

**Title: AVIATION HALL OF FAME**

**Grade Level:** 6-8

**Subject Area:** Language Arts

**Brief Description:** Students will design books to showcase the profiles of pioneers in aviation. The books may contain biographical information on Amelia Earhart, The Wright Brothers, Charles Lindbergh, and others.

**Objectives/Goal of the Lesson:** The students will learn about the history of aviation and its most important contributors.

**Teacher Materials/Technology:**

- Student and/or teacher-researched library and/or online sources for biographical information on the pioneers.
- Construction Paper
- Pens or pencils
- Markers or crayons
- Comparison/Contrast Frames
- Graphic Organizer
- Scissors
- Glue or paste
- Computer(s) with Internet access and word processing software

**Key Vocabulary:**

- aviation
- pioneer

**Essential Question:** What significant role and contribution did the pioneers contribute in aviation?

**Grouping For Instruction:** Small groups

**Lesson Lead In/ Opening:** Ask student to name important people in the history of aviation. Ask students to tell about the characteristics and contributions of each person.

**Steps to Deliver Lesson:**

- Tell students that they are going to work in groups to create booklets with biographical information and pictures of the pioneers in aviation. The hall of fame booklets may contain information on Amelia Earhart, The Wright Brothers, Charles Lindbergh and others.
- Organize students into small groups.

- Discuss the meaning of the words aviation and pioneer. Ask students what an aviation pioneer might be known for. Solicit examples from the class and write students' responses on the board.
- Discuss the term hall of fame. Tell students that they are going to create a hall of fame consisting of biographies and pictures of pioneers in aviation.
- Give students an example, using the achievements of Orville and Wilbur Wright.
- Distribute graph organizers (see attached) which will allow the students to record the most pertinent facts while researching the pioneers. Tell each group the Hall of Fame must include a picture of the pioneer, early childhood information, education background, accomplishments, and any other interesting facts. . Students may cut the pictures from old magazines or newspapers, or print them from online sources.
- Have students use library or online sources to research the pioneers.
- Exhibit students' displays around the classroom or create an Aviation Hall of Fame.

**Guided Practice:**

The teacher will monitor the groups' progress while developing their Aviation Hall of Fame booklets, encouraging creativity, and guide the opening discussion.

**Independent Practice:** The students will be assigned independent roles to contribute to the group project. The students will also independently complete the comparison and contrast frames (see attachment).

**Differentiated Instruction:** The teacher may differentiate the content by assigning the roles in the groups. In addition, the teacher may allow students to use the Venn Diagram to compare and contrast the pioneers.

**Lesson Closure:** To close the lessons ask the students to imagine what aircraft might be like in the future. Have each group brainstorm ideas for flying machine of the future and create a display showing the design. Exhibit students' displays around the classroom or create an Aviation Hall of Fame.

**Florida Sunshine State Standards:**

Standard 1 LA.B.1.3: The student uses writing processes effectively.

Benchmark LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing.

Benchmark LA.B.1.3.2: The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation.

Benchmark LA.B.1.3.3: The student produces final documents that have been edited for correct spelling, and correct punctuation.

Standard 2 LA.B.2.3: The student writes to communicate ideas and information effectively.

Benchmark LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

Benchmark LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

Benchmark LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge.

Standard 2 LA.C.2.3: The student uses viewing strategies effectively.

Benchmark LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a non-print message.

Standard 3 LA.C.3.3: The student uses speaking strategies effectively.

Benchmark LA.C.3.3.1: The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

Benchmark LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.

Benchmark LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

# APPENDIX

**CONTENT FRAME**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

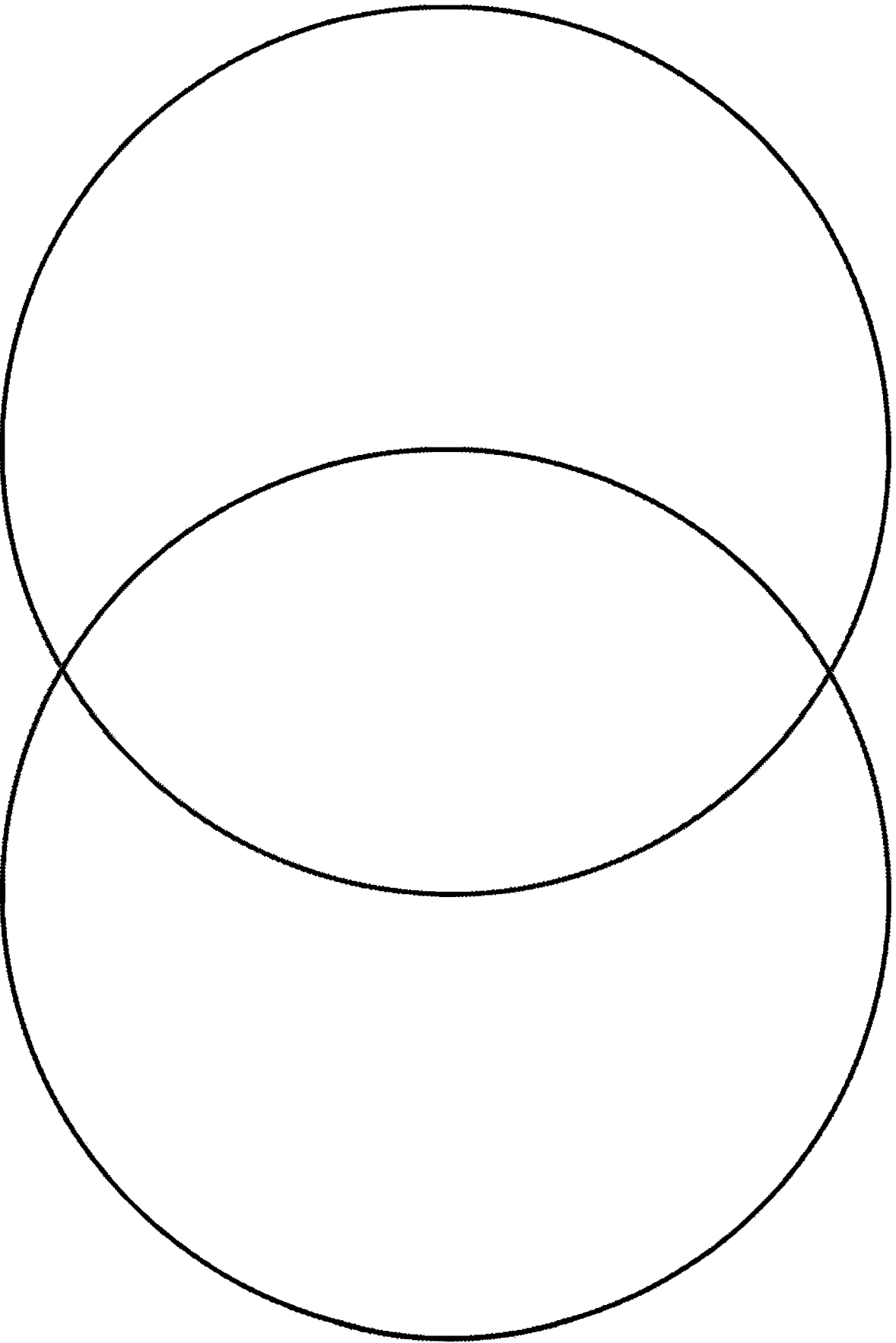
**AIRPLANES**

Airplanes	Description	Date of Design/Release	Purpose	Advantages Disadvantages	Symbol/ Picture
Boeing 747 Jumbo Jet					
Swing-wing F-14 Tomcat					
Concorde Airplane					
B-1B Bomber					
Stealth Aircraft					
Douglas DC-3 Commercial Plane					
Floatplane					

Name \_\_\_\_\_



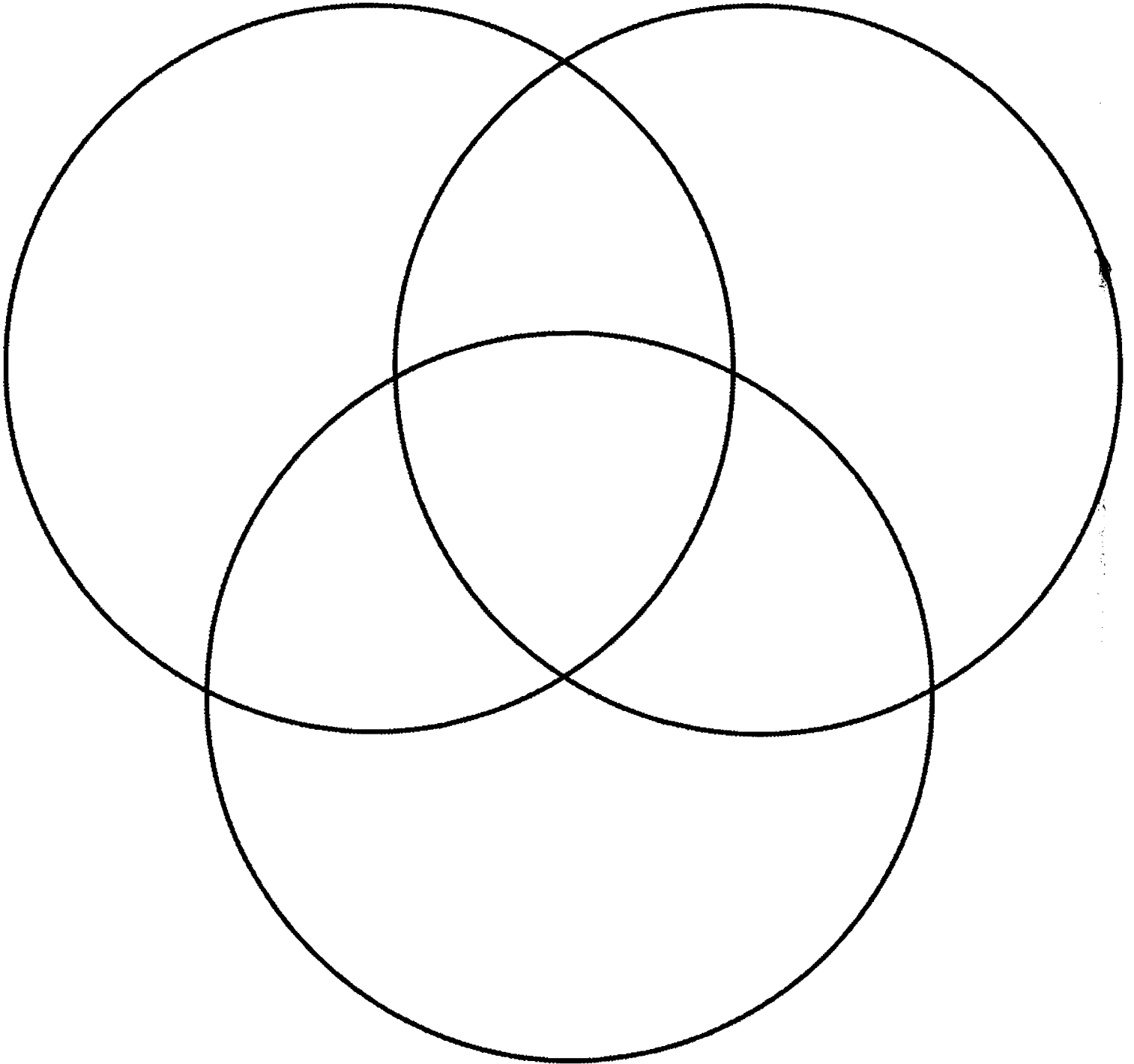
Date \_\_\_\_\_



Name \_\_\_\_\_



Date \_\_\_\_\_



\_\_\_\_\_

## COMPARISON / CONTRAST FRAMES

\_\_\_\_\_ (is, are) the same as  
\_\_\_\_\_ in several ways.

First of all, \_\_\_\_\_.

Secondly, \_\_\_\_\_.

In addition, \_\_\_\_\_.

Finally, \_\_\_\_\_.

It is clear that \_\_\_\_\_

and \_\_\_\_\_ are alike in many

respects.

## COMPARISON / CONTRAST FRAMES

\_\_\_\_\_ (is, are) different from  
\_\_\_\_\_ in several ways.

First of all, \_\_\_\_\_

while \_\_\_\_\_.

Secondly, \_\_\_\_\_

while \_\_\_\_\_.

In addition, \_\_\_\_\_

while \_\_\_\_\_.

Also, \_\_\_\_\_

while \_\_\_\_\_.

Finally, \_\_\_\_\_

while \_\_\_\_\_.

So it should be evident that \_\_\_\_\_

\_\_\_\_\_.