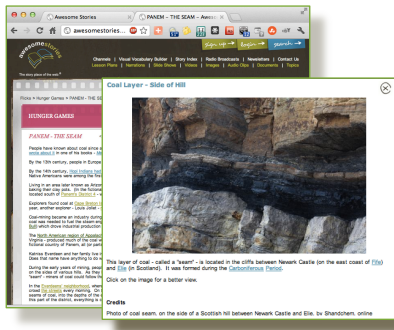


Bridging stories to learning...



AWESOME stories

- Turns powerful stories into an effective 21st century learning model
- Bridges highly produced and high-interest films to learning
- Provides meticulously researched context, extensions and primary sources
- Builds research, critical thinking and collaboration skills
- Attracts 2.5 million visits per year – without any marketing

Why does Awesome Stories attract over 2.5 million visits a year – without any marketing?

Over a 13-year development period, teachers, parents and students have grown to rely on *AwesomeStories* to turn relevant and riveting films and stories into **educational gold**.

AwesomeStories chooses age-old stories, current events, and 21st century media;

PRIMARY SOURCES provide first-hand testimony or direct evidence concerning a topic under investigation.

Original documents: Diaries, manuscripts, films, speeches, radio broadcasts, official records

Creative works: Film, poetry, drama, novels, music, art

Relics and artifacts: Pottery, furniture, clothing, buildings

researches context and presents organized relevant primary sources to fuel lessons supporting teachers and maximizing student interest, achievement, enjoyment, retention, growth, and career readiness.

Teachers and parents report that *AwesomeStories* is an excellent framework for ESL instruction, Special Education, Home School, Elementary, Middle, High School, Career Technical, Community College programs, and lifelong learning. We choose stories, link and edit content to support these audiences.

Growing daily, *AwesomeStories* now offers a vast and unique **Story-Scaffolding Online Archive**, cutting-edge technology and the experience to launch for a wider audience. *AwesomeStories* enriches, updates and reinforces any curriculum or text



From our teacher subscribers...

Awesome Stories is the best collection there is to be found on the Internet; their stories are highly engaging illustrations covering a broad range of subject matters that are a must for teaching harder to understand concepts and ideas.
Oregon teacher, 2012

You can't overestimate the power and importance of stories in our learning; in the history of learning...
Australia Teacher, 2012

I have been in love with Awesome Stories for quite a few years, and have found that the students look forward to it as much as I do.
Massachusetts Teacher, 2012

Digital connection between stories and multi-media tools.
Louisiana Teacher, 2012

Stories	# of Stories	Story Chapters	Lesson Plans	Narrations	Trailers	Slide Shows	External Links	Videos	Images	Audios	Documents	Topics	Visual Vocab	Radio Broadcasts	totals
Films	95	1,092	13	15	95	900	8,595	898	6,308	40	445	5	13	11	18,525
History	43	482	0	7	0	384	4,550	400	3,131	32	300	0	0	1	9,330
Biographies	25	273	3	3	1	116	2,303	161	1,483	43	114	3	3	0	4,531
Famous Trials	24	227	0	2	5	81	1,025	132	803	1	74	0	0	0	2,374
Disasters	16	177	1	2	0	157	1,821	125	907	8	72	0	0	0	3,286
Arts	34	34	0	0	0	0	0	0	0	0	0	0	0	0	68
Philosophy	13	122	1	0	0	86	800	53	646	3	38	0	0	0	1,762
Sports	4	39	0	1	2	34	263	14	266	2	17	0	0	0	642
totals	254	2,446	18	30	103	1,758	19,357	1,783	13,544	118	1,060	8	16	12	40,518

Additional stories, story tools, apps, and professional development are under development. To maximize growth and benefits to teachers and students, we seek partners for school pilots, distribution, and co-development of teaching and learning apps.

AwesomeStories Sample Webpage: One Chapter of One Story with thumbnails of linked images, films, websites, and original documents

Channels | Visual Vocabulary Builder | Story Index | Radio Broadcasts | Newsletters | Contact Us
Lesson Plans | Narrations | Slide Shows | Videos | Images | Audio Clips | Documents | Tools

RED TAILS

1 | 2 | 3 | 4 | 5

FIRST BLACK PILOTS

Growing up in Texas, [Bessie Coleman](#) wanted to make her life matter. She often told her friends and family - then and later - that she wanted her actions to count for something.

It was hard for Bessie, though. The tenth of thirteenth children, she knew there weren't many opportunities for African-Americans in the [Jim-Crow South](#). There were so few job options, in fact, that Bessie's father - part black and part Cherokee - decided he could do better by moving to Oklahoma (which was formerly known as "Indian Territory").

After her father left the family, life became even harder for Bessie. She thought a move to Chicago, where two of her brothers lived, would open more doors for a young African-American woman. What she learned - and whom she met - changed her life.

Young men returning to America, after fighting in Europe during World War I, talked about their experiences. Bessie read news articles which, among other things, profiled young pilots who had flown in the war. Bessie was intrigued and decided to become a pilot.

Actualizing her dream of flying, however, was not possible in the United States. Flight schools routinely turned-away women and people of color.

[Robert Abbott](#), founder of a Chicago newspaper called the [Chicago Defender](#), helped Bessie research where she could study outside the United States. France seemed to offer the best possibilities, but Bessie could not speak French. Before she could attend flight school, she would have to attend language school.

By the fall of 1920, Bessie was ready to book passage on a ship - [the Imparator](#) - to France. With her passport in hand, she was ready for a completely new life adventure.

[Aboard ship](#), she was surprised - and pleased - to see there were no segregated places for African-Americans. Arriving in France, she was surprised - and discouraged - to learn that her chosen aviation school would not admit her. Two other students, both women, had crashed their planes and died. School administrators had come to believe that females shouldn't be pilots.

Using her limited French-language skills, Bessie had to find another school. She was admitted to - and graduated from - one of the best flying schools in France, which was located in [Le Crotoy](#). She was the only African-American living in the area.

By 1921, Bessie was a [licensed pilot](#). At the age of 29, she was the [first black woman](#) in the world to achieve that milestone. Planes had open cockpits, at the time Coleman flew, and they were notoriously dangerous.

After she returned to the States, Bessie's prowess as a pilot allowed her to fly in exhibitions. She wanted to earn enough money to open an aviation school which would admit females and people of color. Traveling the country, performing as a [stunt pilot](#), Coleman encouraged young African-Americans to think about an [aviation career](#).

On the 30th of April, 1926, Coleman and her mechanic were [testing a new plane](#) for a show to take place the next day. The mechanic mistakenly forgot his wrench, leaving it unsecured in the plane.

In the air, the plane could not pull out of an intentional nose dive - reportedly because the wrench was jamming the controls. As the plane fell to earth, Bessie was thrown from her seat. (See [Bessie Coleman](#), by Philip S. Hart, [pages 95-97](#).)

Because of her death in the plane crash, Bessie was unable to establish the aviation school she had longed to create for African-Americans who wanted to fly. ("The air," said Bessie, "is the [only place free from prejudices](#).") Her vision and fortitude, however, inspired other black pilots to follow in her footsteps (and to study [sophisticated subjects](#) like aeronautical engineering).

It was because of [Bessie Coleman](#) that Lt. William J. Powell wrote: "We have [overcome the barriers within ourselves](#) and dared to dream." By 1942, African-Americans didn't just [dream](#) about flying - they [were](#) flying. Other forces were against them, however, preventing blacks from becoming [military pilots](#).

Even though World War II was raging - and more and more American pilots were needed to fly bombers and fighters - blacks were prevented from participating. A significant basis for this prejudice stemmed from a 1925 report, from the War College, which states that African-Americans are incapable of performing the toughest tasks.

ISSUES AND QUESTIONS TO PONDER: What is prejudice? How does it impact people?

What would it take for someone like Bessie Coleman to overcome two major hurdles - black and female - to achieve her dream of becoming a pilot?

Have you ever experienced an act of prejudice against you? Did that action cause you to have more, or less, determination to achieve your goals? Why?

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Hosted Reference Links

- [Bessie Coleman - First Black Female Pilot](#)
- [Robert Abbott - Bessie Coleman Supporter](#)
- [Bessie Coleman - Le Crotoy, Flying School](#)
- [Bessie Coleman - French License to Fly](#)
- [Bessie Coleman - Stunt Pilot](#)
- [Bessie Coleman - To France Aboard USS Imparator](#)
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Bessie Coleman - Study of Aeronautics

Drag Equation of the early 1900's

Aircraft Drag - D_{ac} | Plate Drag - D_p

Velocity - V | Area - A

$$D = k V^2 A cd$$

Drag - pressure k x velocity squared V^2 x wing area A x drag factor cd

Drag coefficient cd is the ratio of the object's drag to the drag of a perpendicular flat plate with equal area.

Smeaton's coefficient K is the drag of a 1 square foot flat plate at 1 mile per hour. 1900 accepted value = .005

After Bessie Coleman became a famous American pilot, she wanted to open a school for people of color - and women - to study aviation.

Even in the early 1920s, pilots needed to understand the aerodynamics of flight. As Daniel Collins, from Kitty Hawk National Historical Park, once observed:

Before the Wright Brothers, no one in aviation did anything fundamentally right. Since the Wright Brothers, no one has done anything better.

GLAST - LAUNCHED BY NASA

GLAST - LAUNCHED BY NASA

GLAST (Gamma-ray Large Area Telescope) is a satellite mission to study high-energy gamma rays from the universe. It was launched by NASA in 2003.

Credits: Image of GLAST, written courtesy NASA.