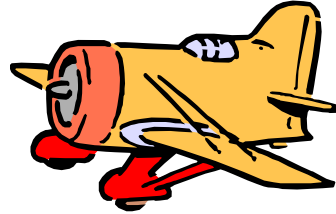


INTRODUCTION

The Tuskegee Airmen of World War II



In the years between 1940 and 1946, during World War II, units of African Americans served in the United States Air Corps. They were allowed to serve as pilots, navigators, bombardiers, and support personnel when President Roosevelt directed the Air Corps to admit black units, but were required to serve in segregated flying units. They faced the same racial tensions and discriminations that existed in the United States at that time, but were determined to serve and protect their country in spite of the jaunts, jeers, and accusations of being inadequate.

Over 1,000 men trained as pilots and earned their wings at the Tuskegee Army Air Field in Tuskegee, Alabama. They flew over 15,000 missions over North Africa and Europe. The units made ground attacks, patrolled coastlines, and acted as bomber escorts. As bomber escorts, they are credited with never losing an American bomber to enemy aircraft. The red tails of their planes were a welcome sight to the bomber crews that they protected.

After the war, the size of the armed services was reduced. In 1946 the Tuskegee Army Air Field was closed.

The Tuskegee Airmen played an important role in shaping the racial policy in both the armed forces and the United States. President Truman, in 1948, ordered the armed forces to desegregate and the new Air Force moved quickly to desegregate.

B.O. Davis Jr. retired as a three star general in 1970, and in the same year, another Tuskegee Airman, “Chappie” James became the first African American to reach the rank of a four-star.

VOCABULARY

THESE VOCABULARY WORDS ARE THINKING AND FEELING WORDS. MANY DESCRIBE THE FEELINGS OF THE TUSKEGEE AIRMEN DURING WORLD WAR II. AS YOU FILL IN THE BLANKS, THINK IF YOU HAVE EVER FELT THESE WORDS.

WORD	LOOKS LIKE	FEELS LIKE
RACISM		
BIGOTRY		
SEGREGATION		
INDIGNATION		
HUMILIATION		
EDUCATION		
INTEGRATION		
COURAGE		
PATRIOTISM		
INTELLIGENCE		

WEB LINKS FOR TUSKEGEE AIRMEN

<http://tuskegeearmen.org>

Tuskegee Airmen

<http://www.tuskegeairmen.org/airmen/who.html>

The Airmen of WW II – How many – Who

<http://www.tuskegeearmen.org/links.html>

Leads to individual studies of pilots

http://www.coax.net/people/lwf/ta_his1.htm

The Negro pilot training program

<http://www.coax.net/people/lwf/ww2.htm>

African Americans in WW II

<http://www.world-widenet.com/tuskegeearmen/>

Redtail Angels

<http://www.redtail.org/Airmen.shtml>

Introduction to the Tuskegee Airmen

<http://history.acusa.edu/gen/WW2Timeline/Tuskegee>

A time line of the Tuskegee Airmen

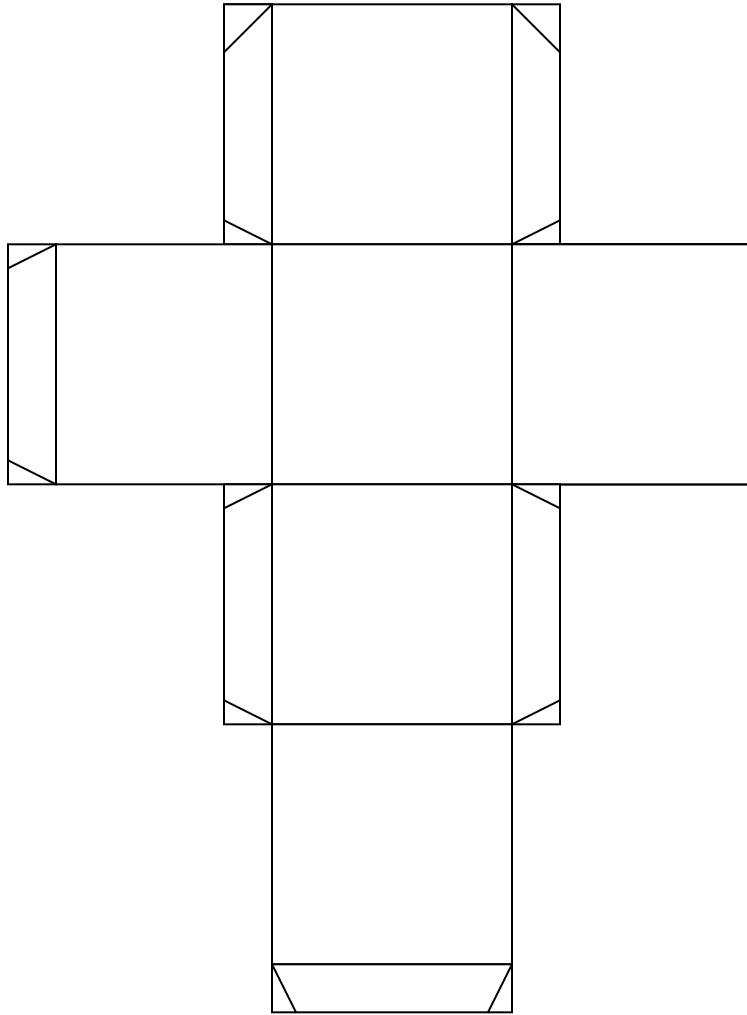
TUSKEGEE AIRMEN TASKS

You will be reading and learning about a brave group of men who fought for the freedoms that we have in the United States, but men and women who also fought the prejudices against African Americans during the first half of the 20th century.

After you have made a complete and thorough study of the Tuskegee Airmen, you are to select one of the activities listed below to show what you have learned. You will be writing for an audience, so you should use correct spelling, punctuation, and grammar in whatever you choose to do. You should work carefully and neatly because your efforts will be graded with a rubric. In addition, you will be asked to give an oral presentation to your classmates.

1. Make a cube using the pattern provided. Before you put the cube together, draw one picture and use one sentence to describe the picture on each of the six sides. You can use any of the information that is important to your study.
2. Create a story tree using the pattern provided. Follow the directions given on the pattern.
3. Answer the “Thinking Question” with the quote from Frederick Douglas. Use the information you have learned about the Tuskegee Airmen to give an in-depth answer. Use paragraph form: Introductory paragraph, Detail paragraphs, and a Closing paragraph.
4. Using poster board, create a movie advertisement for a movie about the Tuskegee Airmen. Think of action words and action scenes to put on the poster. Remember that you want to show the bravery of these men and women.
5. Write a letter to a Tuskegee Airman living today. You may contact the person by letter or email, but you should have a copy of your letter to turn in to your teacher. Include some of the information that you have found including some of the words from the Vocabulary section.
6. Think of four things that signify or explain what the Tuskegee Airmen accomplished in WW II. Draw each of the things (or get objects that symbolize the object) and write a paragraph about each. (Use correct paragraph form: Introductory paragraph, Detail paragraphs, and a Closing paragraph. Find a cardboard box and cut it like a display board to show your drawings. Put your paragraphs underneath.
7. Create 10 or more similes and metaphors about the Tuskegee Airmen. Use the form provided.
8. Create poems about the Tuskegee Airmen. Write a haiku, a diamonte, a cinquain, and a free verse poem. Illustrate each of the poems.
9. Write 15 alliteration statements about the Tuskegee Airmen.
10. Draw and label the planes flown by the Tuskegee Airmen. Include a paragraph that tells of the contributions of the brave soldiers. Use correct paragraph form: Introductory paragraph, Detail paragraphs, and a Concluding paragraph.

CUBE PATTERN



POETRY PATTERNS

CINQUAIN

A cinquain is a five-lined poem.

Line 1: The topic

Line 2: Two describing words (adjectives)

Line 3: Three –ing words about what the topic does

Line 4: A four-word thought about the topic

Line 5: A synonym for the topic

DIAMONTE

A diamonte is a seven-lined poem. It makes a comparison of two opposites like war/peace, integration/segregation, or prejudice/acceptance.

Line 1: The topic

Line 2: Two describing words for the first topic (adjectives)

Line 3: Three –ing words about what the first topic does

Line 4: A four-word thought about the first topic

Line 5: Three –ing words about what the second topic does

Line 6: Two describing words for the second topic (adjectives)

Line 7: The second topic

HAIKU

Haiku is a three-lined, unrhymed Japanese poem. Each line has the designated number of syllables.

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

FREE VERSE POEM

A free verse poem is whatever you want it to be.

SIMILES AND METAPHORS

Similes and metaphors compare two things. A simile compares with “like” and “as” while a metaphor uses “is” and “are” when comparing something unknown to something familiar.

A Tuskegee Airman is like a _____.

A bomber escort is like a _____.

Segregation is like _____.

Prejudice is like _____.

Pilots are like _____.

A Tuskegee Airman is as _____ as _____.

A bomber escort is as _____ as _____.

Segregation is as _____ as _____.

Prejudice is as _____ as _____.

Pilots are as _____ as _____.

Tuskegee Airmen are _____.

A bomber escort is _____.

Segregation is _____.

Prejudice is _____.

Pilots are _____.

Make a simile or metaphor of your own:

STORY TREE

Tuskegee Airmen

2 words that describe (adjectives)

3 words that describe the setting

4 words that tell what the Tuskegee Airmen did during WWII

5 words that describe why the Airmen were in a segregated unit

6 words that tell what they accomplished

7 words that tell how the Air Force has changed

8 words that express what you would say if you could talk to an
Airman

GRAPHIC ORGANIZER FOR COLLECTING DATA
FORM 1

WHO?

TUSKEGEE AIRMEN

WHAT?

WHEN?

WHERE?

WHY?

**TUSKEGEE AIRMEN
BOOK LIST**

01-13-03

“A-TRAIN: Memoirs of a Tuskegee Airman”

Author: LtCol Charles W. Dryden, USAF (Ret)

(404) 696-6

1273 Oakcrest Drive S.W.

Atlanta, GA 30311

c/o Ms. Priscilla J. McWilliams

University of Alabama Press

Box 870380

Tuscaloosa, AL 35487-0380

"BENJAMIN O. DAVIS, Jr. - AMERICAN"

Author: General B. O. Davis, Jr.

c/o Marketing Department

Smithsonian Institution Press

470 L'Enfant Plaza, Suite 7100

Washington, DC 20560

“DIVIDED SKIES”

Author: Dr. Robert J. Jakeman

c/o University of Alabama Press

Box 870380

Tuscaloosa, AL 35487-0380

“DREAMER BENEATH THE WINGS” - Northeast and South of Chehaw, Alabama

Author: Walter B. Fielder

(314) 66

3127

2745 St. Vincent Avenue

St. Louis, MO 63104-2029

“DOUBLE V: The Civil Rights Struggle of the Tuskegee Airmen”

Authors: Lawrence P. Scott and William M. Womack, Sr.

c/o Michigan State University Press

1405 South Harrison Road – Suite 25

Manly Miles Building

East Lansing, MI 48823-5202

“EASIER SAID: The Autobiography of Leroy A. Battle”

Author: LeRoy A. Battle

(301) 627

4239

4689 Sands Road

Harwood, MD 20776

c/o The Annapolis Publishing Company
114 West Street
Annapolis, MD 21401

"FLYING WITH EAGLES"

Author: Walter J. Palmer
7396
1725 Fox Hill Drive
Indianapolis, IN 46268-0133

(317) 255

"FORGOTTEN FIELDS of America"

Author: Lou Thole
7400
11263 Marlette Drive
Cincinnati, OH 45249

(513) 489

"IMAGES OF AMERICA: The Tuskegee Airmen"

Authors: Lynn M. Homan and Thomas Reilly
6468
1060 Fourteenth Avenue North
St. Petersburg, FL 33705

(727) 823-

"LONELY EAGLES"

Author: Robert A. Rose, D.D.S.

c/o Ted Lumkins, Chairman
Lonely Eagle Book Sales
5115 Ina Glen Way
Los Angeles, CA 90043

"MEMORABLE MEMOIRS"

Author: TSgt George Watson, Sr. USAF (Ret)
6321
1124 E. County Road
Lakewood, NJ 08701

(732) 363-

"RED-TAIL ANGELS: The Story of the Tuskegee Airmen of WWII"

Authors: Patricia McKissack and Frederick McKissack

c/o Christopher Carey
Walker and Company
435 Hudson Street
New York, NY 10014

“RED TAILS, BLACK WINGS”

Author: Mr. John B. Holway
3294
5511 Callander Drive
Springfield, VA 22151

(703) 764

c/o Ms. Janie Matson, Yucca Tree Press
2130 Hixon Drive
Las Cruces, NM 88005-3305

“THE AIR FORCE INTEGRATES: 1945 - 1964”

Author: Alan L. Gropman, Ph.D.
1549
6015 Kerrwood Street
Burke, VA 22015

(703) 569

c/o Marketing Department
Smithsonian Institution Press
470 L’Enfant Plaza, Suite 7100
Washington, DC 20560

"THE BLACK EAGLES, Der Schwartze Adler"

Author: Stanley Weisleder
8800

(818) 323

c/o iUniverse, Inc.
5220 S. 16th Street, Suite 200
Lincoln, NE 68512

"TUSKEGEE AIRMEN: AMERICAN HEROES"

Authors: Lynn M. Homan and Thomas Reilly
6468
1060 Fourteenth Avenue North
St. Petersburg, FL 33705

(727) 823-

"THE TUSKEGEE AIRMEN STORY"

Authors: Lynn M. Homan and Thomas Reilly
6468
1060 Fourteenth Avenue North
St. Petersburg, FL 33705

(727) 823

“THE TUSKEGEE AIRMEN MUTINY AT FREEMAN FIELD ”

Author: LtCol James C. Warren, USAF (Ret)
0823
1242 Hidden Oaks Court
Vacaville, CA 95687

(707) 448

c/o Ms. Donna Ewald, Publisher
1537 4th Street #43
San Rafael, CA 94901

“THE TUSKEGEE AIRMEN: The Men Who Changed A Nation”

Authors: Charles E. Francis and Adolph Caso

c/o Branden Publishing Company
2045
17 Station Street – Box 843
Brookline Village
Boston, MA 02147

(617) 734

“THE TUSKEGEE AIRMEN: Black Heroes of WWII”

(Out o

print)

Author: Jacqueline L. Harris

118 Westwood Drive
Weathersfield, CT 06109

“THE TUSKEGEE EXPERIMENT and Tuskegee Airmen 1939-1949”

Author: LeRoy F. Gillead

(415) 58

3686
P.O. Box 880452
San Francisco, CA 94188-0452

“THEY ALSO PAID THEIR DUES: A Tribute to Those Who Also Served”

Author: Col. Harry A. Sheppard, USAF (Ret)

(703) 533

1633
3001 N. Nottingham Street
Arlington, VA 22207

“TUSKEGEE AIRMAN: The Biography of Charles E. McGee”

Author: Charlene E. McGee Smith, Ph.D.

7445 Radford Road
Athens, OH 45701

c/o Branden Publishing Company
17 Station Street – Box 843
Brookline Village
Boston, MA 02147

“TUSKEGEE’S HEROES: Featuring the Aviation Art of Roy LaGrone”

Authors: MGen (Ret) Charles S. Cooper, III and Ann Cooper

(937) 426-0

3410 Darbyshire Drive
Beavercreek, OH 45440-3673

c/o Motorbooks International
P.O. Box 1 729 Prospect Avenue
Osceola, WI 54020-0001

c/o Mrs. Ester LaGrone
25 Indian Road
Somerset, NJ 08873

“WE KEPT THEM FLYING”

Author: David H. Hinton

c/o Mrs. David H. Hinton
0644
32 Marquis Road
Ewing, NJ 08638

(609) 883

RUBRIC FOR PROJECT

ADVANCED	BASIC	NEEDS IMPROVEMENT
Successfully uses books and suggested Internet links to find information	Student needs help to use the Internet and/or books to find information	Student is unable to successfully use the Internet and/or books to find information
Graphic organizers are complete in a neat and orderly fashion	Graphic organizers are mostly complete and can be read easily	Graphic organizers are incomplete and show little effort
Information is historically accurate	Most information is historically accurate	Information is historically inaccurate
Almost always share with others and supports the efforts of others	Student shares some information with others	Student does not interact with others
Is a leader in class and group discussions	Participates in class or group discussions	Student does not participate in class or group discussions
Student included more information than was required	All information required is included	Information on project is incomplete
Student can clearly explain the feelings and accomplishments of the Tuskegee Airmen	Student understands the feelings and accomplishments of the Tuskegee Airmen	Student has little to no concept of the Tuskegee Airmen after the study
There are few to no errors in spelling, punctuation, or grammar	Some errors in spelling, punctuation, and grammar do not take away from the meaning	Many errors in spelling, punctuation, and grammar take away from the meaning of the project
Oral presentation shows signs of preparation and is easily heard and understood	Oral presentation is acceptable and shows preparation	Oral presentation shows no sign of preparation