



Ted Alejandro, County Superintendent

San Bernardino County

Superintendent of Schools

Transforming lives through education



RIVERSIDE COUNTY  
OFFICE OF EDUCATION

JUDY D. WHITE, Ed.D.  
County Superintendent of Schools

**Thursday, June 4**

**12:00pm History Detectives**

What does the evocative symbol of a bird dropping a bomb mean? Did two patches with the symbol belong to a World War II unit? Then, Gwen Wright connects a tiny swatch of tattered red fabric to a pivotal moment in U.S. Civil War history. Did a neckpiece and leggings once belong to Chief Black Kettle, known as a Cheyenne Peace Chief, did President Lincoln Actually sign this note

**After watching this episode, choose from the following questions and/or tasks to extend your learning**

### **Question Box 1**

- Who found the locker? Where was the locker found? What was inside the locker?
- Who is believed to be the owner of the foot locker? What was his position in World War II?
- What was the Mission of the 90th bomb group?
- What was the nickname of the B-24 and why?
- Describe the patches found inside the locker?
- Why does Wes Cowan feel the papers found in the locker as important as the patches?
- Are these patches a unit insignia? What was the insignia for the 90th bomb group?
- Who made the patches and why?
- What was similar to the Moby Dick patch and "bird bomber" patch?
- Who/what helps Wes Cowen solve the mystery of the patches?
- What happens to the patches in the end? How do you feel about it?
- In the Marshall House Flag segment, who finds the swatch of fabric? Where?
- What was found with the fabric? Who was it from and how is he related to Gale Bay?
- What was written on the outside of the envelope?
- Who is Colonel Ellsworth? Where was he and what was he doing when he was shot?
- Where is Marshall House and how was secession celebrated?
- What does Jill, Gale's daughter infer from the fabric?
- What is referred to as "the rag"?
- Why is Gwen Wright skeptical?
- How does Gwen Wright investigate the background of the piece of red fabric?
- What is the conclusion on the piece of red fabric? What evidence proves the outcome?
- How do Gale and Jill do, say, and feel when they discover the truth about the findings?
- Describe the breast plate, or neckpiece, owned by George Bryson, great grandson of

***Continued on the next page...***

Taylor.

- Who was Taylor? Tell his connection to Custer?
- Who is Custer and describe his controversial reputation.
- Describe what is found on the back of the breast plate.
- What is the status of the person likely to be that would wear the breastplate. Tell the significance of the geometric shapes on the front.
- Wes Cowan feels the pants are not from Chief Black Kettle, explain why. How does he prove his “hunch” is correct?
- Who do the red pants likely belong to? What is the significance of that discovery?
- How is it explained that Taylor acquired the breastplate?
- What does George Bryson plan to do now he knows the history of the neckpiece?
- In the segment about the Lincoln oath, who is John Ennis?
- The curator of Royal Oak Museum has a theory about the scrap piece of paper with Lincoln’s signature on it, what is it?
- How does Tukufu Zuberi go about verifying Lincoln’s signature?
- What is the significance of writing on the back of the discharge paper?
- What was the Proclamation of 1863?
- Since Ennis is a prisoner of war, who petitioned for him and what is the connection between Ennis and Lincoln?
- What is the final evidence, “*the clincher*” that authenticates Lincoln’s signature to be real?

**Question Box 2**

- What does Wes Cowan mean when he says, “the history of war is told through memory and myth”?
- Why would pieces of fabrics and letters be important when telling history of past wars?
- Wes Cowan introduces this episode of History Detectives as “four mysteries of war through family lore”. What does he mean by this and what is its significance?

**Question Box 3 (Task)**

- Make a timeline to include these four events in this episode: WWII in New Guinea, the Marshall House, Chief Black Kettle and Lincoln. (ELD): *Label each event.*
- Tell how these events made an impact at the time and how each contributed to lessons learned and our American way of life. (ELD): *You may respond using this sentence starter, “These events made an impact and contributed to our American way of life by \_\_\_\_\_, \_\_\_\_\_, and by \_\_\_\_\_.”*

**Question Box 3 (Enrichment)**

- To learn more about Chief Black Kettle from his descendants <https://youtu.be/UyH-oomqJml>
- How do the video clips, quotes and music give the viewer an understanding of this

**Continued on the next page...**

he Cheyenne people? (ELD) *Write a short paragraph  
ay start like this: “As I was watching the video, I was  
thinking \_\_\_\_\_.” or “I interpret the video to say \_\_\_\_\_.”*



Ted Alejandro, County Superintendent

San Bernardino County  
Superintendent of Schools  
*Transforming lives through education*



## 1. Question Box 5 ( Extend/Real Life)

- Learn more about how to authenticate historical signatures at:
- <https://www.raabcollection.com/learning/authenticating-autographs>
- Can you think of any jobs that would require the same skills used to authenticate historical signatures?
- Visit this webpage to find out more about careers that require handwriting analysis:  
<https://www.crimesceneinvestigatoredu.org/forensic-document-examiner/>
- Want to see if you have the skills needed to analyze handwriting, go to this link and click on the Handwriting analysis activity: <http://forensics.rice.edu/en/For-Educators/Online-Activities.html>