

LESSON PLAN

Who Tells Your Story

Written by Christine Wuebker



SUMMARY

Fort Des Moines, Iowa was the site of two historically significant events in United States military and civil rights history. In 1917, Fort Des Moines hosted the first ever officer training camp for Black men, and in 1942 the first officer training camp for women in army history. The men and women who spent time training at the Fort broke boundaries and created lasting legacies beyond their service to their country. This program will examine the lives of some of those people to understand what a legacy is and how it is created.

OBJECTIVES

- 1 Students will study the lives of several Fort Des Moines alumni to understand what legacies are and how legacies impact the lives of others.
- 2 Students will learn how to analyze primary and secondary sources using documents about several Fort Des Moines alumni.
- 3 Students will take what they learn and create an obituary for a modern figure.

TIME

30 minutes

IOWA CORE

SS.8.4. Independently, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.

SS.8.7. Independently, construct arguments using claims and evidence from multiple sources.

SS.8.13. Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts. (21st century skills)

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.5. Describe how a text presents information (e.g. sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.

SS-Gov.9-12.22. Identify and evaluate the contributions of Iowans who have played a role in promoting civic and democratic principles. (21st century skills)

SS-Gov.9-12.24. Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases. (21st century skills)

SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S.

SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)

SS-US.9-12.25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.

SS-US.9-12.27. Evaluate Iowans or groups of Iowans who have influenced U.S. History.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESOURCES

Charles Hamilton Houston Information

Fort Des Moines Museum Display boards - 2 included

<https://www.blackpast.org/african-american-history/houston-charles-hamilton-1895-1950/>

<https://medium.com/iowa-history/first-black-officers-trained-for-world-war-i-at-fort-des-moines-100-years-ago-4f50ce8aaf04>

James B. Morris, Sr. Information

Fort Des Moines Museum Display board- included

<http://www.morrisscholarship.org/index.php/2-uncategorised/46-history>

<https://medium.com/iowa-history/first-black-officers-trained-for-world-war-i-at-fort-des-moines-100-years-ago-4f50ce8aaf04>

Charles P. Howard, Sr. Information

Fort Des Moines Museum Display board- included

<http://uipress.lib.uiowa.edu/bdi/DetailsPage.aspx?id=184>

<https://aaregistry.org/story/charles-howard-sr-midwestern-soldier-and-attorney/>

<http://content.library.drake.edu/digital/collection/p16331coll9/id/27/>

<https://medium.com/iowa-history/first-black-officers-trained-for-world-war-i-at-fort-des-moines-100-years-ago-4f50ce8aaf04>

Samuel Joe Brown Information

<http://uipress.lib.uiowa.edu/bdi/DetailsPage.aspx?id=45>

<http://www.iowapbs.org/iowapathways/mypath/s-joe-brown-lawyer-and-leader>

Dr. Louis T Wright Information

Fort Des Moines Museum Display board- included

<https://www.blackpast.org/african-american-history/wright-louis-t-1891-1952/>

<https://kentakepage.com/louis-t-wright-mr-harlem-hospital/>

<https://www.facs.org/About-ACS/Archives/pasthighlights/wrighthighlight>

<https://aaregistry.org/story/louis-t-wright-surgeon-and-naacp-chairman/>

Charity Adams Earley Information

Fort Des Moines Museum Display boards - 2 included

<https://www.womenshistory.org/education-resources/biographies/charity-earley>

<https://allthatsinteresting.com/charity-adams-earley>

<https://foundationforwomenwarriors.org/charity-adams-earley-lieutenant-colonel-u-s-army-ret/>

<https://www.nytimes.com/2002/01/22/us/charity-adams-earley-black-pioneer-in-wacs-dies-at-83.html>

Harriet “Waddy” West Information

Fort Des Moines Museum Display board- included

<https://www.military.com/army/lt-col-harriet-west-waddy.html>

<https://newsroom.woundedwarriorproject.org/Pioneering-Lt-Col-Harriet-West-Waddy-Fought-Battles-Within-Americas-Army>

https://www.papertrell.com/apps/preview/The-Handy-African-American-History-Answer-Book/Handy%20Answer%20book/Who-was-Harriet-M-Waddy-West/001137028/content/SC/52cb004882fad14abfa5c2e0_default.html

<https://veterans.nv.gov/wwii-womens-army-corps-veteran-lieutenant-colonel-harriet-west-waddy-honored/>

<https://www.nytimes.com/1999/03/08/us/harriet-m-waddy-94-officer-in-women-s-army-corps-dies.html>

Bernice Gaines Hughes Information

<http://blackusa.com/bernice-gaines-hughes>

<https://www.greenecountyohio.gov/Blog.aspx?IID=63>

Betty Bandel Information

Fort Des Moines Museum Display board - included

<https://www.newenglandhistoricalsociety.com/betty-bandel-gets-promoted-major-may-2-1943/>

<https://www.legacy.com/us/obituaries/tucson/name/betty-bandel-obituary?n=betty-bandel&pid=113821415>

<https://www.findagrave.com/memorial/171329526/mary-elizabeth-bandel>

Reading Analysis Questions

Included



KEY TEACHING POINTS

- 1 A legacy is a something left behind for future generations. It doesn't have to be a physical thing.
- 2 The men and women who served at Fort Des Moines were ground-breaking. Their service as the first class of Black officers and female officers broke boundaries in WWI and WWII, respectively.
- 3 Several of Fort Des Moines graduates left lasting legacies well beyond their military service.
- 4 Legacies are created by the deeds and actions people take during their lives and how others remember those actions once they are gone.

PROGRAM



1. Knowledge Check



DISCUSSION: What do you think the word legacy means?

The Merriam-Webster Dictionary defines it as “a gift by will especially of money or other personal property” or “something transmitted by or received from an ancestor or predecessor or from the past.” Today, most people associate one’s legacy with how that person is remembered, rather than the material things they left behind.

Take a few moments to talk about a few legacies such as Mother Teresa, Martin Luther King, Jr., Adolf Hitler, Christopher Columbus, Robert E. Lee, etc.

Be sure to mention that not all legacies are good (e.g. Hitler) and some legacies change (e.g. Christopher Columbus, Robert E. Lee).

Once the students have a solid understanding of legacies in general, turn the focus to Fort Des Moines in Iowa where several legacies were started and formed.



2. Legacies begin at Fort Des Moines

Briefly explain that Fort Des Moines was chosen as the site of the first African American officer training camp during WWI.

Several decades later Fort Des Moines helped women take a step forward by hosting the first officer training camp for women in the Women’s Auxiliary Army Corps.

The leadership skills these men and women learned at Fort Des Moines helped them make a lasting impact on their community, long after their military service ended.

3. Famous Alumni make a difference



ACTIVITY: Explain that the students will be working in groups learning about the lives and achievements of several Fort Des Moines graduates to see what kind of legacies they left behind.

Once the students are divided into groups of 4-5 people, give each group all the information about one alumnus as well as the Reading Analysis Questions. Allow the students 5-6 minutes to read over the information. There are 9 graduates with information provided. Some graduates have so many different sources that each student may have to read a different document. Some alumni have less information than others; they could be combined and given to one group if necessary.

After the allotted time, have each group present to the class the legacy of their graduate(s).

4. How do you create a legacy?



DISCUSSION: How are personal legacies are created?

What leadership skills learned at Fort Des Moines helped these individuals create lasting legacies after their military service ended?

Hopefully, students realize based on the things they read that legacies are created by the deeds and actions of people rather than by the things they left behind.



9. Assignment

Each student should create an obituary for someone they believe has or is creating an important legacy. The obituary should incorporate what students learned about legacies during the program. Make sure there are a few minutes for students to share what they created.



Put it all together.

There should be a few minutes at the end to recap everything discussed during the program from what a legacy is to how it is created.

**CHARLES
HAMILTON
HOUSTON**

Charles Hamilton Houston 1895-1950

From Troubled Soldier To Leading Civil Rights Litigator

“I made up my mind that if I got through this war I would study law and use my time fighting for men who could not strike back.”

Charles Hamilton Houston was born in 1895 in Washington DC where he grew up and graduated from the prestigious, but segregated M Street High School. He graduated valedictorian of his class at Amherst College. In 1917 he was employed at Howard University teaching English and Black Literature, but chose to attend the Black Officers Training Camp that opened in June, he enlisted June 15, 1917 and was one of the 639 African-American candidates receiving a commission there in August 15, 1917.



Charles in his uniform (above) M Street High School Cadet. In his Lt. uniform at Fort Des Moines 1917 Officer Training Camp



1917 to 1919, Charles Hamilton Houston served as an artillery officer in the United States Armed Forces during World War I with the 92nd Division. (Patch above left)



Attorney Charles Hamilton Houston was the first African-American to serve as an editor for the Harvard Law Review. He received his Bachelor of Laws degree in 1922 and his Doctor of Laws degree in 1923 from Harvard University where he graduated Cum Laude.

Charles Hamilton Houston helped found the National Bar Association in 1925.

Houston is remembered as “The Man Who Killed Jim Crow”, for his leadership of the NAACP Legal Department’s campaign against “separate but equal” doctrine in public schools.

Charles Hamilton Houston trained over a quarter of the nation’s Black law students and mentored students such as Thurgood Marshall and Oliver Hill.

A Legacy of Leadership



A Meaningful Mentor

Lawyer's son Charles H. Houston graduated from Amherst College at age 19, and after serving as an Army officer in World War I, graduated cum laude from Harvard Law School. He became a vice-dean at Howard University's Law School, where he helped train a generation of black lawyers.

In 1935, Houston established and took the helm of the legal department of the NAACP, drafting future U.S. Supreme Court Justice Thurgood Marshall as his assistant. Together, they used court action to fight discriminatory transportation, housing and education laws.

By 1948, Houston had won seven of the eight cases he argued before the U.S. Supreme Court. Those efforts led to the landmark *Brown v. Board of Education* court case in 1954, which legally ended segregation – killing the Jim Crow system.

Even though Houston died four years before that important decision, five Supreme Court justices paid their respects at his funeral.

JAMES B. MORRIS, SR.

A Legacy of Leadership

Activist, Editor, Attorney

James B. Morris, an Atlanta native, graduated from Hampton Institute and Howard University's Law School before enlisting in the 17th Provisional Training Regiment while visiting attorney George Woodson in Des Moines.

Morris was wounded while serving in the 92nd Division, 366th Infantry in France. In 1922, he purchased the Iowa Bystander and edited the newspaper for more than fifty years.

Morris also returned to his law practice, battling racial discrimination throughout Iowa. He was a cofounder of the National Bar Association in 1925 (one of five founders, three of whom were members of the 17th P.T.R.)*. He also led the Des Moines Branch of the NAACP. His wife, Georgine Crowe Morris, organized the Iowa State Conference of the NAACP in 1939 and served as the first president. She was also a charter member of the Des Moines chapter of Links, Inc., in 1957.

Morris's son, James Brad Morris, Jr., followed in his father's Army footsteps. He studied at the University of Iowa under an Army college scholarship program, and then reported for active duty in the summer of 1941. He rose to the rank of Captain and served in a rare, unofficially-integrated 6th Army unit in World War II.

* The public is welcome to visit the National Bar Association archives room at Drake Law School's Opperman Hall.



State Historical Society of Iowa

CHARLES P. HOWARD, SR.



Charles P. Howard, Sr., became an important civil rights attorney.

Raising the Bar

Des Moines native Charles P. Howard, Sr., served in the 92nd Division, 366th Infantry. After the war, he graduated from Drake Law School and became a noted criminal defense attorney. None of the 35 defendants he represented in capital cases received the death penalty.

Howard and other African American attorneys were denied membership in the American Bar Association. In 1925, he was one of five African American attorneys in Des Moines who formed the National Bar Association.

Howard exhibited a passion for civil rights. One of his investigations found little discrimination against black WAACs, but he did criticize their segregation in a 1942 article in *The Iowa Observer*. In 1948, Howard represented Edna Griffin, a former black WAC, in her landmark lawsuit against Katz Drug Store that desegregated lunch counters in Des Moines.

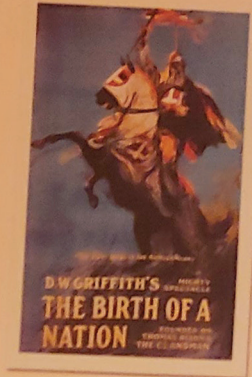
Howard's fame led to his keynote speech for the Progressive Party's 1948 national convention, which nominated Iowan Henry Wallace for president. He also befriended activist entertainer Paul Robeson—which earned him the scrutiny of the FBI. This led to Howard's move to New York, where he served as the National Negro Press correspondent at the United Nations.

"I would rather die and go to hell," he wrote in 1927, "than to let my children know by my silence, by my acquiescence, I permitted to grow stronger the sentiment that they were not entitled [to] absolutely everything that everybody else in this country is entitled to."

Dr. Louis T Wright

Doctor, soldier,
civil rights activist

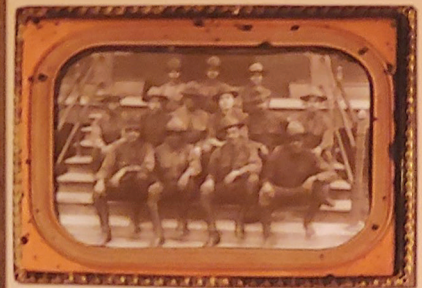
“the health of the American Negro is not a separate racial problem to be met by special segregated setups...but is an American problem...”



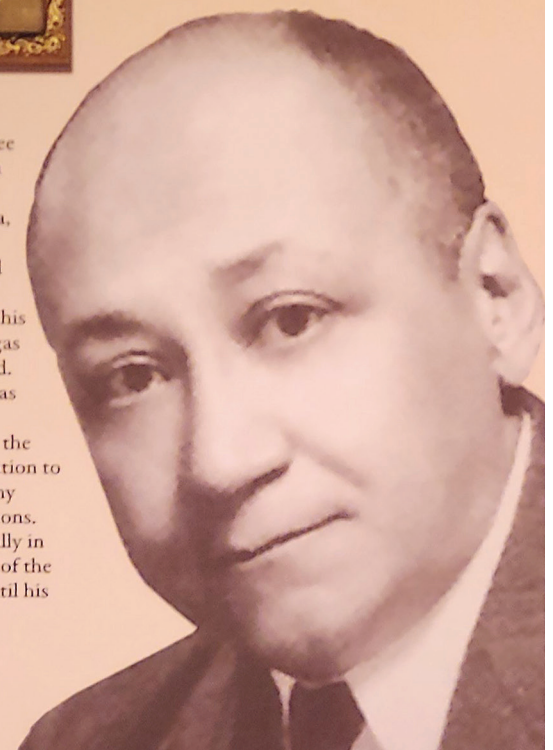
While at Harvard, he protested the racist movie, "The Birth of a Nation."



Lewis in top row left uniform at Fort Des Moines 1917 Officer Training Camp



Louis T. Wright earned his medical degree from Harvard in 1915, graduating fourth in his class. He attended Medical Officer Training Camp at Fort Des Moines, Iowa, in 1917, and later joined the medical detachment of the 367th Regiment, 92nd Division at Camp Upton, New Jersey. While serving in France, Dr. Wright and his battalion were hit by a deadly phosgene gas shell, from which he never fully recovered. After only a 3-week hospitalization, he was transferred to the 366th Field Hospital, Wright became the first black surgeon at the Harlem Hospital. He brought this institution to national prominence while initiating many modern medical treatments and innovations. Wright advocated for civil rights, especially in the medical field. He served as chairman of the national board of directors from 1934 until his death in 1952.



**CHARITY
ADAMS
EARLEY**

Charity Earley Adams

Born December 5, 1917, in Columbia, South Carolina, Charity was the oldest of four children. She graduated valedictorian of her class at Booker T. Washington High School. Earley went on to attend and graduate from Wilberforce University in Ohio. Earley joined the Women's Army Auxiliary Corps (WAAC) in 1942, setting aside a promising and safe career as a teacher.

After she completed basic training, Earley became the first African American woman commissioned by the WAAC. During two and half years as one of 39 officers stationed at Fort Des Moines, she attained the rank of major.

Earley was sent to England in 1944 to lead the first and only company of black WACs on an overseas mission. She commanded a postal directory service unit the 6888th. Despite Earley's success within the military, she repeatedly encountered issues of racism and segregation, both within the Army and outside. She consistently argued against segregation within the military. Earley died on January 13, 2002 at age 84.



Captain Adams with several of the black WAC personnel at Fort Des Moines.



Major Adams inspecting the troops of the 6888th Postal Battalion.



Major Adams inspecting the troops of the 6888th Postal Battalion.

A Legacy of Leadership

Reader & Leader

Daughter of a minister and a teacher, Charity Adams read widely and graduated as her high school's valedictorian before entering Wilberforce College. She taught school, then attended grad school at Ohio State University.

Before she completed her coursework, she received a recruitment letter for the new Women's Army Auxiliary Corps. Intrigued, she filled it out, then went back to class. By July 1942, she was a sworn-in WAAC, part of the first officer class at Fort Des Moines. Graduating, she became a trainer of newly arrived recruits.

Lt. Col. Adams achieved the highest rank of any African-American, male or female, during World War II. She commanded the 6888th Central Postal Directory, the only group of black WACs to serve overseas.

Europeans and, especially, U.S. Army personnel were surprised to learn of a black battalion with a black leader. "Thousands of people came to the unit to see if I was for real," she said.

After leaving the military in 1946, Adams completed her Master's Degree in vocational psychology at Ohio State. She worked for the Veterans Administration, served at Tennessee A & I and Georgia State University, and was a civic leader. She documented her experiences as a WAAC/WAC in her book, "One Woman's Army."



Major Adams reviews her troops, the 6888th Postal Division, in England.

HARRIET "WADDY" WEST

A Legacy of Leadership

Keeping Watch Over WACs

African-Americans had belatedly been accepted into the military, women even more slowly. How, then, did the military treat its black women?

A former assistant to D. Mary McLeod Bethune at the Bureau of Negro Affairs, third officer Harriet "Waddy" West was assigned to the Army's Personnel Division to monitor conditions and needs of black and other WAACs.

Raised by her grandmother, West graduated from Kansas State College of Agriculture and Applied Science. In the WAC, she graduated from the Adjutant General's School and took charge of a pool of 50 typists charged with the important but troubling task of writing to the families of soldiers killed, wounded or missing in action. She also made wartime radio broadcast urging black women to join the WACs.

West was one of only two black women to rise to the rank of major in the WAC in World War II.

Retiring in 1952, she worked for the Federal Aviation Administration, and volunteered in the Job Corps. She died, at age 94, in 1999.



West was assigned to WAAC headquarters in Washington D.C. after graduating from Fort Des Moines.



West was active in recruiting African-American women to the WAACs.



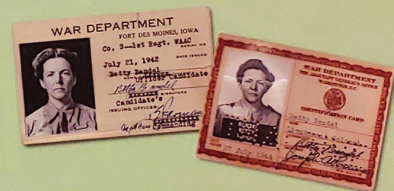
Betty Bandel (1912-2008)

While at work one day a fellow female reporter said:
"Bandel, they're creating a women's army." And she replied:
"Well, let's join."

Few women matched Betty Bandel's talent for strategic
planning and administration. She graduated a lieutenant
from Fort Des Moines' first WAAC officer's class in the summer
of 1942 and served as WAAC Director Hobby's assistant.
By the end of World War II, Lieutenant Colonel Bandel
attained the position of WAC Deputy Director.
Following the war, Bandel utilized the new G.I. Bill and
earned her Ph.D. from Columbia University in 1951. She
taught Shakespeare and became Professor Emeritus at the
University of Vermont.



Bandel stands by her jeep.



Professor Bandel sits in her office in the mid-80s.

Before the war, Bandel was a
reporter for the *Arizona Daily Star*.
Here she sits in her quarters at
Fort Des Moines during basic training
in 1942.



Who Tells Your Story

READING ANALYSIS QUESTIONS

1. Who wrote/created the document?
2. Who is the intended target of the document?
3. What is the purpose of the document?
4. What can we learn about the legacy of the subject of this document?
5. Is the document effective? Why or why not?