



# Bessie Coleman: Queen of the Skies

## Standards & Learning Objectives

### AP US History

Theme 1: American and National Identity NAT

Theme 4: Migration and Settlement MIG

Theme 6: America in the World WOR

Theme 7: American and Regional Culture ARC

Theme 8: Social Structures SOC

#### KC-6.2

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

#### KC-6.2.I

International and internal migration increased urban populations and fostered the growth of a new urban culture.

#### KC-6.2.II

Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

#### KC-6.3

The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

#### KC-6.3.I

New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

#### KC-6.3.II

Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

#### KC-6.1.II.D

Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

#### KC-6.3.II.C

The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

#### KC-6.2.I.A

As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.

#### KC-6.2.I.B

Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

#### KC-6.3.II.B.ii

Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.

### KC-7.3.II.B

Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies.

### KC-7.2.II.B.i

The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.

### KC-7.2.II.C

In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.

### KC-7.2.I.A

New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.

### KC-7.1.I.B

By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.

### KC-7.2.I.B

Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.

### KC-7.2.I.D

In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

## NCSS Themes

1. Culture
2. Time, Continuity, & Change
3. People, Places, & Environments
4. Individual Development & Identity
5. Individuals, Groups, & Institutions
8. Science, Technology, & Society
9. Global Connections

## Learning Objectives

At the end of this lessons, students will be able to describe the . . .

- political, commercial, and technological context of early aviation;
- role of Black Americans as aviators, engineers, and mechanics in the early decades of flight;
- social forces at work in the 1920s that led many Black Americans to seek opportunities in Europe;
- racial and gender discrimination Bessie Coleman had to battle to become a celebrity aviatrix;
- role of Black newspapers, especially *The Chicago Defender*, in promoting Bessie Coleman's career;
- impact of Bessie Coleman's legacy on Black American culture, politics, and economic development.

Students will define vocabulary words listed as follows:

Aviatrix	Aerospace	Aeronautical
Barnstorming	Biplane	Cockpit
Daredevil	Expatriate	Lacerations
Manicurist	Parachutist	Sharecropper