Teacher's Guide

The Tuskegee Airmen: The Segregated Skies of World War II

GRADES

5 - 12

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KENNESAW STATE UNIVERSITY
MUSEUMS, ARCHIVES AND RARE BOOKS
Museum of History and Holocaust Education

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About this Teacher's Guide

This Teacher's Guide accompanies the Museum of History and Holocaust Education's exhibit *The Tuskegee Airmen: The Segregated Skies of World War II*, which explores the history and heroism of the first African American pilots to fly in combat. This exhibition offers a glimpse into the racial challenges and triumphs of these aviators. Using chronological historical panels and images, *The Tuskegee Airmen* enables visitors to follow the story of these pioneering pilots from the outbreak of war to the present.

The Tuskegee Airmen is accompanied by a traveling exhibition that brings the content and personal stories to your classroom. To enquire about availability, please email us at **mhheeducation@kennesaw.edu**.

This curriculum guide for **fifth to twelfth grade** teachers will help educate students about the racial challenges the Tuskegee Airmen faced, their wartime achievements, and continued legacy today. Although many of the lessons in this guide focus on **Social Studies and U.S. History** standards, the activities are designed to be cross-curricular and can also be used for the Reading and Writing Standards for Literacy, English Language Arts, and Advanced Placement classes.

This guide is organized by individual lessons that are intended to take between one and two class periods to complete. We recognize, however, that not all teachers will be able to dedicate this amount of time to the topic of the Tuskegee Airmen; the activities, therefore, can be pulled out of the lessons and stand alone as individual parts.

In designing this guide, we also sought to place a heavy emphasis on primary and secondary sources to teach this topic. All sources are linked in the instructions. Sources include photographs, propaganda posters, and timelines.

Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.

This teacher's guide was collated, edited, and designed by the Museum of History and Holocaust Education staff.

Overview:

In 1941, the War Department established the segregated 99th Pursuit Squadron of the U.S. Army Air Corps. This program trained African American pilots at Moton Field in Tuskegee, Alabama. Almost 1,000 pilots who graduated from Tuskegee Air Field and the nearly 10,000 men and women who acted as navigators, bombardiers, instructors, and maintenance staff became known as the Tuskegee Airmen.

While black men were previously unable to serve as pilots, the escalating military conflicts of World War II gave new opportunities to African Americans. The first class of Tuskegee Airmen to train were part of the "Double V Campaign," which stood for victory abroad and over prejudice on the home front.

The 332nd Fighter Group, nicknamed the *Red Tails*, compiled a successful combat record. The airmen served as escort pilots for bomber aircraft. The Tuskegee Airmen's successful flight record discouraged enemy fighters from pursuing the bombers they protected. With fewer enemy engagements and fewer bombers destroyed, the airmen achieved the status of the most successful escort squadron of the 15th Air Force. Their impressive safety record caught the attention of military officials. Altogether, the Tuskegee Airmen flew 1,578 missions and 15,533 sorties.

While the achievements of the Tuskegee Airmen encouraged President Harry Truman to integrate the military in 1948, it did not bring about sweeping social change. The men and women who served with the Tuskegee Airmen paved the way for the Civil Rights movement of the 1960s. African American soldiers faced adversity in segregated military units during World War II. The Tuskegee Airmen demonstrate the triumphs over racial injustice on the home front and over the enemy abroad through their heroism and successful flight record.

Georgia Standards of Excellence correlated with *The Tuskegee Airmen: The Segregated Skies of World War II* activities:

FIFTH GRADE

These lessons meet the criteria for the following 5th Grade Georgia Standards of Excellence:

SOCIAL STUDIES

SS5H4: Explain America's involvement in World War II.

e. Describe the effects of rationing and the changing role of women and **African Americans or Blacks**; include "Rosie the Riveter" and the **Tuskegee Airmen**.

SIXTH GRADE

These lessons meet the criteria for the following 6th Grade Georgia Standards of Excellence:

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS

L6 8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6 8RHSS2: 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.

CRAFT AND STRUCTURE

L6 8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6 8RHSS6: 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).

INTEGRATION OF KNOWLEDGE AND IDEAS

L6 8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES

L6 8WHST1: Write arguments focused on discipline specific content.

PRODUCTION AND DISTRIBUTION OF WRITING

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L6 8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. L6 8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. L6 8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
SEVENTH GRADE
These lessons meet the criteria for the following 7th Grade Georgia Standards of Excellence:
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS
L6 8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6 8RHSS2: 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.
CRAFT AND STRUCTURE
L6 8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L6 8RHSS6: 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).
INTEGRATION OF KNOWLEDGE AND IDEAS
L6 8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
L6 8WHST1: Write arguments focused on discipline specific content.
PRODUCTION AND DISTRIBUTION OF WRITING
L6 8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L6 8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. L6 8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. L6 8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
EIGHTH GRADE
These lessons meet the criteria for the following 8th Grade Georgia Standards of Excellence:
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS
L6 8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6 8RHSS2: 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.
CRAFT AND STRUCTURE
L6 8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L6 8RHSS6: 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).
INTEGRATION OF KNOWLEDGE AND IDEAS
L6 8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
L6 8WHST1: Write arguments focused on discipline specific content.
PRODUCTION AND DISTRIBUTION OF WRITING
L6 8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L6 8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. L6 8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. L6 8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
HIGH SCHOOL U.S. HISTORY
SOCIAL STUDIES
SSUSH19: Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.
a. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and **African Americans or Blacks**.
NINTH & TENTH GRADE
These lessons meet the criteria for the following 9th and 10th Grade Georgia Standards of Excellence:
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. L9-10RHSS2: 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. L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CRAFT AND STRUCTURE
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. L9-10RHSS6: 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.
INTEGRATION OF KNOWLEDGE AND IDEAS
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
L9-10WHST1: Write arguments focused on discipline-specific content.
PRODUCTION AND DISTRIBUTION OF WRITING
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
ELEVENTH & TWELFTH GRADE
These lessons meet the criteria for the following 11th and 12th Grade Georgia Standards of Excellence:
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS
L11-12RHSS1: 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. L11-12RHSS2: 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.
CRAFT AND STRUCTURE
L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
INTEGRATION OF KNOWLEDGE AND IDEAS
L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
L11-12WHST1: Write arguments focused on discipline-specific content.
PRODUCTION AND DISTRIBUTION OF WRITING
L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

One

Heroes, Patriotism, and Delayed Recognition

5th Grade

These activities can serve as preparation for a visit to *The Tuskegee Airmen* exhibit and the museum or follow-up activities after visiting *The Tuskegee Airmen* exhibit.

Goals:

- To analyze recent government recognition of the Tuskegee Airmen
- To consider the meaning of heroism and patriotism
- To consider the role that race plays in the recognition of heroes in U.S. history

Materials Needed:

Computer or tablet with Internet access, paper and pencil/pen

1. Read news coverage about President Bush's awarding of the Congressional Medal to the Tuskegee Airmen in 2007: **http://www.tuskegeeairmen.org/uploads/cgmB.pdf**

2. Read about Barack Obama's recognition of the Tuskegee Airmen at his presidential inauguration ceremony: **http://www.nytimes.com/2008/12/10/us/politics/10inaug.html**. Discuss answers to the following questions:
   - How do you think the Airmen felt to be honored? Why?
   - Why did it take so long for the Airmen to receive recognition from the government?
   - Do you think that bravery of the Tuskegee Airmen helped pave the way for the election of the first African American president?

3. Research a public memorial that was created to honor American soldiers. Find pictures and determine who, if anyone, is depicted in the memorial. Answer the following questions:
   - Who is this memorial meant to honor or remember?
   - Can you tell the race of the people depicted in the memorial?
   - How many famous African-American soldiers can you name?
   - How many famous white soldiers can you name?
   - Why is it important to have national heroes of all races?

4. Write down the names of a few people that are your heroes. Answer and discuss:

- What characteristics make them heroes? What characteristics did the Airmen have?
- Do you think you have what it takes to become a hero someday?

Next, write one page about what patriotism means to you. Discuss these questions:

- What makes you proud of your country?
- Do you think it would have been harder to be patriotic if you were living in segregated America?
- Do you think it's possible to be patriotic and still find faults with the country in which you live? Why or why not? Give an example.

Two

Honoring the Airmen's Legacy

5th Grade

Goals:

- To create a work of art that honors the bravery of the Tuskegee Airmen

Materials Needed:

Paper, pen/pencil, markers, crayons, paints, art supplies, scissors, rulers, glue, musical instruments (optional), envelopes and stamps (optional)

1. Discuss a few reasons to be thankful for the bravery of the Tuskegee Airmen. What would you say to an Airman if he or she was in your classroom? How would you thank him or her?

2. Create an artistic object that honors the Tuskegee Airmen. Some options include:
   - Pretend you are a lawyer defending the Tuskegee Airman charged with entering the white officer's barracks. What arguments would you make?
   - Write a poem, rap, or song about the Airmen.
   - Create a poster or stamp that honors the bravery of the Airmen.
   - Create a 1940s poster intended to recruit the Airmen.
   - Pretend you are alive during WWII, and write a letter to President Franklin D. Roosevelt arguing that the military should be integrated.
   - Write a letter to the editor of your local paper that tells the history of the Airmen and its relationship to minorities in the military today.
   - Write a script for a 2-minute newsreel that describes the bravery of the Airmen.

3. When you are finished, share your work with the class. If possible, find a way to share the work with others, whether by mailing a letter or performing a song for your family or other classes at school.

Three Oral History

5th Grade

Goals:

- To understand and evaluate the role of oral histories and personal narratives for purposes of historical preservation
- To learn basic interview and oral history skills
- To complete an oral history

Materials Needed:

Computer or tablet with Internet access, copies of the "Oral History Guidelines," tape recorders or video cameras

1. Ask students to free write for 5 minutes about the question: "How do we know what we know about history?"
2. Discuss student answers. Focus on answers that describe history as oral history, stories, and information passed down through generations.
3. Find examples of oral history interviews on the internet. Some examples include:

   http://www.loc.gov/vets/stories/ex-war-nativeamericans.html

   https://vimeo.com/channels/hillardpouncy

   Watch the interview excerpts and talk about the interview process. Hand out and study oral history guidelines at:

   http://www.history.com/classroom/oralhistguidelines.pdf
4. Ask each student to make a list of 3 people they might ask to interview. Have the children ask each person for permission, one at a time, in turn until they find someone who agrees to the interview.
5. Do background research on the interview subject. Find out as much as you can before the interview so you have specific questions to ask. For example, rather than asking, "Where were you born?" you could find out ahead of time and instead ask "Do you remember growing up in Cleveland?"
6. Prepare a series of interview questions or topics. Practice asking questions that require explanation rather than a simple "yes or no" answer.
7. Set up the interview, prepare, and complete the interview. Follow the guidelines published on the Library of Congress website: **https://www.loc.gov/folklife/familyfolklife/oralhistory.html#planning**
8. Write highlights from the interview and present a report to the class.
9. Discuss the good and bad parts of using oral history to learn history. What makes it useful? What are its limits?

Four

The Tuskegee Airmen and the Navajo Code Talkers of World War II

5th Grade

Goals:

- To learn about the history and treatment of the Navajo Code Talkers of WWII
- To compare the treatment of the Code Talkers with the Tuskegee Airmen during WWII

Materials Needed:

Computer or tablet with Internet access, paper and pencil/pen

1. Research the story of the Navajo Code Talkers using the following websites:

   https://navajocodetalkers.org/

   http://www.nmai.si.edu/education/codetalkers/html/chapter4.html

2. Review the story of the Tuskegee Airmen, focusing on their treatment by the white members of the U.S. military and the harsh realities of Jim Crow segregation.

   https://www.nps.gov/museum/exhibits/tuskegee/airoverview.htm

   https://www.stripes.com/news/tuskegee-airmen-fought-enemy-abroad-racism-at-home-1.74693

3. Ask and discuss the following questions:
   - How were the Tuskegee Airmen treated differently from the Navajo Code Talkers?
   - Why do you think they were treated that way?
   - Do you think they would be treated the same way today? Why or why not?

4. Locate the Navajo Code Talker's Dictionary at **https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/n/navajo-code-talker-dictionary.html**

   Ask each student to spell a Tuskegee-related vocabulary word in code. When finished, trade with a partner and decode the word.

One

Timeline of African American Involvement in the U.S. Military

5th - 8th Grade

These activities can serve as preparation for a visit to *The Tuskegee Airmen* exhibit and the museum or follow-up activities after visiting *The Tuskegee Airmen* exhibit.

Goals:

- To identify key participants in African American military history
- To construct and compare historical timelines
- To interpret timelines and the impact of historic events on individuals

Materials Needed:

Computer or tablet with Internet access, paper and pen/pencil

1. Read the timeline posted by the U.S. Department of Defense at the following website: **https://www.army.mil/africanamericans/timeline.html**
2. Students should identify the names of at least five African Americans who participated in U.S. military history.
3. Use the Internet to find additional information on one of the five individuals. Create a timeline using the dates of the person's life, death, and key events available via the Internet, keeping empty space either above or below the timeline. A good place to begin is the army: **https://www.army.mil/africanamericans/profiles.html** and defense department: **https://www.defense.gov/Portals/1/features/2018/0218_AAHM/2018_DoD_African_American_History_Month_Presentation.pdf**
4. Find a timeline of U.S. history on the internet. Two useful sites include: **http://www.animatedatlas.com/timeline.html** and **http://www.digitalhistory.uh.edu/timelines/timelines.cfm**. Using the timeline already created, add a second timeline that includes key political and social events that happened during this person's life. You should have two concurrent timelines on one piece of paper.
5. As a class, discuss some of the individuals named in the exercise. Imagine how that person might have felt during specific historical events. How might these events have influenced this person to decide to fight as part of the U.S. military?
6. Ask students to pretend to be the person who they researched. Write a letter from the perspective of that person telling a friend or family member about a major historical event that occurred while they were alive.

Two

Drawing and Defining Tuskegee Vocabulary

5th - 8th Grade

Goals:

- To define and interpret vocabulary words related to the story of the Tuskegee Airmen.

Materials Needed:

Vocabulary worksheet, dictionary, paper and pencil/pen, crayons or markers

1. Hand out copies of a worksheet containing the following vocabulary words (or, alternately, write the words on a chalkboard in front of the class): discrimination honor military aviation patriotism bravery segregation prejudice pilot Jim Crow propaganda racism.
2. As a class, go through each word one by one and guess what the definitions might be.
3. Use a dictionary to look up the correct definition for each word, and compare the official definition to the one discussed by the class. Then formulate some real-life situations that provide examples of what the word means.
4. Talk about how some of these words make you feel. Where have you heard them before? Are they happy or sad words? What do they make you think of?
5. Ask each student to choose one word and draw a picture of that word. The picture could depict the definition, or portray how the word feels, or show a situation related to the word.
6. Ask students to share their pictures and explain the drawings they made.

Three

Booker T. Washington and the Tuskegee Institute

5th - 8th Grade

Goals:

- To learn about the life and character of Booker T. Washington
- To learn about Washington's role in the creation of the Tuskegee Institute and the success of the Tuskegee Airmen

Materials Needed:

Library resources, computer, or tablet with Internet access, paper and pen/pencil

1. Research the history of Booker T. Washington and the Tuskegee Institute using your library resources or this website: **http://www.loc.gov/exhibits/odyssey/educate/bookert.html**

2. Ask students to answer the following questions:
   - What year did the first students graduate from the Tuskegee Institute?
     (1885)
   - Why was Washington's speech at the 1895 Atlanta Exposition so controversial?
     (because it suggested that he supported segregation)
   - What year did Washington die?
     (1915)
   - What characteristics did Washington believe were needed for African Americans to succeed?
     (hard work, education, & self-help)
   - How did the Tuskegee Airmen continue Washington's legacy?
     (open answer)
   - Do you think that Washington would have been proud of the Airmen?
     (yes)
3. Ask students to write one page in response to the question, "How can I continue the legacy of Booker T. Washington?" Share answers with a focus on practical steps and commitment to hard work and education.

Four

Make a DARE-Plane!

5th - 8th Grade

Goals:

- To consider the bravery of the Tuskegee Airmen
- To identify personal ways to "dare" to be a good person
- To create a paper airplane that honors the Tuskegee Airmen

Materials Needed:

Computer or tablet with Internet access, "DARE-Plane" handout sheets, paper (variety of colors), markers, crayons, and other art supplies

Teacher Instructions:

1. Download the paper airplane instructions from these websites: **http://www.amazingpaperairplanes.com/Basic_Dart.html**

2. Create a "DARE-Plane" handout with the instructions from the website on one side of the paper. Include the following text on the other side of the handout:

Make a DARE-PLANE

African American men and women faced many obstacles in racially-segregated America. Although it was hard, many dared to do better, to want more, and to live in a more equal and just society. The Tuskegee Airmen are one example of hard-working African Americans who dared to challenge stereotypes and expectations in a racist soci-ety. These men and women believed that success and justice were possible with hard work and courage. How are you DARING? What do you DARE to change? How do you DARE to make the world a better place? Will you DARE to soar in your life, just like the Tuskegee Airmen?

Student Instructions:

1. Choose a piece of paper and draw a picture of how you DARE to SOAR. Do you DARE to work hard in school? Do you DARE to be kind to your enemies? Do you DARE to stand up for what is right and just? Show us how you are DARING!

2. Using the directions, make your drawing into a paper airplane. When you are finished, send it flying through the air. Show us all how you DARE to SOAR!!!!!

3. Final step: Read through the instructions with students and help them create their DARE-Plane. When finished, ask students to present and explain their airplanes to the class.

One

The Tuskegee Airmen and the History of African Americans in the U.S. Military

8th - 12th Grade

These activities can serve as preparation for a visit to *The Tuskegee Airmen* exhibit and the museum or follow-up activities after visiting *The Tuskegee Airmen* exhibit.

Goals:

- To become familiar with the history of African American involvement in the U.S. military from the Revolutionary War to the present
- To evaluate the story of the Tuskegee Airmen within the larger context of African American military history

Materials Needed:

Computer or tablet with Internet access, whiteboard, board markers, paper and pencil/pen

1. Break up into small groups. Ask each group to research the history of African American involvement in the U.S. military by browsing the following websites:

   https://www.army.mil/africanamericans/timeline.html

   http://archive.defense.gov/home/features/2007/BlackHistoryMonth/Index.html

2. Write a list of wars/military initiatives on the board. Ask each group to choose one war or military period to research.

3. Each group should research details of the involvement of African Americans during the selected time period. Each group should focus on a few key individuals, battles, or facts.

4. Ask each group to present a 5-minute report on the contributions of African Americans in U.S. military history. Discuss ways in which the Tuskegee Airmen were influenced by their predecessors, as well as how they influenced black soldiers who came after them.

5. Using your knowledge of the history of African American soldiers in the U.S. military, write a letter to an African American soldier currently serving in the armed forces, thanking them for their service to our country.

Two

Jews and African Americans: Comparing Jim Crow and Nuremberg Laws

8th - 12th Grade

Goals:

- To learn about Jim Crow laws and racial segregation in the U.S.
- To compare Jim Crow laws to the Nuremberg laws
- To examine and compare methods of resistance to racism

Materials Needed:

Computers or tablets with Internet access, paper and pencil/pen for notes

1. Read about Jim Crow laws regarding racial segregation in the U.S. at one of the following sites:

   http://www.pbs.org/wnet/jimcrow/segregation.html

   http://americanradioworks.publicradio.org/features/remembering/

   http://www.pbs.org/wnet/jimcrow/

   Read about the anti-Semitic Nuremberg laws at:

   http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007167

   Discuss the timeline of anti-Semitic laws passed in Germany listed at:

   http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007459

   Compare the Nuremberg laws to Jim Crow. Discuss the question, "Given the inhumane treatment of Jews by Nazi Germany, how do you think the Tuskegee Airmen felt about fighting in this war?"

2. Explain to the students that African Americans and German Jews lived in very different contexts, but both groups faced racist beliefs and laws. Use the internet or library to research ways in which members of both groups resisted these racist laws.

   Discuss:

   - How did African Americans who lived during Jim Crow find ways to resist segregation?
   - Find background information on one such person and report on what they did. (Examples: Medgar Evers, Rosa Parks, Homer Plessy)
   - How did Jews who lived during the Third Reich rule find ways to resist the Nazi party?
   - Find background information on one resistance group and report on what they did. (Examples: The White Rose, Sonderkommandos, Warsaw Ghetto Uprising)

Three

Contrasting Images of African Americans during World War II

8th - 12th Grade

Goals:

- To learn about segregation during the time of Jim Crow
- To learn about government treatment of African American soldiers during WWII
- To practice analysis and comparison of visual texts

Materials Needed:

Computers or tablets with Internet access, paper and markers, crayons, other art supplies

1. Compare photographs of segregation in the US with WWII propaganda that includes images and stories of African American soldiers. If needed, define propaganda and discuss its function in shaping political opinion.

   http://www.loc.gov/rr/print/list/085_disc.html http://oberlinlibstaff.com/omeka_hist244/exhibits/show/racerelations/propaganda

   http://www.stltoday.com/news/local/wwii-propaganda-includes-black-soldiers/article_e2eb08bc-690e-11df-8f58-00127992bc8b.html

2. Discuss the questions:
   - How do the pictures of segregation make you feel?
   - What do you notice about the pictures?
   - Imagine seeing these kinds of pictures in all public places, everywhere you go. What effect do you think these images had on African Americans?
   - What is different between the pictures of segregation and the positive propaganda about the Tuskegee Airmen?
   - Why do you think the government would make such images? What message were they trying to convey? How do you explain the contradiction between the two kinds of images?

3. Use the art supplies to create your own recruitment poster for the Tuskegee Airmen. When finished, explain your image to your classmates.

Four

Segregation in Public Space

8th - 12th Grade

Goals:

- To experience the lingering effects of segregation on contemporary society
- To practice skills of observation and analysis of human behavior
- To apply the lessons learned about segregation's impact to students' personal lives

Materials Needed:

Transportation to and from a public place, adult supervision during activity, paper and pen/pencil

1. Go to a public place where you can expect to see people of many different races, genders, or ethnicities. Be sure to tell adults where you are going and have a trusted adult nearby to supervise you. Spend 10 minutes looking at who talks to whom, who walks with whom, how people act towards one another. Take time to notice how people interact, what people wear, who says "hello" in passing, and who makes eye contact with one another. Try to notice if you see any trends in people's behavior.

2. Write down notes on the following questions:
   - Are small groups more likely to be integrated or segregated by race? By gender? By any other physical feature? Why do you think this is?
   - What are the good and bad things about having friends of your same race? Of the same gender? Is it different for minority vs. white students?
   - What's the difference between segregation in the 1940s/1950s and the way crowds and groups interact today?
   - Think about the racial makeup of your friends and family. Think about the racial makeup of your neighborhood, county, or city. Does segregation still exist? Is this a good or a bad thing?

3. Choose a place that you go on a regular basis where you usually see the same people or sit in the same place. Pick a day and deliberately change your routine. For example, sit on a different seat on your school bus or classroom; in the lunchroom; walk home with someone new; or go to a store or part of your school where you normally don't go. Make sure that you tell an adult and get their permission so that they know you are safe. Be brave and practice integration—moving into a new kind of space, with different kinds of people.

4. When everyone has finished the exercise, discuss the following questions:
   - How did people react when you changed your routine?
   - How did you feel when you did the activity? Why did you feel that way?
   - Were the reactions the same or different from what you expected?
   - Now imagine that segregation wasn't just social—it was the law—just like during Jim Crow. How do you think it would have felt to do this activity during that time?
   - What might have been the consequences?

Suggested Reading

Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.

Film

Markowitz, Robert, dir. *The Tuskegee Airmen*. New York: HBO Films, 1995. DVD.

Nightfighters: The True Story of the 332nd Fighter Group--The Tuskegee Airmen. 1994; Hawthorne, CA: Xenon, 2003. DVD.

Rubeck, Tom, dir. *Flying for Freedom: Untold Stories of the Tuskegee Airmen*. Dallas, TX: AMS Pictures, 2007. DVD.

The Tuskegee Airmen: They Fought Two Wars. Arlington, Virginia: PBS Paramount, 2003. DVD.

White, Adam N., dir. *Red Tail Reborn*. Cleveland, OH: Hemlock Films, 2007. DVD.

Books

Bucholtz, Chris and Jim Laurier. *332nd Fighter Group: Tuskegee Airmen*. Oxford, England: Osprey Publishing, 2007.

Dryden, Charles. *A-Train: Memoirs of a Tuskegee Airman*. Tuscaloosa: University of Alabama Press, 2002.

Fleischman, John. *Black and White Airmen: Their True History*. Boston: HMH Books for Young Readers, 2007.

Francis, Charles E. and Adolph Caso. *The Tuskegee Airmen: The Men Who Changed a Nation*. Weston: Branden Publishing, 1997.

Hardesty, Von. *Black Wings: Courageous Stories of African Americans in Aviation and Space History*. Washington, D.C.: Smithsonian, 2008.

Homan, Lynn M. and Thomas Reilly. *The Tuskegee Airmen*. Mt. Pleasant: Arcadia Publishing, 1998.

Homan, Lynn M., Thomas Reilly, and Rosalie M. Shepherd. *Tuskegee Airmen: American Heroes*. Gretna: Pelican Publishing, 2002.

Johnson, Angela and Loren Long. *Wind Flyers*. New York: Simon and Schuster, 2007.

Moye, J. Todd. *Freedom Flyers: The Tuskegee Airmen of World War II*. Oxford, England: Oxford University Press, 2012.

Jefferson, Alexander and Lewis Carlson. *Red Tail Captured, Red Tail Free: Memoirs of a Tuskegee Airmen and POW*. New York: Fordham University, 2005.

Resources for Teachers: K-12 Educational Programs

The mission of the Museum of History and Holocaust Education is to support K-12 students and teachers in the study of World War II and the Holocaust. Our programs are free and flexible, and you can customize a program to fit your school's specific needs. We offer:

- Field Trips to the museum
- In-School Programs
- Traveling Trunks
- Traveling Exhibitions
- Online Teacher's Guides
- Summer Workshop for High School Students
- No Place for Hate Art and Writing Contest
- Professional Development Workshops
- On-Site Events

To reserve a program, or for more information, contact us at **470-578-2083** or by email at **mhheeducation@kennesaw.edu**.

The Legacy Series

The Museum of History and Holocaust Education's *Legacy Series* oral history program uses filmed interviews to preserve the experiences of Holocaust survivors, World War II veterans, and home front workers living in Georgia. Through our website, you can find short video clips excerpted from these filmed interviews, in which the individuals share their World War II and Holocaust experiences. We encourage you to use these in your classroom to support your teaching about World War II and the Holocaust, and to help your students meet history face to face.

historymuseum.kennesaw.edu/educators/legacy_series.php

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