



Aviation History and the Mission Inn Grades 3-5

Objectives:

In this lesson, students will examine primary sources to gather data and develop an understanding of how the Mission Inn and its historic collections are connected to larger, national events involving the birth of aviation, and some of America's most notable early aviators.

Introduction and Context for Teachers:

Slide 1: The Aviation Artifacts of the Mission Inn Foundation allow world historical events to be placed in the context of the Mission Inn and the city of Riverside, therefore making Riverside and the Mission Inn Foundation a local conduit of world history.

Slides 2-4: On December 17, 1903, the first man-powered flight took place in Kitty Hawk, North Carolina. Orville Wright's 12-second flight happened in the same year that Frank Miller opened the Mission Inn Hotel in Riverside, California. Not long after the Wright Brother's successful flight, other countries like France, Britain, Germany, and Italy began to experiment with aircraft. Alberto Santos-Dumont made the first flight in Europe in 1906, and in 1909, Louis Bleriot, a Frenchman, was the first man to cross the English Channel in an airplane. The United States Army and Navy knew they needed to take advantage of the innovation of flight and expand their aviation programs. Planes, airfields, and trained flyers were needed to stay ahead in the fast developing world of aviation.

Slides 5-7: When the US Army sought to create a new air field, Frank Miller, founder of the Mission Inn Hotel, helped persuade local authorities to establish the airfield east of Riverside. The first military plane landed at March Field on March 1, 1918. March Field, now March Air Reserve Base, is still in operation today. Although it was used as a training facility during both World Wars, the base was instrumental in providing a means for preparing new pilots and equipment for real world scenarios.

Slides 8-11: Frank Miller and his family were fans of aviation. They embraced the innovation of flight with great enthusiasm, collected many souvenirs, and became friends with some well-known aviators. To honor these brave men and women, Allis and DeWitt Hutchings (Frank Miller's daughter and son-in-law) opened the Fliers' Wall at the Mission Inn Hotel in 1932. As part of a ceremony, copper wings etched with each aviator's signature are hung on the wall. Today, over 150 aviators and groups (Such as Amelia Earhart, Charles Lindbergh, Buzz Aldrin, the Tuskegee Airmen, and the Women Air Service Pilots) have their wings on the Mission Inn Fliers' Wall, located near the St. Francis Chapel.

Required Materials and Resources:

1. Computer with internet access (*Individual access to computers or tablets preferred*)
2. Projector for delivery of PowerPoint presentation

Required Time:

PowerPoint presentation and discussion (step 2) 45 minutes
Group research and primary source analysis (steps 3-5) 1 hour
Individual research and presentations (step 6) 1 hour

Instructional Process:

1. Review the Introduction and Context above in order to familiarize yourself with the content of the lesson.
2. Download and present the introductory PowerPoint, available [here](#). This PowerPoint covers the birth of aviation and the Wright brothers, famous aviators, the evolution of aviation during the early 20th century, Frank A. Miller's interest in aviation, and evidence of this interest in the Mission Inn, notably the Fliers Aviator wall.
3. Divide the class into groups and assign a primary document or photograph for each group to analyze using the Mission Inn Museum Primary Source Analysis Guide, available for download [here](#). Materials below can be accessed with a tablet or printed ahead of time.*
 - a. [Telegram from Orville Wright reporting first flight, 1903](#)
 - b. [Photograph of Wright Brothers first flight, 1903](#)
 - c. [Postcard from Wilbur to Orville, 1908](#)
 - d. [US Army Purchase Order for Wright Brother's "Heavier than Air Flying Machine," 1908](#)* all materials courtesy Library of Congress
4. Have groups present their primary source findings to the class, following the guidelines listed in the Primary Source Analysis Guide. Provide additional guided questions:
 - a. What is your source (a photograph, letter)?
 - b. Who is involved and why do you think it is important?
 - c. What does your source tell us?
 - d. What do you think it means and why?
5. After presentations, solicit further class responses through additional guided discussion questions: What are some major changes that have taken place in aviation since the 1930s?
 - a. How are things different now? (Space travel, commercial flight, etc.)
 - b. How do you think things might aviation change over the next fifty years?
6. Based on the materials presented, and information gathered from the primary analysis tool, have students construct individual written responses: Have students choose one person or group discussed during the lesson or presentations and create a short introduction to who they are. Additional research materials can be found under *Additional Online and Interactive Resources* below. Explain why they are honored on the Mission Inn Fliers Wall, what did that person or group accomplish? Why should we honor their achievement?
 - a. Have 4th and 5th grade students perform research and support their essay with evidence from the lesson and an additional resource.
 - b. Have students submit written responses for evaluation.

Optional Academic Tools:

1. Word Bank:

Tier II

Persuade	Authorities
Innovation	Instrumental

Tier III

Souvenir	Aviator
Etching	Scenario

2. Nonfiction passage: This passage is a grade-level appropriate version of the *Introduction and Context* provided above. Print out the text, available [here](#), and distribute to students for in class reading.
3. Sentence Frames:
 1. Because Frank Miller believed in the importance of flight, he helped to (persuade) the local (authorities) that there should be an air field in Riverside.
 2. The copper wings on the Flier’s Wall at the Mission Inn are (etched) with the names of famous (aviators).
 3. Frank Miller collected many (souvenirs) that represented the (innovation) of flight.

Additional Online and Interactive Resources:

- [Smithsonian National Air and Space Museum, Classroom Resources and Online Activities](#)
- [National Archives and Records Administration, *The Big Picture: 50 Years of Flight*, Historical documentary produced in early 1950s](#)
- [Lindbergh Foundation, Aviation History Timeline \(1783-2010\)](#)
- [US Army Centennial of Aviation](#)
- [Wright State University Libraries, Flying Machines](#)
- [March Field Air Museum](#)
- [The Tuskegee Airmen](#)
- [Women Air Service Pilots](#)
- [Amelia Earhart, Biography](#)

Suggested Evaluation Rubric:

For all grade levels, students will be evaluated according to California Common Core Writing Standards for ELA:

4 Points- Essay provides a clear, organized introduction and groups related information together in a logical, structured manner. Addresses and clearly answers all questions, provides appropriate details and evidence from the lesson and/or an additional resource. Use of multiple paragraphs (depending on grade level). Ideas and paragraphs are connected using grade-appropriate linking phrases. Few or no spelling and grammatical errors. Narrative includes a concluding statement and/or section.

3 Points- Essay has good potential and is focused on answering the assignment prompt, but facts, linking phrases, and order of paragraphs/sections could use some improvement. Marginal use of details or facts from lesson, and may use an additional resource. Basic introduction and/or conclusion are present but could use further development to help clarify the student’s thoughts. Has some spelling and grammatical errors.

2 Points- Essay addresses the assigned questions but fails to provide clear answers; some answers or statements may be off topic. Some attempt is made to provide evidence from the lesson, but statements do not follow a rational order or structure, or evidence is misinterpreted or taken out of context. Introduction or conclusion section is missing. Has many spelling and grammatical errors.

1 Point- Essay does not address the assigned prompt and/or lacks supporting details and evidence from the lesson. Introduction and concluding sections are missing. Demonstrates little to no understanding of the assignment, has numerous spelling and grammatical errors.

CA Common Core ELA Grade Specific Standards:

Grade 3

- **Reading Standards for Informational Text**
 - Key Ideas and Details #1, #2, #3
- **Writing Standards**
 - Research to Build and Present Knowledge #7, #8
 - Text Types and Purposes #2
- **Speaking and Listening**
 - Comprehension and Collaboration #1, #2
 - Presentation of Knowledge and Ideas #4, #6

Grade 4

- **Reading Standards for Informational Text**
 - Key Ideas and Details #1, #2, #3
- **Writing Standards**
 - Research to Build and Present Knowledge #7, #8, #9
 - Text Types and Purposes #2
- **Speaking and Listening**
 - Comprehension and Collaboration #1
 - Presentation of Knowledge and Ideas #4, #6

Grade 5

- **Reading Standards for Informational Text**
 - Key Ideas and Details #2, #3
- **Writing Standards**
 - Research to Build and Present Knowledge #7, #8, #9
 - Text Types and Purposes #2
- **Speaking and Listening**
 - Comprehension and Collaboration #1
 - Presentation of Knowledge and Ideas #4, #6

CCR Anchor Standards for ELA/Literacy K-5:

- **Reading**
 - Key Ideas and Details #1, #2, #3
 - Craft and Structure #4
- **Writing**
 - Text Types and Purposes #1
 - Production and Distribution of Writing #4
 - Research to Build and Present Knowledge #7, #9
- **Speaking and Listening**
 - Comprehension and Collaboration #1
 - Presentation of Knowledge and Ideas #4, #6