

ALBUM PROJECT-BASED LEARNING ACTIVITY: INTRODUCE A WASP PROJECT

Album Description

This album is one part of my final Teaching with Primary Sources Internship Project, to see other parts, click the links below:

1. *Learning Activity: Women in the Military During World War II*
2. *Women in the Military Recruitment Posters: Four Corners Activity*
3. *Learning Activity: Closer Look-Who Were the Women Airforce Service Pilots?*

Introduce a WASP Project

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For a folder containing downloadable PDFs of these project materials, click [here](#)

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This project is intended for students to complete after they have completed these learning activities:

1. Learning Activity: Women in the Military During World War II
2. Learning Activity: Closer Look-Who Were the Women Airforce Service Pilots?

This project is a relatively short, fun, and engaging way to help your students better understand what a primary source is, how primary sources are helpful in learning about the past, and how to search for primary sources at the Library of Congress.

In this activity, students are directed on a search through the Library of Congress collections to find primary sources related to the story of a Woman Airforce Service Pilot's oral history located in the Veterans History Project collections.

This project is also a way to introduce your students to *oral history* as a form of primary source and discuss the many different formats primary sources can take. Students will also gain knowledge about research and presentation strategies as well as enhancing their knowledge of the material on the Women Airforce Service Pilots.

Included in this Album:

1. Introduce a WASP Project-Teacher Guide (Start Here!)
- 2.

Introduce a WASP Project- WASP VHP Collection Options

3. Introduce a WASP Project- Student Worksheet

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Introduce a WASP Project


Project Overview

In this project, your group will choose a Women Airforce Service Pilot (WASP) to research and find *primary* sources from the Library of Congress about her life. Then, you will present to your classmates to introduce her story to others.


Group Members: _____

First, let's review: What is a *primary* source?


Circle which of these would be a *primary* source:




This photograph of cats celebrating a birthday from 1914




This History Textbook




This poster for an early film projector from 1896




This map of Seattle, Washington from 1891



This oral history interview with Olympian and Civil Rights Leader John Carlos about his protest at the 1968 Olympics




This issue of the Nonconformist Press, the newspaper at the Manzanar Japanese Internment Camp from 1945



This article about Alexander Graham Bell from the Library of Congress

(Here is an example page from the student packet!)

If you have any questions about the project, decide to try the project in your classroom, or have any feedback about the content, please let me know in the comments or through a message!

Thanks to  Robert Scarlett, and his History of Black Music--Researched by my students discussion, as his work was a model for my creation of this project!

6 - 8 9 - 12 13+ English/Language Arts Library Social Studies/History Project
Based Learning Research Veterans History Project World War II Womens History
WASPs Women Airforce Service Pilots Women In The Military

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INTRODUCE A WASP PROJECT-TEACHER GUIDE (START HERE!)

Teaching Notes:

Start with this Teacher Guide to find directions, links, and tips to facilitate this project!

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INTRODUCE A WASP PROJECT-WASP VHP COLLECTION OPTIONS

Teaching Notes:

This document has a list of different WASP collections from the Veterans History Project. Use it to help your students choose a WASP to research!

See the Teacher's Guide for more information on this document.

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INTRODUCE A WASP PROJECT-STUDENT WORKSHEET

Teaching Notes:

This is the worksheet that students will use while completing this project! The packet is 9 pages total, and each student should have their own copy to fill out.

For more information on how to facilitate this worksheet, see the Teacher's Guide.

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Teaching Notes:

Thank for your hard work in compiling and sharing your lesson. I know many teachers will appreciate this topic. I know I do! Thanks again!

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Teaching Notes:

Thank you,
classrooms!



Cheryl Best ! I'm looking forward to hearing from teachers who try this project out in their