:

a. Whose view is represented in these documents?
b. How do these two documents differ in time and space?
c. Do these documents help give us a more accurate understanding of military life for African-American troops in WWI?
d. Why would historians consider these documents primary documents?

**Independent Learning in the Classroom (You do it on your own)**

1. Task each student to examine the photo below (be sure that the photo is blown up enough to see the protest posters).

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Photo 4. Protesters supporting Executive Order 9981 to desegregate the U.S. military
2. Before releasing students on independent work, discuss the photo. Make sure students understand these following points about this executive order:

- Executive orders are issued by the president and are law
- Harry Truman was president at this time
- The order was issued after WWII and demanded racial desegregation (integration) of the U.S. armed forces
- Truman received pressure to issue this order from the early civil rights leader A. Philip Randolph

**Document E - Executive Order 9981 Transcript and Doc Analysis Questions:**
http://multimedialearning.org/FreeDownloads/2010/ExecutiveOrder9981.pdf (attached as file)

3. Students will work independently to find textual evidence to answer the Essential Question below in essay format:

**Has the U.S. military helped or hurt African-Americans attempts to gain greater civil liberties?**

Note to teacher: (Set specific parameters for student essay. Be sure to ask students to use a variety of text from the lesson to back up their opinion. Ask them to also reference the text letter (A, B, C, D, E) or photograph (1,2,3, 4) for every instance of evidence they use.)

4. Ask students to choose a position in their essay and make it their thesis. To support their thesis they will need to write at least a five paragraph response (intro, three body paragraphs of evidence support, conclusion).

5. It is suggested that students peer edit their work to help create a final draft that is more polished and focused

**Exit Ticket Questions:** Has African-American military participation created other opportunities for African-Americans socially or economically? Can you think of any examples?
**Assessments:**
How will you check the level of student understanding?
- Photo Image Impressions Bell work ticket
- Group document analysis sheet and presentation
- Independent essay with text support addressing essential question
- Exit ticket

**INSPECT & REFLECT / CLOSURE:** (Designing student assessments)