



## Aviation History and the Mission Inn Grades 8-10

### **Objectives:**

In this lesson, students will examine primary sources to gather data and develop an understanding of how early aviation affected WWI and WWII, and how some of these early, innovative aviators are connected to the Mission Inn. This will be accomplished through analysis of oral history interviews, group presentations, and individual compositions.

### **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 2-3:** 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 A. Miller opened the Mission Inn Hotel in Riverside, California. During this time, other countries like France, Britain, Germany, and Italy were also experimenting with aircraft. The United States Army and Navy knew they needed to expand their aviation programs, as evidenced through a 1908 acquisition order from the US Army for one of the Wright brothers' "Heavier than Air Flying Machines." Planes, airfields, and trained flyers were needed to stay ahead in the fast developing world of aviation.

**Slide 4:** The need for a new air base was introduced in 1917, during a frenzied build-up of forces as the United States anticipated entry into WWI. When the US Army sought a location for a new air field, Frank A. Miller, founder of the Mission Inn Hotel, helped convince authorities to establish the airfield east of Riverside, at Alessandro Field.

**Slides 5-6:** The first military plane landed at Alessandro Field, later re-named March Field, on March 1, 1918. March Field's first commanding officer, Captain William Carruthers, operated out of the Mission Inn while the new air base was being constructed. March Field opened as a training base, and stayed in operation past the November 11, 1918 armistice, until drastically reduced military budgets forced it to scale back activities in the 1920s. It wasn't until the bombing of Pearl Harbor on December 7, 1941 that March Field was brought back into full time action.

**Slide 7:** March Field, now March Air Reserve Base, is still in operation today. During its heyday in WWI and WWII, March Field's aeronautical research teams were put into use and contributed to further flight development. The air base also served as a training ground for young pilots that would eventually fly these newly developed planes into combat situations.

**Slides 8-15:** Frank Miller's family described themselves as "air-minded," and he and his family embraced the innovation and development of flight with great enthusiasm. His daughter and son-in-law, Allis and DeWitt Hutchings, were nick-named "The Flying Hutchings" because of their extensive air travel. Over time, the Miller and Hutchings family collected many souvenirs, and became friends with some well-known aviators. To honor these brave men and women, Frank Miller and his family opened the Fliers' Wall (also known as the *International Shrine to Aviators*) at the Mission Inn in 1932. As part of an elaborate recognition ceremony, copper wings etched with each aviator's signature are hung on the

wall. Today, 151 aviators have their wings on the Mission Inn Fliers' Wall. All but a few of these aviators personally attended their ceremony.

**Required Materials and Resources:**

1. Computers or tablets with internet access.

**Required Time:**

PowerPoint introduction (step 2) 30 minutes

Group research and presentations (steps 3-5) 45 minutes-1 hour

Individual writing assignment (step 6) 30 minutes

**Instructional Process:**

1. Review the *Introduction and Context* above in order to familiarize yourself with the content of the lesson.
2. Download and present an introductory PowerPoint presentation that introduces the history of aviation, its development during the first half of the twentieth century (including the World Wars), and its impact on Riverside and the Mission Inn via Frank Miller. Presentation can be downloaded [here](#).
3. Divide the class into groups and assign an oral history interview for each group to access and analyze with their tablets/computers:
  - a. [Mildred Axton, Woman Air Service Pilot](#)
    - i. *Students should select 3-4 short video excerpts (about 9min total)*
  - b. [Virginia Shannon, Woman Air Service Pilot](#)
    - i. *Students should select 3-4 short video excerpts (about 9min total)*
  - c. [Tuskegee Airmen Oral History Project](#)
  - d. [Michael Coats, Riverside resident, Astronaut and Director of Johnson Space Center](#)
  - e. [Eddie Rickenbacker, WWI Flying Ace](#)
  - f. [John Glenn, Astronaut/Senator](#)
4. Have students work in groups to analyze their oral history interview and fill out the Mission Inn Museum Primary Source Analysis Guide. This form can be downloaded [here](#).
  - a. Encourage students to perform extra online research to fill in gaps in oral history interviews.
  - b. Students should save their notes from this research in order to complete the in class essay in Step 5.
5. Using their completed forms, have groups introduce their oral history interview to the class and present their findings.
  - a. Why is their oral history interviewee important?
  - b. What did this person do to earn a spot on the Fliers' Wall?
  - c. Why should we commemorate this person?
6. Using the information gathered from the introductory lecture, oral history interviews, and information from group presentations, have students work individually to develop an in class essay using the following prompt:

- a. When Frank A. Miller secured the location of a new air base in 1917, do you think he could have predicted the major social changes (such as the Tuskegee Airmen and the Women Air Service Pilots) that were ushered in during WWII, and later honored on the Mission Inn Fliers Wall? Why or why not? Cite evidence from your earlier research and presentations and use an additional resource to provide support for your reasoning.

**Optional Academic Tools:**

1. Word Bank:

**Tier II**

Persuade	Scenario
Innovation	Instrumental

**Tier III**

Souvenir	Aviator
Conduit	Aeronautical

2. Sentence Frames for ELD Students:
  1. Because Frank Miller believed in the importance of flight, he helped to (persuade) the local government that there should be an air field in Riverside.
  2. Frank Miller collected many (souvenirs) that represented the (innovation) of flight.
  3. The March Air Field allowed (aviators) to train for many (scenarios) they could encounter during a battle.

**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](#)

[March Field Air Museum](#)

[Eddie Rickenbacker's Memoirs](#)

[NASA, \*U.S. Aviation Research Helped Speed Victory\*](#)

[UC Riverside Special Collections and Archives, \*The Tuskegee Airmen Archives\*](#)

**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 Standards for Literacy in History/Social Studies**

#### **Grade 8**

- **Reading**
  - Key Ideas and Details #1, #2
- **Writing**
  - Text Types and Purposes #1, #2
  - Production and Distribution of Writing #4
  - Research to Build and Present Knowledge #7, #8, #9

#### **Grade 9-10**

- **Reading**
  - Key Ideas and Details #1, #2, #3
- **Writing**
  - Text Types and Purposes #1, #2
  - Production and Distribution of Writing #4
  - Research to Build and Present Knowledge #7, #8, #9

### **CA Common Core Standards for Speaking and Listening**

#### **Grade 8**

- Comprehension and Collaboration #1, #3
- Presentation of Knowledge and Ideas #4

#### **Grade 9-10**

- Comprehension and Collaboration #1, #3
- Presentation of Knowledge and Ideas #4

### **CCR Anchor Standards for Literacy in History/Social Studies 6-12**

#### **• Reading**

- Key Ideas and Details #1, #2
- Integration of Knowledge and Ideas #7

#### **• Writing**

- Text Types and Purposes #1
- Production and Distribution of Writing #4
- Research to Build and Present Knowledge #7, #8, #9