

The Wright Brothers: First Flight

<https://www.loc.gov/resource/ppprs.00626/>

Overview/Prior Knowledge

Students are expected to know what modern day airplanes look like. The lesson focuses on the Wright Brothers and the first heavier than air flight.

Objectives

- TSW analyze primary sources about the Wright Brothers invention of the airplane.
- TSW comparing primary sources and secondary sources about the Wright Brothers invention of the airplane.
- TSW synthesize primary sources about the Wright Brothers to create an expository writing piece describing the events that led to the invention of the airplane.
- TSW describe the importance of the Wright Brothers and their intervention of the plane.

Time Required

Five 20-minute periods.

Recommended Grade Range

3-5

Subject/Sub-Subject

United States History, English Language Arts

Standards

Social Studies

English Language Arts

CCSS ELA WRITING STANDARDS:

- W.3.2 Write informative/explanatory texts to examine a topic and convey idea and information.
- W.3.7 Conduct short research projects that build knowledge about a topic.



W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS ELA READING STANDARDS:

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Library of Congress - Teaching with Primary Sources Skills:

- Identify details when observing a primary source(s)
- Ask questions related to observations and the topic of a primary source
- Speculate about who created a primary source, when, and for what purpose
- Make comparisons with primary sources
- Express learning in a variety of ways using primary sources
- Reflect on their learning

Highlighted Strategies:

- Primary Source Document Analysis tool - Observe-Reflect-Question
- Response Groups – From Teacher’s Curriculum Institute (TCI)

Credits

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Materials

- Primary Sources – See Resource Guide at the end of this document
- Primary Sources Analysis Tool – Library of Congress

Introduction

- **(Day 1)** TTW display Primary Source 1.
- TTW pose the question “What do you think is happening in this picture?” Students will likely answer with “An airplane is crashing in the water,” or “There is a guy and an airplane.” Many will most likely not know of the Wright Brothers or the time frame for this picture. (This is a pre—assessment opportunity to see how many know of the Wright Brothers or the origin of airplanes.)
- TTW present the Primary Document Analysis Tool, Observe- Reflect-Question (ORQ) to the students. TTW model the ORQ process for the students.
- TTW pose questions to the students to ponder and look for answers throughout the remainder of the week: “Who are the people in the picture?”, “When was this picture taken?”, “Why is this

picture significant?”, and “Do you think the events that took place in this picture had any effect on flight today?”

During

- **(Day 2)** TTW introduce the vocabulary term primary source. TSW discuss the meaning of the word and that the picture (Primary Source 1) was a primary source because it was taken at the time the event happened.
- TTW distribute Primary Source 2. TSW analyze the document using the ORQ process. After the students are allowed to observe Primary Source 2 for a few minutes, TTW distribute the transcription of page one of Primary Source 2, so the students can read the text. TSW finish the process of ORQ.
- **(Day3)** TTW distribute Primary Source 3. TSW analyze the document using the ORQ process. TSW work independently to analyze the document.
- TSW be placed into Response Groups (TCI) and discuss the ORQ with their response groups. TSW then come together and discuss the ORQ for Primary Source 3 as a class.
- TSW bring together all three primary sources and synthesize information. TTW bring back the questions posed on Day 1: “Who are the people in the picture?”, “When was this picture taken?”, “Why is this picture significant?”, and “Do you think the events that took place in this picture had any effect on flight today?”. TSW discuss the questions, as well as any they may have developed on their own.
- **(Day 4)** TTW distribute Secondary Source 1. TTW read the article with the students and discuss. TTW begin to lead into the writing prompt, by asking students what important events happened in their lives.
- **(Day 5)** TTW pose the prompt “*Using the three primary sources and your secondary source, what important events led to the invention of the airplane?*” TSW follow the writing process and complete an expository piece.

After

- Review key points – TSW share their writing pieces with the class, if they choose to do so.
- Assess- TTW address misconceptions that are brought up during the students’ sharing.
- Preview- TTW ask the students “Why is this information important?, How does this invention impact our lives today?”

Assessment

- Formative: Students ability to analyze and comment on primary sources, students participation in the reading and reporting of the Parthenon’s history, students ability to help in creating a timeline of the history of the Parthenon
- Summative: Student will be evaluated on their completed composition on the following criteria:

Standard Measured	Points Earned: 0	Points Earned: 1	Points Earned: 2	Points
Introduce a topic and group related information together.	Little or no introduction of the topic and did not group related information	Some development of the topic and grouping of related information	Clearly introduced the topic and grouped related information	
Develop the topic with facts, definitions, and details.	Topic was supported with minimal or no details	Topic was supported by few details	Topic was supported by several details	
Use linking words and phrases to connect ideas.	Demonstrated little or no organization through lack of the use of linking words and/or phrases to connect ideas and details	Generally demonstrated purposeful and controlled organization through the use of some linking words and/or phrases to connect ideas and details	Consistently demonstrated purposeful and controlled organization through the use of several linking words and/or phrases to connect ideas and details	
Provide a concluding statement.	Concluding statement or section was not provided	Generally provided a concluding statement or section	Clearly provided a concluding statement or section	
Demonstrate command of the conventions of standard English.	Uses limited command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage that impedes understanding	Use some command of the conventions of standard English. There are a few minor errors in mechanics, grammar, and usage, but meaning is clear	Use full command of the conventions of standard English. There are no errors in mechanics, grammar, and usage	

Differentiation

- Struggling students can be partnered with another student for the writing.
- Struggling students could also use a graphic organizer, such as the hamburger (Top Bun: Introduction, Bottom Bun: Conclusion, Meat: Three details).
- Enrichment students can conduct further research on the Wright Brothers and present to the class.

Supplementary Materials

Secondary Source – Reading

History, (2019). Wright Brothers.

<https://www.history.com/topics/inventions/wright-brothers>



Rubric

The criteria for the rubric are based on Common Core State Standards 3.2.

<http://www.corestandards.org/ELA-Literacy/W/3/>

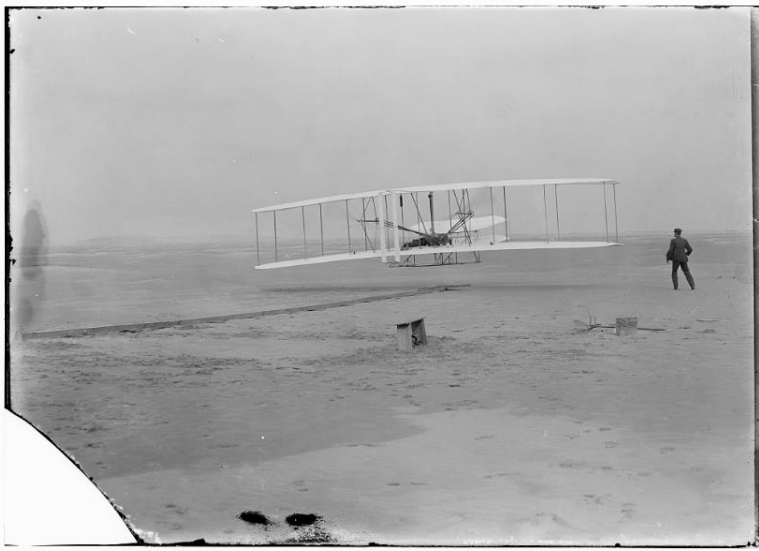
Teaching with Primary Sources Resource Guide

Title: The Wright Brothers: First Flight

Historical Background:

The Wright Brothers built and flew the first heavier than air plane in 1903 although many thought it unnecessary and impossible.

Primary Source 1:

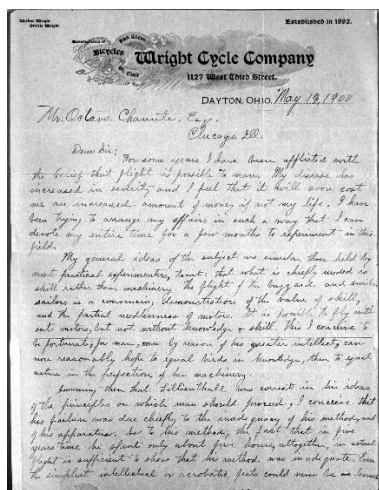


Title: First Flight, 120 feet in 12 seconds, 10:35 a.m.; Kitty Hawk, North Carolina

Link: <https://www.loc.gov/resource/ppprs.00626/>

Purpose: The purpose of this image is to get the students interested in the topic of the invention of the first airplane. This image also serves the purpose of introducing students to the look of an airplane besides modern day airplanes.

Primary Source 2:

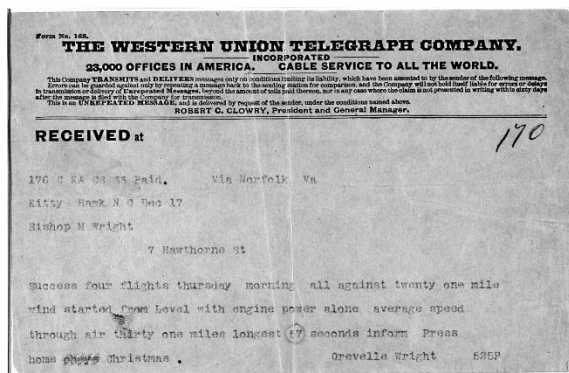


Title: Letter, Wilbur Wright to Octave Chanute concerning the Wright brothers’ aviation experiments, 13 May 1900. (Just page 1)

Link: [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field\(DOCID+@lit\(mcc/006\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/006)))

Purpose: From this letter, students will make the connection that the author is one who possibly invented flight for man. – A connection will be made that the author is also the one in the picture from PS1.

Primary Source 3:



Title: Telegram of First Flight

Link: <http://memory.loc.gov/cgi-bin/ampage?collId=mcc&fileName=061/page.db&recNum=0>

Purpose: With this image the students will make the final connection that the Wright Brothers were successful with their invention.

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