

# LESSON 3:

## Leadership and Success



### Why This Lesson Is Important

Now that you have explored careers that interest you it is time to plan how to get there. You will investigate a variety of personal paths to successful leadership and prepare a strategy for building career readiness skills. You will view how others have prepared for the unknown and unexpected (specifically women in the military) and will participate in activities to learn how you too can overcome adversity through adaptability, resiliency, willingness to change, and using your relationship skills. You will assess what you need to enter the global workforce.

### What you will DO in This Lesson

- *Refine your goals for leadership and success*
- *Learn the skills and achievements of the Tuskegee Airmen and women in the military and compare their struggles*

### You will show that you have learned this skill by:

- Identifying leadership skills and adversity of notable Americans
- Writing about how segregation in the armed forces ended
- Reflecting on your personal leadership strengths
- Completing a Personal Listening Inventory
- Analyzing the historic roles of women during times of war
- Comparing struggles of underserved groups

### Your performance will be successful when you:

- identify the skills of Tuskegee Airmen
- discuss past and current barriers that impede leadership recognition
- analyze why segregation of Armed Forces was ceased
- reflect on your and others' group personalities
- explain your leadership strengths and listening skills
- relate contributions of women to war efforts
- summarize society's view of women during times of war
- describe how women overcame adversity during times of war
- compare the struggles of African Americans and women as they fought for their place in American society
- describe what is happening today with these groups of people
- analyze how you and one of your heroes would deal with adversity

### Knowledge and skills you'll learn along the way:

- Examine the types of challenges successful leaders face in their quest to meet a goal
- Analyze the role the Tuskegee Airmen played in shaping leadership American leadership through adversity
- Identify the historical initiative that stopped segregation in the US Military
- Identify the qualities of a good listener
- Explore the role women played in US military and war time history
- Compare struggles of underserved groups
- How to deal with adversity

### Vocabulary

Success  
Bias  
Compassion  
Courage  
Passive  
Aggressive  
Assertive  
Determined  
Patient  
Positive  
Perseverance  
Yeoman  
Adversity

# PART 1: Learning Activities

\_\_\_\_ 1. REVIEW the *Define Leadership and Success* Student Learning Guide

- Why This Lesson Is Important
- What You Will Do In This Lesson
- Things You'll Learn Along The Way
- Vocabulary

\_\_\_\_ 2. Check your understanding of the key words in this lesson.



## Read it Here

J.K Rowling, the author of *Harry Potter*, in a speech to the graduating class at Harvard in June 2008 spoke about failures and her **perseverance** through them:

*“You might never fail on the scale I did,”* Rowling told that privileged audience.  
*“But it is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case, you fail by default.”*

She became one of the richest women in the world, but it was not easy. As a divorced single mother she wrote her first Harry Potter book on a manual typewriter. Her manuscript was rejected by twelve publishers before Bloomsbury agreed to publish it, but warned her there was little profit to be made in children’s books.

Source: Benjamin Hsu <http://getbusylivingblog.com/famous-people-who-found-success-despite-failures/>

\_\_\_\_ 3. GET into your groups and answer one of the following questions:

What if she stopped at the first rejection? The fifth? Or the tenth?

Can the measure of success be shown by how many times someone keeps going despite hearing only “no”?

Would you have continued to try? How many times?

How you might feel about rejection and how you might follow through until you succeed?

\_\_\_\_\_ 4. In your groups READ the “*Successful Failures*” handout. Report out on the Successful Failure(s) you were assigned. Reflect with your class on the bullets below:

*Some leaders may be unpopular and see things differently*  
*Some successful leaders fail at first*  
*Challenges are not roadblocks, but opportunities*  
*Some are even crazy enough to think they can change the world, sometimes do*

The earthquake in Japan in 2011 was devastating. However, the people did not whine or complain. Reporters were amazed. According to Anderson Cooper, a CNN reporter, even after waiting hours in line for supplies and being told there were no more, the people were accepting and cooperative. Imagine!

Japanese are known to bounce back and grow stronger with each disaster. Their culture fosters toughness and such sayings as



**“Fall down seven times, get up eight”**

reflect that attitude. They stick to a task until it is completed regardless of the obstacles. It is easy to be nice in good times, but the true test of character is someone who is pleasant when times are not good.

Has there been a time when you were knocked down and got back up? Do you whine and complain if things do not go your way, or do you accept that bad things happen and work to make them better?

Source: Presentation Zen <http://www.presentationzen.com/presentationzen/2011/03/fall-down-seven-times-get-up-eight-the-power-of-japanese-resilience.html>

## Write It Here

What do you do when something bad happens to you? Do you whine or complain?

What are some ways you can “Fall down seven times, get up eight”?



## PART 2: Learning Activities

Groups of people, through their positive leadership attributes, can make history and change the course of a country to a more successful outcome.

### *Time for a Class Contest!*

How many questions can you answer as they appear in the video  
*02 Training the Tuskegee?*



- \_\_\_\_\_ 1. The two wars the Tuskegee Airmen fought that became their lasting legacy were one over the skies of \_\_\_\_\_ to halt brutal Nazi domination, and the second at \_\_\_\_\_ over the forces of racism and bigotry.
- \_\_\_\_\_ 2. The narrator, Colonel Lee (Buddy) \_\_\_\_\_ reported in 1942 on Christmas Day to Tuskegee and flew over 169 missions in World War II.
- \_\_\_\_\_ 3. One of the three things said about African Americans in a 1925 War College study was they hinted that they lacked \_\_\_\_\_. They must never have seen a basketball game.
- \_\_\_\_\_ 4. The 1925 War College study gave offensive, not \_\_\_\_\_ statements about African Americans.
- \_\_\_\_\_ 5. At West Point, Benjamin Davis' fellow cadets did not \_\_\_\_\_ to him for the four years he attended in order to discourage him and get him to quit.
- \_\_\_\_\_ 6. The treatment he received made Benjamin Davis even more \_\_\_\_\_ to make it.
- \_\_\_\_\_ 7. What made Benjamin Davis such an admired leader was leading his \_\_\_\_\_ and proving their worth, persevering against generations of ingrained racism.
- \_\_\_\_\_ 8. His determination and \_\_\_\_\_ debunked many of the racial stereotypes that existed throughout the military.
- \_\_\_\_\_ 9. Over \_\_\_\_\_ young Black aviators (many killed or wounded) proved their courage and patriotism.
- \_\_\_\_\_ 10. The rigors and dangers of flight training and the ever-present ghosts of \_\_\_\_\_ would drive each man to excel.
- \_\_\_\_\_ 11. Because they were so spiteful and mean and rabid in their segregation theory the Army established a whole new base to put the so-called \_\_\_\_\_ together.

\_\_\_\_\_ 12. Colonel Charles \_\_\_\_\_ made the military a career following World War II, served in Korea and Vietnam and holds the highest record of combat missions of any pilot in AF history.

\_\_\_\_\_ 13. Despite the demonstration of courage and determination by the Tuskegee Airmen, the prevailing thought that you were somehow inferior because of your skin meant you could not lead or share leadership with other races took a lot of time to \_\_\_\_\_.

\_\_\_\_\_ 14. Being \_\_\_\_\_ gave us strength and that was support for each other – we developed an attitude that together we could get through it and begin to change.

\_\_\_\_\_ 15. At the time as individuals we did not realize the full impact of what the experience was going to mean. We were bonded as close as \_\_\_\_\_ could be bonded.

### **Perseverance Pays Off**

\_\_\_\_\_ 16. Captain Luther Smith was one of the first Black Americans who was trained and commissioned to be a military \_\_\_\_\_ in the U.S. Air Force.



\_\_\_\_\_ 17. Though we were \_\_\_\_\_ we felt like we were doing something important in preserving the benefits of freedom.

\_\_\_\_\_ 18. Our country is even more \_\_\_\_\_ now than it was back in the day of the Tuskegee airmen.

\_\_\_\_\_ 19. It is more important than ever that we realize the happenstance of our \_\_\_\_\_ does not determine our talents.

\_\_\_\_\_ 20. In terms of perseverance \_\_\_\_\_ can be overcome if you focus correctly – and not look at the negative – not let obstacles change your course of action in realizing your dreams.

### ***Time for Teams!***

Discuss the question(s) assigned to your group and report your answers to the class:

1. What leadership skills did Benjamin Davis and Lee “Buddy” Archer and the other Tuskegee Airmen possess?
2. How did the Tuskegee Airmen change the way the military treated African Americans?
3. How can you as leaders work to overcome barriers that exist in your schools and communities today?
4. What is perseverance and how can you focus correctly to realize your dreams?



## PART 3: Learning Activities

As you watch the video circle the correct answer True or False:



T F 1. Segregation and integration – others came home heroes with celebrations and bands – not so for the Tuskegee Airmen – they came home to the same segregation as before the war.

T F 2. The people could not see beyond their blind racism – they did not see the colors of uniforms and medals – the only color they saw was the color of their skin.

T F 3. All soldiers could sleep and eat in any hotel or restaurant on their travels, no matter their skin color.

T F 4. Civilian airlines were hiring any pilot from the war because of their experience.

T F 5. In 1947 the air corps separated from the Army and became the US Air Force and was the first segregated military service.

T F 6. Once the Air Force became a separate service all military services integrated.

T F 7. President Harry Truman issued an executive order mandating that all the services integrate (July 28, 1948 Executive Order 9981 was signed by President Truman). Recognized that race was no measure of a person's worth

T F 8. It took many more years, more sacrifices, and tests of their resolve and determination before African Americans would be fully accepted as equals in the ranks of the military.

T F 9. Narrator Luther H Smith said the beginning was in the skies over Europe when the white bomber crews, recognizing the value of the Black escort pilots, said they were equal to anybody else and the airmen deserved an opportunity – everything that America stood for. And that was the first step and became a realization in America.

T F 10. With the stroke of a pen President Truman immediately stamped out segregation and racism in America.



Review the “Leadership through Adversity” handout. Answer True or False for each question.

### ***Key Points Executive Order 9981***



- \_\_\_\_ 1. Did President Truman go along with the prejudices of the day or did he listen to reports of unequal treatment as African American Soldiers returned from World War II?
- \_\_\_\_ 2. What are some events occurring politically right now that are similar to this presidential executive order?

## “Who Am I” Challenge, *WHO AM I?* Biographies



### Benjamin O. Davis, Jr.

General Davis's father, Benjamin O. Sr. was a General in the Army who instilled in his son the **virtues of** hard work, self-discipline, and self-respect. Davis graduated from West Point in 1936. He was 35th in a class of 276 after four years of the silent treatment where no one talked to him, he ate by himself, he had a room by himself, and he swam by himself. He **persevered**. After graduation he tried to enter the Army Air Corps but was rejected because there were no plans to accept Negroism. President Franklin Delano Roosevelt wrote a Directive creating the First Negro Flying Squadron (99th) with Benjamin O. Davis Jr. as the Commander. Colonel Davis subsequently became the Commander of the famous 332nd Fighter Group that escorted over 200 Bomber Missions over Europe while establishing a record that will never be equaled. His **determination and patience** paid off.

### Luther Smith

Capt. Smith was assigned to the 332nd Fighter Group operating in Europe and flew 133 combat missions. His **courage** and **determination** were evident as he is credited with 12 enemy aircraft kills before being shot down over Zagreb, Croatia, in 1944. Capt. Smith parachuted from his damaged aircraft and severely injured his leg after landing in a tree. Capt. Smith was captured by the Germans and held seven months in a prisoner of war camp.

During a dedication ceremony of the P-51D replica bearing Capt. Smith's name and plane number held at the 132nd Fighter Wing, Des Moines, Iowa on November 9, 2002, Capt. Smith explained in detail his life growing up in Des Moines and his experiences as a Tuskegee Airman (his calmness through difficulty – **patience**, and his **assertiveness** to pursue his dreams) to the crowd of 300.

Capt. Smith related that his treatment by his captors was at times better than the other pilots that he was housed with because he was African-American; he felt his captors treated him as a celebrity, often receiving larger food rations, and playing cards with his captors. Due to the his damaged leg and his captors' limited medical abilities, he lost over 70 pounds, almost losing his life during his captivity and ending his flying career. Capt. Smith's closing comment to the group amplified the feelings of the other Tuskegee Airmen present during the ceremony, "In 1941 nobody wanted the Tuskegee Airmen, and in 1945 only the Nazis didn't want us."

### Charles McGee

Charles E. McGee, one of the famed “Tuskegee Airmen,” served as a fighter pilot during World War II, Korea, and Vietnam. He achieved the highest three-war fighter mission total of any Air Force aviator. In 1942 and 1943, McGee attended flying training at Tuskegee Field, Alabama, and Selfridge Field, Michigan. McGee flew his first combat mission on February 14, 1944, conducting



coastal and tactical patrols over Italy. He completed 136 combat missions flying the P-39Q Airacobra, P-47D Thunderbolt, and P-51 Mustang, escorting B-24 Liberator and B-17 Flying Fortress bombers over Germany, Austria, and the Balkans; and conducting low-altitude strafing missions over enemy airfields and rail yards. The mission on August 23, 1944, stands out as a highlight of his World War II career. While escorting B-17s over Czechoslovakia, he engaged a threatening formation of German fighters and downed a Focke Wulf 190. During World War II, the Tuskegee Airmen demonstrated exceptional tenacity and **courage** while fighting a war against both the Axis powers in Europe and racism in the United States. In the face of discrimination and bias, the Tuskegee Airmen flew 200 bomber escort missions against some of the most heavily defended targets in the Third Reich, and they never lost a single bomber to enemy fighters. This accomplishment provided compelling evidence leading to the integration of all US armed forces and stands today as a convincing testament to their **perseverance** and aerial prowess. Due to racial policies that still existed after World War II, McGee faced an uncertain future upon his return.

### **Lee "Buddy" Archer**

Born in Yonkers, New York September 6, 1919 - January 27, 2010. Lee A. "Buddy" Archer served as a member of the distinguished Tuskegee Airmen who garnered an outstanding combat record in World War II.

After excelling in high school, he enrolled in New York University to study International Relations. In early 1941, sensing war was imminent; he applied for pilot training in the US Army Air Corps. Although he passed the mental and physical examinations, he was refused appointment because government policy at the time did not allow black citizens to serve in the Army Air Corps. Archer went into the Army as a regular enlistee. In May 1942, while stationed at Camp Wheeler, Georgia, Archer heard the Army Air Corps was finally accepting black candidates for pilot training under the "Tuskegee Experiment." He did not let previous rejection cause him to be negative; he moved forward with a **positive** attitude and immediately reapplied. In July 1943, Archer earned his wings, and was commissioned as a second lieutenant. He flew a total of 169 combat missions, including bomber cover, convoy escort, scrambles, and reconnaissance. Like the others, he did not worry about the future, promotions, or glory – **he took care of what he needed to in the moment.**



## PART 4: Learning Activities



### Marshmallow Building Activity

Today you will work in small groups and create the *biggest, freestanding structure* possible using marshmallows and spaghetti.

- \_\_\_\_\_ 1. How did you decide what “big” meant?
- \_\_\_\_\_ 2. How did you decide what type of structure it would be (what it would look like)?
- \_\_\_\_\_ 3. How did you decide to proceed with your turn and where to place the items?
- \_\_\_\_\_ 4. How did you decide you were finished with your turn?
- \_\_\_\_\_ 5. Was there a group leader? If so, whom?
- \_\_\_\_\_ 6. Check how you believe you contributed to the Marshmallow Building Activity
  - PASSIVE:** Did not participate in discussions; went along with whatever was happening; added little to the activity; was bossed around by other group members.
  - AGGRESSIVE:** Repeatedly interrupted the group; cut people off mid-sentence; gave orders, bossy; put down other group members and their ideas when disagreed with them.
  - ASSERTIVE:** Expressed opinion, but listened to others’ opinions as well. Spoke up about wants and needs, but considered and listened to the rights, needs, and wants of others. Was self-confident and decisive, but not aggressive.
- \_\_\_\_\_ 7. What category would most of your group members fall into?
- \_\_\_\_\_ 8. What type of person would you want leading you?
- \_\_\_\_\_ 9. What type of leaders were the Tuskegee Airmen?

A young boy traveled across Japan to the school of a famous martial artist. When he arrived at the dojo (a room where martial arts are practiced) he was given an audience by the sensei (teacher).

“What do you wish from me?” the master asked.

“I wish to be your student and become the finest Karateka (karate master) in the land,” the boy replied. “How long must I study?”



**“When one eye is fixed upon your destination, there is only one eye left with which to find the Way.”**

*~ ‘Zen in the Martial Arts’ by Joe Hyams*

“Ten years at least,” the master answered.

“Ten years is a long time,” said the boy. “What if I studied twice as hard as all your other students?”

“Twenty years,” replied the master.

“Twenty years! What if I practice day and night with all my effort?”

“Thirty years,” was the master’s reply.

“How is it that each time I say I will work harder, you tell me that it will take longer?” the boy asked.

In your groups discuss your response to one the following questions about the quote above:

- \_\_\_\_ 10. What does it mean to “be in the moment” (completely focused on the present, and is not thinking about the past or the future)?
- \_\_\_\_ 11. Can someone be too ambitious?
- \_\_\_\_ 12. What are some of the things we sometimes forget to do (now) when we have our eyes too fixed on the future?
- \_\_\_\_ 13. Why may it take longer for us to reach a goal if we are too fixed on the outcome?

## Write It Here



\_\_\_\_\_14. Fill out your Personal Listening Inventory.

## *Personal Listening Inventory*



**1. a - Having a conversation with close friends, I am:**  
 1                      2                      3                      4                      5  
 thinking of what I want to say                      listening completely to what they are saying

**1.b - Having a conversation with others, I am a:**  
 1                      2                      3                      4                      5  
 thinking of what I want to say                      listening completely to what they are saying



**2.a - When I disagree with close friends I am:**  
 1                      2                      3                      4                      5  
 Impatient/Agitated about my thoughts                      Patient/Calm/hearing their thoughts

**2.b - When I disagree with others I am:**  
 1                      2                      3                      4                      5  
 Impatient/Agitated about my thoughts                      Patient/Calm/hearing their thoughts

**3.a - When I listen to a close friend complaining I:**  
 1                      2                      3                      4                      5  
 sigh/roll eyes closely



**3.b - When I listen to others complaining:**  
 1                      2                      3                      4                      5  
 sigh/roll eyes                      listen closely

	a (feel about friends)					b (feel about others)				
<b>Question #1</b>	1	2	3	4	5	1	2	3	4	5
<b>Question #2</b>	1	2	3	4	5	1	2	3	4	5
<b>Question #3</b>	1	2	3	4	5	1	2	3	4	5
<b>Total</b>										

Your positive effect on those close to you

Your positive effect on others

3      4      5      6      7      8      9      10      11      12      13      14      15  
 Negative                      No                      Small                      Medium                      Big                      Huge



## Leadership Reflection

- **Perseverance** (*continuing in the face of difficulty*)
- **Courage** (*facing your fears*)
- **Being in the moment** (*doing what needs to be done now – not living in the past or the future*)
- **Assertive** (*Self-confident and caring*)
- **Good listener** (*truly listens to others and has a huge positive effect on others*)
- **Determined** (*acting with purpose*)
- **Patient** (*calm through pain or difficulty*)
- **Positive** (*motivated toward success*)

\_\_\_\_ 15. How did JK Rowling exemplify one of these characteristics?

\_\_\_\_ 16. How did the Tuskegee Airmen exemplify one of these characteristics?

\_\_\_\_ 17. How did President Truman exemplify one of these characteristics?

### Write It Here

\_\_\_\_ 18. How do YOU exemplify these characteristics?



## PART 5: Learning Activities

### The Revolutionary War



Follow this script as you watch the video clip: **Women in the Military: Willing, Able Essential – The Revolutionary War**

Did you know that women have been stepping forward to serve this country since America's founding days?

As willing soldiers who disguised themselves to fight, able nurses who faced horrific wounds, and now essential troops who proudly wear the uniform today, women have always contributed to our military might.

It's a little known story of war and peace, of shifting military needs in an ever-changing society. But it is also about a journey – a quest to capture the full rights and obligations of \_\_\_\_\_.

In 1776, our 13 colonies declared \_\_\_\_\_ from the British and proudly declared the creation of a new nation – The United States of America. But this rag tag continental Army would find itself in a long and difficult battle against England's superior forces.

Too poor to survive on their own, many \_\_\_\_\_ followed their husbands, sons, and fathers into war. Both armies recruited them as cooks and laundresses to take care of the soldiers' everyday needs. It would mark the first time females would aid our country by freeing men to fight on the battlefield.

Small numbers of colonial women also came forward to nurse the wounded.



According to Brig. Gen. Wilma L. Vaught (USAF-ret) President, Women's Memorial Foundation: "George Washington was forced to go to the Continental Congress and get authority to hire nurses to take care of the wounded and sick, and they were even paid to do this."



Only men were recruited for the Continental Army, but a few women would distinguish themselves on the front lines.

Molly \_\_\_\_\_ became a popular nickname for women who carried water to quench the thirst of weary soldiers and cool the cannons between rounds of fire. One such woman, Mary Ludwig Hays, followed her husband, William, into the battle of Monmouth.

"William was manning a cannon and Molly saw him \_\_\_\_\_ down. The cannon was ordered to be withdrawn and rather than do that

(according to Robert C. Goodyear, Great-Mary Ludwig Hays) Molly took his place at rammer to swage and ram the ammunition cannon."



Great-Great-Grandson of the cannon – she was the into the barrel of the

Deborah Sampson chose a more extreme independence. Calling herself Robert the first women known to disguise herself as join her brothers on the front lines for three wounded. "She was injured and took care of the injury herself – it was a gunshot wound – because she did not want them to find out she was a woman. Then she became ill – don't know whether it was a flu or pneumonia like thing and of course the doctor came and examined her and in very short order recognized that she was a woman and of course she was immediately discharged – honorably I might add."

path in the battle for Shurtiff, she was among a male soldier. She would years before being

The \_\_\_\_\_ War was won in 1783 and close to 80 years went past when brother would rise up against brother in their new homeland.

1. "Molly Pitcher" describes women who would
  - A. Work as nurses on the battlefields
  - B. Disguise themselves as men in order to fight
  - C. Carry water to soldiers and cool cannons between fire
  - D. Sew patches into the men's uniforms
2. During the Revolutionary War, many women followed male family members into war because they
  - A. Were too poor to live on own
  - B. Missed their husbands/brothers/fathers
  - C. Did not want to be home alone
  - D. Were bored
3. George Washington had to get permission from the Continental Congress for women to
  - A. Serve as nurses
  - B. Fight on the front lines



- C. Join their husbands, brothers, and fathers in war
- D. Disguise themselves as men

**World War I 1914 – 1918 (U.S. entered in 1917).**



**What role did Women play in historical wars?**

**Follow this script as you watch the video clip: Women in the Military: Willing, Able Essential - WWI**

As the industrial revolution powered America’s growing economic strength, its military might and its women would be tested once again in 1917 with the war to end all wars – WWI.

At the turn of the century, women were becoming more self-sufficient as mass \_\_\_\_\_ and office work opportunities emerged. This newfound acceptance would be key to the further expansion of their military roles.

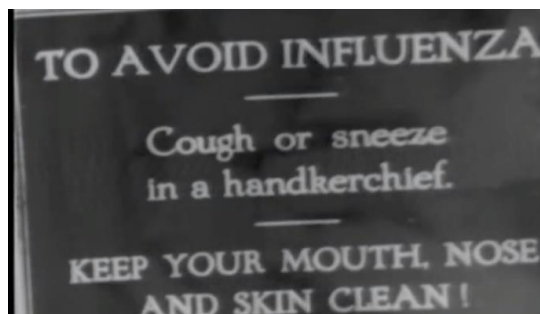
By the time the US became involved in WWI, much of \_\_\_\_\_ had already been engulfed in battle for three years. While the reasons for WWI were complicated, the build up of military might and nationalistic fervor fueled the conflict. It pitted France, Britain, Russia, and Italy against the central powers of Germany, Austria, Hungary, the Ottoman Empire, and Bulgaria. The U.S. wanted to remain neutral, but declared war on Germany after several hostile actions. Before the first troops even arrived in Europe, American female civilians were already there, and more like nurse Elizabeth Spotten Hooper would soon volunteer. Anticipating manpower shortages, the Secretary of the Navy was eyeing the women in America’s new clerical workforce.

According to Maj. Gen. Jeanne Holm, USAF-ret (author of “Women in the military: an unfinished revolution) He asked the question – “is there any reason in law that a yeoman has to be a man? - No, it just says persons.” So he said, “bring me some women who are clerk-typists, and yeomen can do yeomen work and we will have the best \_\_\_\_\_ service anywhere.”

And so he did and he established the yeomenettes. Over 12,000 women would answer his call to serve. According to Ruth E. Richardson, (YN3, Navy, WWI) "This paperboy went by and shouted, Join the Navy, and see the world! – and I can remember that so well. We joined up right then." While a few would serve overseas, Richardson would see the world from her office in Washington.

Combat personnel shortages nearly ended the war and spurred the \_\_\_\_\_ to follow in the Navy's footsteps. Along with a handful of Coast Guard women, 305 women reservists, or Marinettes, would free men to go to sea. Although the Army flatly refused to participate, WWI marked the first time women, other than nurses, were enlisted in the armed forces.

The course of history would change forever when nurses set sail across the ocean to help the sick and wounded. Thousands volunteered to join both the Army and Navy Nurse Corps. Over 10,000 mostly Army nurses would be sent overseas, serving in field hospitals and advanced aid stations near the action, they witnessed previously unseen battlefield casualties, victims of chemical warfare, poison gasses.... According to Brig. Gen. Wilma L. Vaught, (USAF-ret, President, Women's Memorial Foundation) "So they were moved up there as close as they could, and so they were up there where they suffered, some of them, from mustard gas they saw the real horrors of war because they saw those troops as, you know, they were fresh off the battlefield to the tent and whatever sordid, dirty, bloodstained condition they might be in. And for many of those women, it was a life-changing thing."



Navy \_\_\_\_\_ served here at home, in Europe, on Pacific and Caribbean islands, and on transport ships. A deadly worldwide flu would force the addition of 8 nurses aboard the USS Lecathan. "over 2000 men come down with the flu; 80 of them die (Cmdr. Catherine A. Leahey, USN-ret), Naval Historian. The ship runs out of coffins, it ran out of embalming fluid. The next voyage, influenza strikes again and finally the Captain said, "Look, I can't go on like this, this is no way to run a ship." And he wired Washington with an ultimatum saying, "I will not take my ship out to sea again unless I have women nurses on board."

Nurses were given only acting \_\_\_\_\_ and expected to be of the highest professional and moral character, but they served admirably under grueling field conditions, were decorated, and became wartime casualties themselves. Many female physicians were refused commissions to serve until March of 1918. "Recruiting surgeons because they were short-staffed in



medical areas, they accepted 56 (Dr. Mercedes Graf, author, historian), women as contract surgeons, which was a great move forward. Certainly they didn't have the status at that time either, but the fact that they were recognized, 56 women made their way then into first World War."

Key allied victories in the fall of 1918 ended a war that had claimed 10's of millions of lives.

And although women would fight two more years for the right to vote in 1920, a new era of military service had been ushered in.

4. \_\_\_\_\_ allowed independence and an increase in sufficiency for women.

- A. Technology and factory work
- B. Mass education and office work
- C. Labor unions and political advancement
- D. Advances in healthcare and child care

5. In \_\_\_\_\_ women achieved the right to vote.

- A. 1917
- B. 1918
- C. 1919
- D. 1920



\_\_\_\_ 6. REFLECT on women's contributions to society and their role in civilian and military leadership

7. Adversity is:

- A. The inability to add or subtract
- B. An unfortunate circumstance
- C. Advances in medicine
- D. Transportation in a city

\_\_\_\_ 8. In your groups DISCUSS the similarities between the struggles of African Americans and women as they faced adversity and fought for their place in American society.



\_\_\_\_\_9. What is happening today with these groups of people?

\_\_\_\_\_10. Fill out the “Dealing with Adversity” handout.

# *Defining Goals for Leadership and Success*

## *Assessment Task*

### **Directions**

The assessment for this lesson will require that you do the following activities outlined in your Student Learning Guide:

- Identifying leadership skills and adversity of notable Americans
- Writing about how segregation in the armed forces ended
- Reflecting on your personal character strengths
- Completing a Personal Inventory
- Analyzing the historic roles of women during times of war
- Comparing struggles of underserved groups

The criteria below will serve as a guide for receiving a grade for this lesson.

### **Target Course Competencies**

C3M1L3: Define your goals for leadership and success

<b>Scoring Guide</b>			
<b>Criteria</b>		<b>Ratings</b>	
1	identify the skills of Tuskegee Airmen	Met	Not Met
2	discuss past and current barriers that impede leadership recognition	Met	Not Met
3	analyze why segregation of Armed Forces was ceased	Met	Not Met
4	reflect on your leadership character strengths	Met	Not Met
5	relate contributions of women to war efforts	Met	Not Met
6	summarize society's view of women during times of war	Met	Not Met
7	describe how women overcame adversity during times of war	Met	Not Met
8	compare the struggles of African Americans and women as they fought for their place in American society	Met	Not Met
9	describe what is happening today with these groups of people	Met	Not Met
10	analyze how you and one of your heroes would deal with adversity	Met	Not Met