



# *The Tuskegee Airmen: A Proud Heritage*



## **Interdisciplinary Teacher Guide**



*The Tuskegee Airmen: A Proud Heritage*  
Interdisciplinary Teacher Guide

## Introduction

The purpose of this guide is to enhance the educational content of the Museum of Aviation exhibit *The Tuskegee Airmen: A Proud Heritage*.

The Tuskegee Airmen fought for freedom at home and abroad during World War II. They achieved a remarkable combat record and played a key role in the integration of the armed forces. Their story is one of inspiration for all Americans and offers rich possibilities for educators.

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## **Learning objectives**

Students will:

- Discuss and define what it means to have an impact on society;
- Discuss and demonstrate how the Tuskegee Airmen overcame discrimination and made an impact on society;
- Research African Americans in the U.S. Military.<sup>1</sup>

## **Tours**

Guided and self-guided tours of the museum are available; call (478) 926-5558 to schedule a tour.

Visit the Museum of Aviation's webpage at [www.museumofaviation.org](http://www.museumofaviation.org) for more information about education programs, exhibits, and planning your visit.

## **Georgia Performance Standards Related to World War II and the Tuskegee Airmen**

SS5H6 The student will explain the reasons for America's involvement in World War II.

- a. Describe Germany's aggression in Europe and Japanese aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
- d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen.
- f. Explain the U.S. role in the formation of the United Nations.

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<sup>1</sup> From the Knowitall.org, *Celebrate Freedom—The Tuskegee Airmen 60th Anniversary Lesson Plan* "African American Leaders in the U.S. Military."

## A Brief History of the Tuskegee Airmen

To understand something about the Tuskegee Airmen, we have to go back in time to around 1940. The United States was preparing for World War II. Leaders in our government knew that airplanes would be extremely important in the war. So as part of a huge military build up, the government wanted to create the most powerful air force in the world. Many people wanted to be pilots, including many African Americans.

But African Americans faced a tremendous challenge. At that time, there were a lot of white people who thought African Americans weren't as good as they were. The United States was segregated. There were separate schools, restaurants—even separate restrooms and water fountains—for white people and African Americans. The military was also segregated, and African Americans weren't allowed to fly military airplanes.

### Segregation



African Americans still wanted to serve in the military and fight for freedom. And many African Americans wanted to be pilots, too. During World War II, there were some people who did not believe that African Americans could fly airplanes. Of course, that sounds ridiculous to us today because we know that African Americans can fly airplanes as well as anyone else.

### African American Pilots



Fortunately, there were enough Americans—both black and white—who knew African Americans could fly airplanes. They did everything they could to give African Americans a chance to train as military pilots. Finally, the government said, "Okay, we'll give you a chance."

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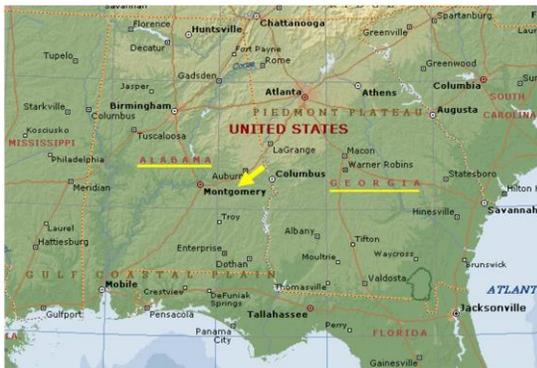
A pioneering African American pilot was Charles Alfred "Chief" Anderson. As a young man, he saved his money so he could take flying lessons. When he could not find a flying school that would accept an African American student, he bought his own plane and found an instructor who would teach him. Anderson earned his private pilot's license in 1929. In 1932 he became one of the first African Americans to receive his commercial pilot's license.



Anderson and his friend Dr. Albert Forsythe made many long distance flights to promote aviation, including a tour of South America. They were the first African Americans to complete a round-trip transcontinental flight across the U.S. In 1940, Anderson joined the faculty at Tuskegee Institute as head of the Civilian Pilot Training Program. He was known as "Chief" by the pilots he trained.

An important event occurred in April 1941 when Eleanor Roosevelt, wife of President Franklin D. Roosevelt, demonstrated her support for African American pilots by taking a flight with Chief Anderson. The success of Tuskegee's Civilian Pilot Training Program led the Army to award a contract to the Institute to train military pilots.

### Tuskegee, Alabama



The government chose Tuskegee, Alabama, as the place where African Americans would learn to be military pilots. Tuskegee is located about where the arrow is pointing.

During World War II, nearly 1,000 African Americans became military pilots at Tuskegee. They were known as the Tuskegee Airmen.

### Tuskegee Airmen



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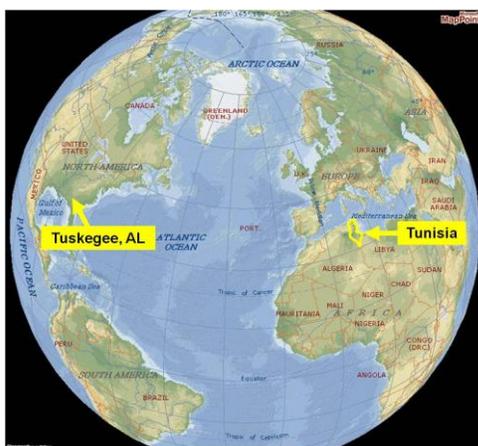


More than 10,000 African Americans worked to support the pilots. They served in many jobs—as aircraft mechanics, supply clerks, doctors and nurses, photographers, cooks, and so on. So the Tuskegee Airmen were not only the pilots, but also the support personnel.

The first Tuskegee Airmen were organized into a unit called the 99th Fighter Squadron. There were no white people in the 99th—only African Americans. The 99th’s insignia or patch is in the top right corner. Benjamin O. Davis, Jr. (top left) was the commander of the 99th Fighter Squadron. Years later, he became the first African-American general in the U.S. Air Force.



In 1943, the men of the 99th Fighter Squadron traveled across the Atlantic Ocean to the country of Tunisia in Africa. In Tunisia, the 99th flew combat missions against the German Air Force. Later, the 99th moved to the island of Sicily and then Italy.



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In 1944, the 99th became part of a larger unit, the 332nd Fighter Group. The 332nd's insignia is in the top right corner. Take a good look because you'll see it again later. There were no white people in the 332nd—only African Americans. The 332nd was based in Italy.

The Tuskegee Airmen flew several different types of airplanes but they are most famous for this one: the P-51 "Mustang." The tails of the 332nd Fighter Group's Mustangs were painted red and so they became known as the "Red Tails." This painting by Willie Jones, Jr. shows two red tail Mustangs in flight.



The Tuskegee Airmen were very good pilots and became famous for doing excellent work. One of their jobs was keeping enemy fighter planes away from heavy bombers. All the men who flew in the bombers were white. But the Tuskegee Airmen were so good at protecting bombers that bomber crews started asking for the Red Tails to fly with them. This painting by Steve Doyle shows a red-tail P-51 shooting down a German fighter.

Another group of Tuskegee Airmen were assigned to the 477th Bomb Group. The 477th used twin-engine B-25 "Mitchell" bombers that had a crew of six: Pilot, co-pilot, bombardier, navigator, flight engineer, and tail gunner. The 477th was not used in combat. Instead, the men of the 477th became famous for fighting segregation at their base near Seymour, Indiana—ironically named Freeman Field.



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### Freeman Field, Indiana



Freeman Field was located about where the red arrow is pointing.

### An Integrated Air Force



Because African Americans like the Tuskegee Airmen were so good at their jobs, leaders in the military and government realized that having separate units for African Americans was not right. So on July 26, 1948, President Harry Truman signed an order that ended segregation in the military. Within a year of that order, the Air Force became the first military service to end segregation. Today, the Air Force is integrated, meaning Americans serve together in the same units regardless of their race, color, sex, religion, or national origin.

Here's a review of some things that are important about the Tuskegee Airmen:

- They did great things even though people told them they couldn't.
- They worked hard and tried to be the best they could be.
- They were not afraid to go places and face challenges.

### 332nd Air Expeditionary Wing



The legacy of the Tuskegee Airmen lives on today in an Air Force unit called the 332nd Air Expeditionary Wing (AEW). This is the 332nd AEW's patch. Does it look familiar? In fact, the men and women of the 332nd call themselves Tuskegee Airmen. To learn more about the 332nd, we have to travel to Iraq.

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Iraq is circled on the map at the left. Can you find the United States? It's important for all of us to know where Iraq is because many Americans served there during a long war. And many Americans were killed or wounded there.

In the map on the right, Iraq is outlined in yellow. Tunisia, Sicily, and Italy, where the Tuskegee Airmen of World War II served, are marked. From 2004 until 2011, the 332nd AEW had responsibility for Air Force operations in Iraq.



Here are pictures of some of the jobs the men and women of the 332nd did every day.

There were pilots of course...



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And people who maintained the aircraft...



There were people who fueled and armed the planes...



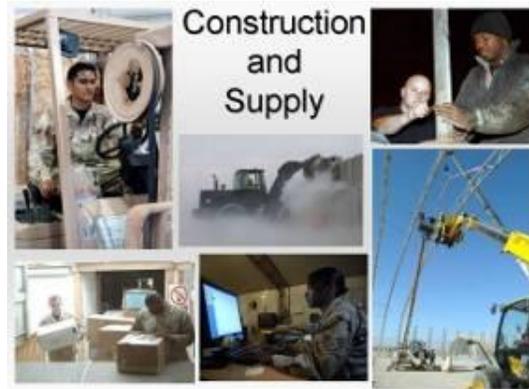
Doctors and nurses and technicians who provided medical care...



People who provided security...



People who worked in construction and supply...



And people who did a wide variety of other jobs, including delivering mail, fixing computers, spraying for bugs, and directing air traffic.



## You can be a Tuskegee Airman!

You don't have to join the Air Force to be a Tuskegee Airman. But like the Tuskegee Airmen of both World War II and today:

- You can do great things even though people say you can't.
- You can work hard and be the best you can be.
- And you can go places and try new things.

How do you become a Tuskegee Airman? Here are three suggestions:

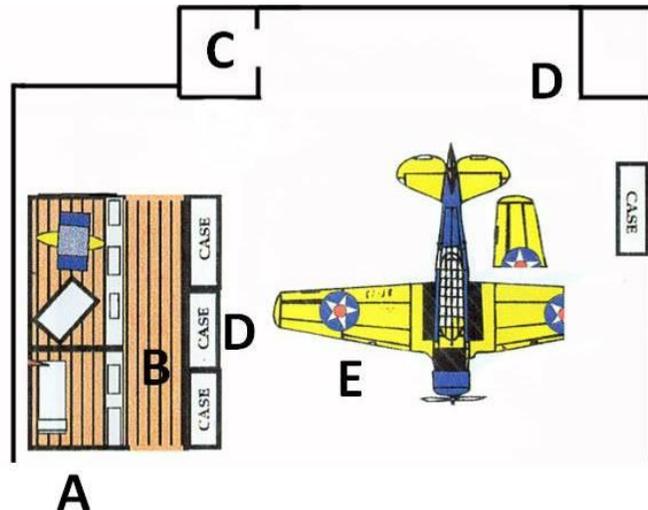
- Work hard in school. Your education will open doors of opportunity for you.
- Stay away from drugs. You will not achieve excellence like the Tuskegee Airmen of yesterday and today if you mess with drugs.
- Finally, believe in yourself and follow your dreams!

## Exhibit Overview

### *The Tuskegee Airmen: A Proud Heritage*

The Tuskegee Airmen fought for freedom at home and abroad during World War II. They achieved an amazing combat record and played a key role in the integration of the armed forces. Their story is one of inspiration for all Americans.

The letters in the picture at right highlight selected parts of the exhibit:



**A. Establishing a Flight Training Program at Tuskegee.** Before 1940, African Americans were barred from flying for the U.S. military. During World War II, Tuskegee became the focal point for the training of African American military pilots.



**B. Military Flight Training at Tuskegee.** Tuskegee Institute provided “ground school” and primary flight training at Moton Field using civilian instructors. Once cadets completed primary training, they went to nearby Tuskegee Army Air Field for the rest of their flight training.



**C. The Tuskegee Airmen in Combat.** The 99th Fighter Squadron was the first African American flying unit in the U.S. Army Air Forces. The 99th entered combat in North Africa in June 1943. In 1944, the 99th joined three other African American fighter squadrons to form the 332d Fighter Group.



**D. Support Personnel.** During World War II, more than 10,000 African American men and women served as support personnel for the Tuskegee Airmen. They included mechanics, technical inspectors, clerical workers, medical personnel, supply clerks, photographers, and cooks.



**E. Vultee BT-13B “Valiant.”** BT-13s were used as basic flight trainers at Tuskegee Army Air Field, Alabama. A diorama shows three aircraft mechanics working on the museum’s BT-13.

## Other World War II Aircraft Types Used by the Tuskegee Airmen

The Museum of Aviation also has examples of the following aircraft types used by the Tuskegee Airmen in training and combat during World War II:



**Boeing Stearman PT-17 "Kaydet"**



**North American AT-6 "Texan"**



**Curtiss P-40N "Warhawk"**



**North American P-51D "Mustang"**



**North American B-25J "Mitchell"**

## Other World War II Exhibits at the Museum

In addition to *The Tuskegee Airmen: A Proud Heritage*, the Museum of Aviation offers other exhibits that provide insight into the experiences of air crews in combat against Nazi Germany.

Located in the Eagle Building:



***World War II Commemorative.*** The center-piece of this exhibit is a diorama with a P-51D “Mustang.” The Tuskegee Airmen flew Mustangs on missions that covered up to 1,600 miles round trip. The exhibit also highlights the significant contributions of women in flying, in the military, in nursing, and in “Rosie the Riveter” roles.



***483rd Bomb Group.*** A cut-away replica of a B-17 “Flying Fortress” heavy bomber extends nearly the entire length of this exhibit. Like the 332nd Fighter Group (the Tuskegee Airmen), the 483rd was part of the 15th Air Force and flew missions from bases in Italy against German targets.



***British Airfield.*** This exhibit features an AT-6 “Texan” similar to the type used at Tuskegee Army Air Field and provides information about American bomber and fighter operations in Europe.

Located in the Scott Exhibit Hangar (Hangar 3):



***Down to Earth: The 507th Parachute Infantry Regiment and the Air Invasion of Normandy.*** The exhibit includes a cutaway of a C-47 “Skytrain” cargo airplane and tells the story of the role of air power and airborne units in the D-Day invasion of France on June 6, 1944.



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## Glossary{ TC "Glossary" \f C \l "1" }

Many words related to the history of the Tuskegee Airmen, especially military terms, may be new to your students.

- **Bandit** A known hostile aircraft in flight.
- **Bogey** An aircraft in flight that cannot be identified, especially one assumed to be hostile.
- **Cadet** A young man or woman who is training to become a full member of the armed forces or the police force.
- **Civil Rights** The protections and privileges of personal liberty given to all US citizens by the Constitution and Bill of Rights.
- **Civilian Pilot Training Program (CPTP)** The CPTP was a program designed to increase the number of civilian pilots and provide a pool of pilots for the military. The program started early in 1939, with the government paying for ground school and flight instruction at facilities located near colleges and universities.
- **Court Martial** 1. (n) A military court that tries members of the military and others for offenses under military law. 2. (v) To put somebody on trial for an offense under military law.
- **Discrimination** Unfair treatment of a person or group on the basis of prejudice.
- **Flak** Bursting anti-aircraft artillery rounds, set to explode at a specific altitude and shower enemy aircraft with large metal fragments.
- **Group** An air force unit typically made up of three squadrons.
- **Jim Crow** The practice of discriminating against African Americans, especially by operating systems of public segregation. “Jim Crow” laws and regulations were established in the South when post-Civil War Reconstruction ended and were used to prevent African Americans from doing things that white people could do.
- **Mason-Dixon Line** The symbolic boundary line that separated Pennsylvania from Maryland and Virginia, regarded as the dividing line between free and slave states before the Civil War.
- **Mission** A particular task given to a person or unit to carry out.
- **Prejudice** A negative or hostile attitude toward a person or group formed without just or sufficient knowledge and based on negative stereotypes. Prejudice is the result of "prejudgment" and can lead to discrimination.
- **Racism** Prejudice or animosity against people who belong to other races.
- **Segregation** Enforced separation of racial groups, especially by enforcing the use of separate schools, transportation, housing and other facilities. Segregation usually discriminates against a minority group.
- **Sortie** A mission flown by a combat aircraft.
- **Squadron** The basic unit in both the U.S. Army Air Forces during World War II and today’s United States Air Force.



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## Questions to Discuss{ TC "Questions to Discuss" \f C \l "1" }

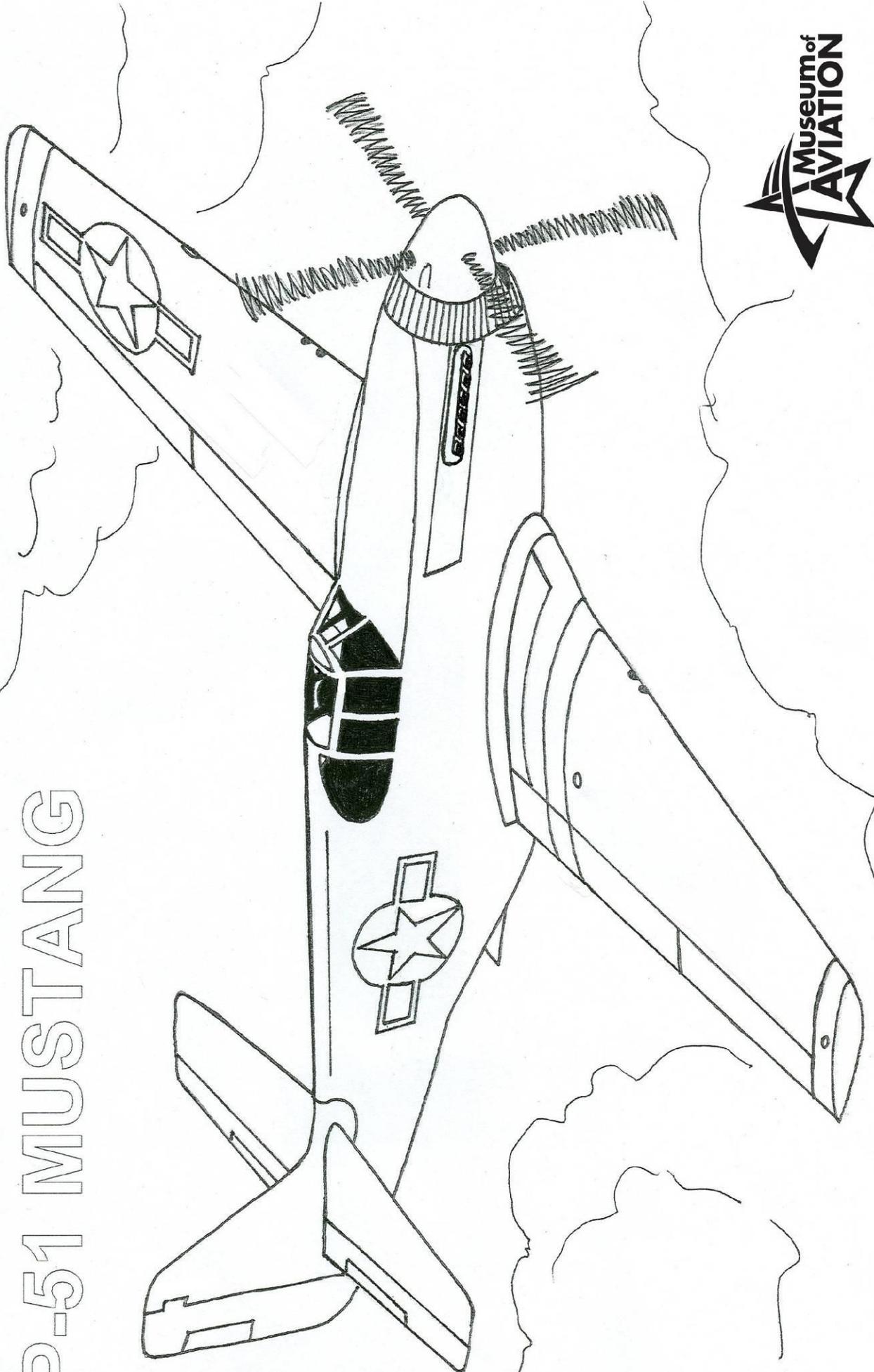
- **What were some of the challenges faced by early African-American aviators?** [Answers might range from racial and gender discrimination to the dangers of flying early airplanes.]
- **When did World War II begin?** [September 1, 1939 when Germany invaded Poland. However, prior to September 1939 Germany had gained control of Austria and Czechoslovakia, though these were not officially deemed as acts of war by the west. In the Far East, Japanese aggression began in the early 1930s with the occupation of Manchuria.]
- **When did the United States enter the war?** [The U.S. declared war on Japan on December 8, 1941; the day after Japan attacked Pearl Harbor and declared war on the U.S. Germany and Italy declared war on the U.S. on December 11, 1941.]
- **What was life like for African Americans in the U.S. in the early 1940s?** [The United States was deeply divided along racial lines in both the civilian and military populations. Laws enforced racial segregation and were used to prevent African Americans from doing things that white people could do. Though more explicit in the South, segregation and discrimination existed everywhere in the country.]
- **Since they were denied equal rights and protection in their own country, why did African Americans serve in the U.S. armed forces during World War II?** [Answers might include proving the abilities of African Americans, patriotism, better pay and job opportunities, and adventure.]
- **How many African Americans served in the U.S. armed forces during World War II?** [By the end of 1944, 700,000 African Americans were in the Army, with another 165,000 in the Navy, 17,000 in the Marine Corps, and 5,000 in the Coast Guard. More than 2.5 million African American men and women had registered for the draft or volunteered for service by December 1945.\* ]
- **Who were the Tuskegee Airmen?** [African American pilots who trained at Tuskegee, Alabama, during World War II. The support personnel are also considered Tuskegee Airmen.]

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\* "Who were the Tuskegee Airmen and what other roles did African-Americans play in WW II?" Franklin D. Roosevelt Presidential Library Frequently Asked Questions. Available online at <http://www.fdrlibrary.marist.edu/ww2faq.html> (accessed 26 September 2007).

TUSKEGEE AIRMEN

P-51 MUSTANG

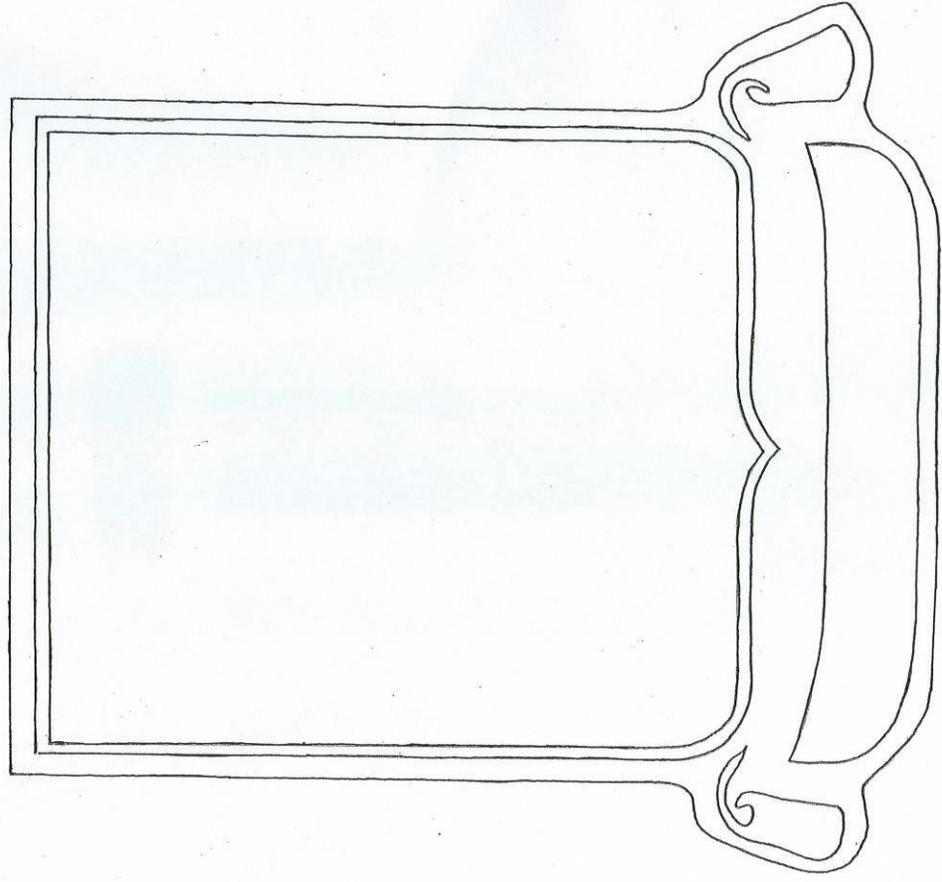
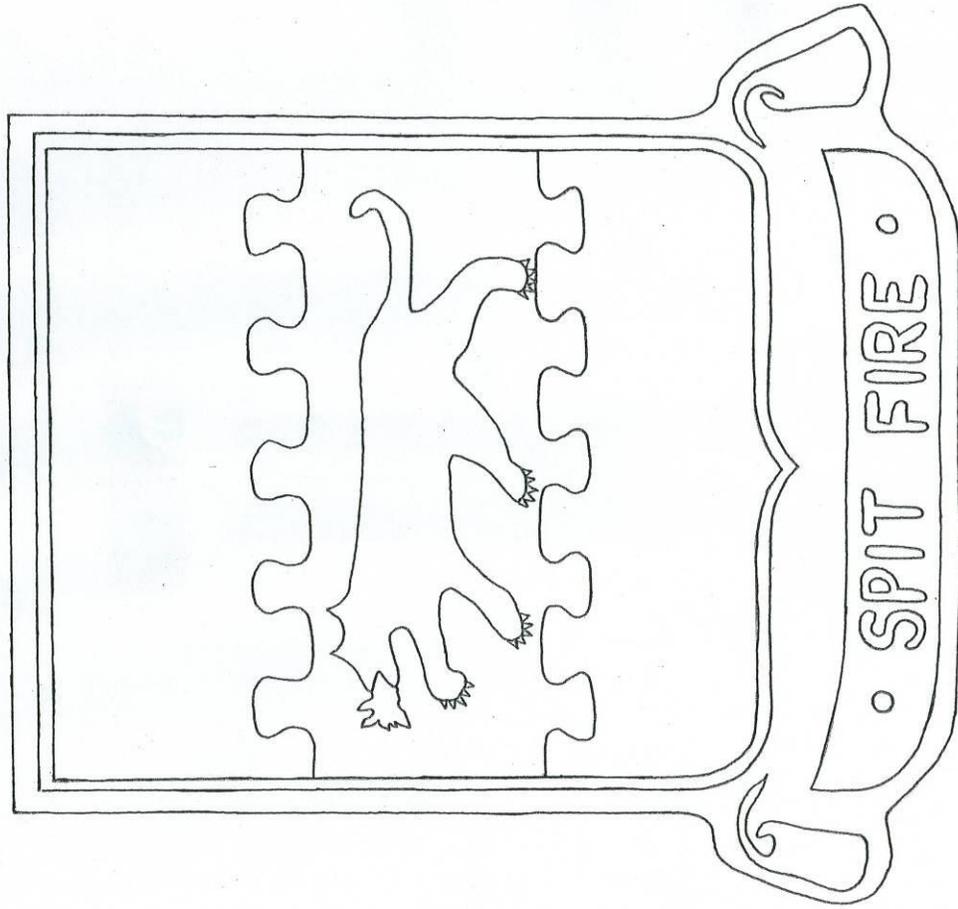




**Tuskegee Airman**

### Unit Emblems

Military organizations have a long history of using unit emblems. On the left is the 332nd Fighter Group's shield. The design was approved in 1943. Use the blank shield on the right to design your own emblem. Use images and themes that tell people who you are.





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# Tuskegee Airmen Word Search

N W H H N M H G O D C G W C E  
 O Z N H S O R I Y B G P I D C  
 T J N I J O I R S O R T I E I  
 O G C D U B A T B V H S E M D  
 M A U P P T T P A O C H E I U  
 R R N O I T A G E R G E S E J  
 F E F L X T P G I M G E P K E  
 I B I C K G U M I T Y E Y R R  
 G M K A E B I S E B I L T Q P  
 H O M D S N S K K E N D A N Z  
 T B R E A I I N V E A V N T I  
 E L A T O L I P Q O G R T A I  
 R F I N Y N A M R E G E E T B  
 E O S Q U A D R O N N S E R Y  
 N R F L A K C O L X H J K K C

- |                |             |
|----------------|-------------|
| BANDIT         | MILITARY    |
| BOGEY          | MISSION     |
| BOMBER         | MOTON       |
| CADET          | PILOT       |
| DISCRIMINATION | PREJUDICE   |
| FIGHTER        | RACISM      |
| FLAK           | SEGREGATION |
| GERMANY        | SORTIE      |
| GROUP          | SQUADRON    |
| INTEGRATION    | TUSKEGEE    |
| ITALY          |             |



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<http://puzzlemaker.school.discovery.com/>



# Tuskegee Airmen Cryptogram { TC "Tuskegee Airmen Cryptogram" \f C \l "1" }

A	B	C	D	E	F	G	H	I	J	K	L	M
				7								

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
18				22								

“  $\frac{24}{7}$   $\frac{E}{7}$   $\frac{9}{22}$   $\frac{R}{22}$   $\frac{6}{6}$   $\frac{15}{7}$   $\frac{E}{7}$   $\frac{19}{19}$   $\frac{10}{10}$   $\frac{4}{4}$   $\frac{11}{11}$   $\frac{10}{10}$   $\frac{10}{10}$   $\frac{4}{4}$   $\frac{E}{7}$

$\frac{11}{11}$   $\frac{N}{18}$   $\frac{10}{10}$   $\frac{12}{12}$   $\frac{19}{19}$   $\frac{6}{6}$   $\frac{10}{10}$   $\frac{E}{7}$   $\frac{10}{10}$   $\frac{6}{6}$   $\frac{R}{22}$   $\frac{11}{11}$   $\frac{13}{13}$   $\frac{12}{12}$   $\frac{3}{3}$   $\frac{5}{5}$

$\frac{12}{12}$   $\frac{3}{3}$   $\frac{E}{7}$   $\frac{20}{20}$   $\frac{13}{13}$   $\frac{E}{7}$   $\frac{16}{16}$   $\frac{16}{16}$   $\frac{E}{7}$   $\frac{N}{18}$   $\frac{13}{13}$   $\frac{E}{7}$

$\frac{12}{12}$   $\frac{N}{18}$   $\frac{9}{9}$   $\frac{E}{7}$   $\frac{22}{22}$   $\frac{14}{14}$   $\frac{6}{6}$   $\frac{R}{22}$   $\frac{5}{5}$   $\frac{11}{11}$   $\frac{N}{18}$   $\frac{13}{13}$   $\frac{E}{7}$  . ”

Lieutenant Colonel Herbert Carter  
Tuskegee Airman



### Tuskegee Airmen Word Search

#### Solution

N + + + N M + G + + + + + E  
 O + + + S O R + Y + + + + D C  
 T + + I + O I R S O R T I E I  
 O + C + U + A T B + + S + + D  
 M A + P + T + + A O C + + + U  
 R R N O I T A G E R G E S + J  
 F E + L + T + + I M G E + + E  
 I B I C + + U M I T Y E Y + R  
 G M + A + + I S + + I L T + P  
 H O + D + N S + K + + D A N +  
 T B + E A I + + + E + + N T I  
 E + + T O L I P + + G + + A I  
 R + I N Y N A M R E G E + + B  
 + O S Q U A D R O N + + E + +  
 N + F L A K + + + + + + + +

(Over, Down, Direction)

- BANDIT (15, 13, NW)
- BOGEY (9, 4, SE)
- BOMBER (2, 11, N)
- CADET (4, 8, S)
- DISCRIMINATION (14, 2, SW)
- FIGHTER (1, 7, S)
- FLAK (3, 15, E)
- GERMANY (11, 13, W)
- GROUP (8, 1, SW)
- INTEGRATION (15, 11, NW)
- ITALY (15, 12, NW)
- MILITARY (2, 9, NE)
- MISSION (10, 7, SW)
- MOTON (1, 5, N)
- PILOT (8, 12, W)
- PREJUDICE (15, 9, N)
- RACISM (1, 6, NE)
- SEGREGATION (13, 6, W)
- SORTIE (9, 3, E)
- SQUADRON (3, 14, E)
- TUSKEGEE (6, 7, SE)

### Tuskegee Airmen Cryptogram Solution

A	B	C	D	E	F	G	H	I	J	K	L	M
11	26	13	19	7	14	8	4	12	21	1	16	5

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
18	6	9	25	22	3	10	23	15	24	20	17	2

“ W E P R O V E D T H A T T H E  
 24 7 9 22 6 15 7 19 10 4 11 10 10 4 7  
 A N T I D O T E T O R A C I S M  
 11 18 10 12 19 6 10 7 10 6 22 11 13 12 3 5  
 I S E X C E L L E N C E  
 12 3 7 20 13 7 16 16 7 18 13 7  
 I N P E R F O R M A N C E . ”  
 12 18 9 7 22 14 6 22 5 11 18 13 7

Lieutenant Colonel Herbert Carter  
Tuskegee Airman

**Tuskegee Airmen Hidden Stars Solution**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

**Directions:** Find the 9 hidden stars in the picture above and write their letter and number coordinates in the blocks below. Then write the letters in the matching circles to answer the question. After you've answered the question, color the picture.

Numbers	N	T	F	L	E	O	I	M	D
Letters	1	2	4	5	6	7	8	9	10

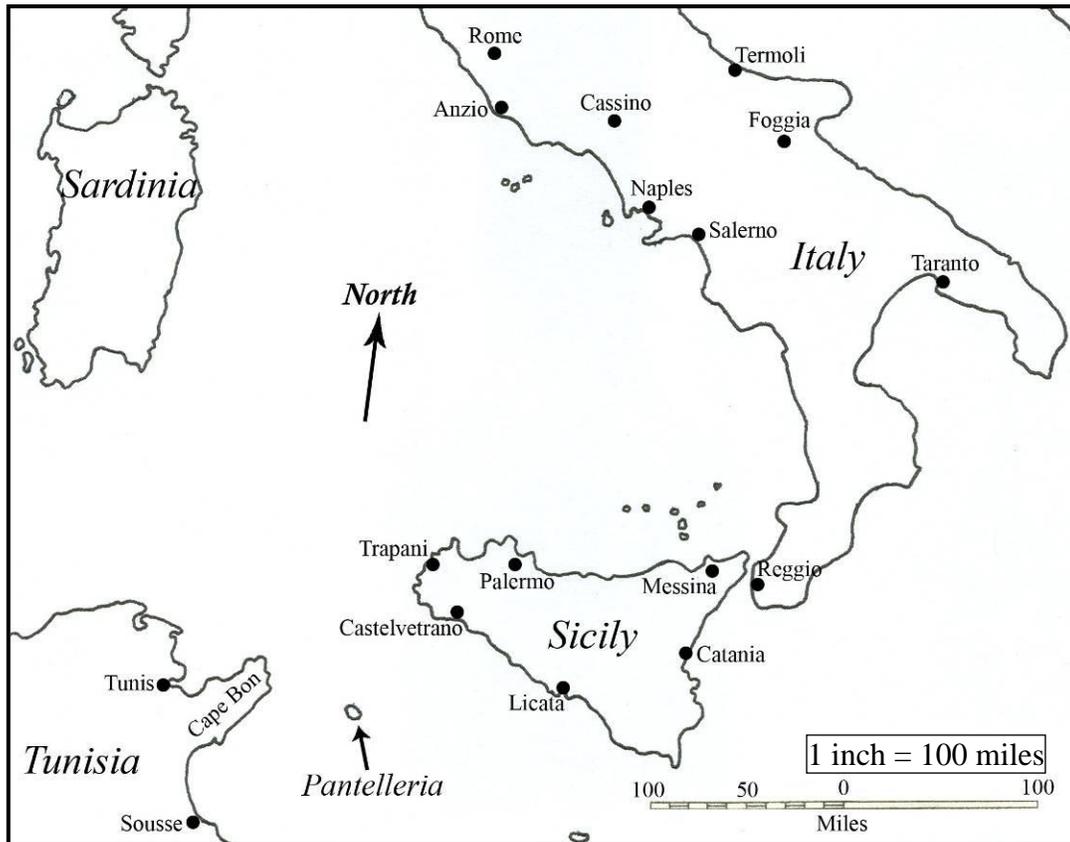
**Question:** What historic location is shown in the picture?

(M) (O) (T) (O) (N) (F) (I) (E) (L) (D)  
 9 7 2 7 1 4 8 6 5 10

**Map Activity**  
**{ TC "Mapping" \f C \l "1" }**

From June 1943 until the end of the war in Europe in May 1945, the Tuskegee Airmen of the 99th Fighter Squadron flew combat missions from bases in Tunisia, Sicily, and southern Italy.

**TUNISIA, SICILY, AND SOUTHERN ITALY**



Use the map to answer the following questions:

1. Find and circle the names of the following locations that served as bases for the Tuskegee Airmen: Cape Bon, Licata, Foggia, Termoli, and Naples.
2. The 99th flew its first combat mission on 2 June 1943 from Cape Bon against ground targets on the island of Pantelleria. How far is Pantelleria from the closest part of Cape Bon?
3. How wide is Sicily at its widest point from East to West?
4. The 99th's P-40 fighter planes had enough fuel to fly a round-trip mission of about 750 miles. Could the 99th's planes have flown from Licata to Rome and then back to Licata?
5. What is the closest port city to Cassino?
6. What item of clothing does Italy resemble?



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## Math problems

One of the 332nd Fighter Group's most famous missions occurred on March 24, 1945, when 59 of the 332nd's pilots took off on a 1,600 mile round-trip escort mission to Berlin, Germany.

### Scenario

You are responsible for making sure each of the 332nd's P-51s assigned to the mission has enough fuel. Use the information in the box below to answer the questions that follow:

#### *P-51D "Mustang"*

##### Speed

Top speed: 437 miles per hour

Cruising speed with drop tanks: 260 miles per hour<sup>2</sup>

Cruising speed without drop tanks: 362 miles per hour

##### Fuel Consumption

At cruising speed: 60 gallons per hour<sup>2</sup>

At top speed/full power: 120 gallons per hour<sup>3</sup>

##### Fuel Capacity

One internal fuselage tank: 85 gallons

Two internal wing tanks: 92 gallons each tank

Two external wing tanks: 110 gallons each tank

**Note:** Actual fuel consumption depends on many factors.  
This scenario has been simplified considerably.

- Berlin is 800 miles from your base. The mission will be flown at cruising speed but the pilots will drop their external tanks when they reach Berlin. Allow for 30-minutes at full power for take-off and aerial combat. **How many gallons of fuel does each P-51 need to carry for this mission?**
- **At cruising speed, how long will this mission take to fly round trip?** [After you answer this question, think for a minute what it must have been like to sit in a cramped cockpit for that period of time, wearing heavy insulated clothing and an oxygen mask.]
- **With a full load of fuel, including two 110-gallon external tanks, how far can a Mustang fly at cruising speed?**

<sup>2</sup> Robert W. Gruenhagen, *Mustang: The Story of the P-51 Fighter* (New York: Arco Publishing Company, Inc., 1976), 102.

<sup>3</sup> Jerry Scutts, *Republic P-47 Thunderbolt: The Operational Record* ( ), 130.



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**Build a Timeline{ TC "Activity: Build a Timeline" \f C \l "1" } of  
Significant Events  
Related to the Tuskegee Airmen**

Overview: Have students create a timeline of the Tuskegee Airmen, including the following events and others they find significant. Here are examples:

Civilian Pilot Training Program established 1939  
Eleanor Roosevelt visit to Tuskegee Institute  
99th Pursuit Squadron organized  
First class of military flight cadets graduate from Tuskegee Army Air Field  
99th arrives in North Africa  
First combat mission  
First air-to-air victory  
Second air-to-air victory  
332nd Fighter Group organized  
Berlin mission

Objectives: Students will learn how to timeline

Materials: Pencil, paper and research

Background Information: See Rest of Packet

Visit the Museum of Aviation for a Pre-Visit and Post Visit

Reflection and Discussion: The events in the Timeline

Curriculum Connections: SS5H6 (e)



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**Make a News Report{ TC "Activity: News Report" \f C \l "1" } for  
School Radio or TV Broadcast**

Overview: Have students write news reports about important events in the history of the Tuskegee Airmen. Show pictures related to the people and events (if they are available) before having students write their news reports.

Objectives: To prepare students on how to research; to provide student experience of public speaking

Materials: Pencil, Paper and Research

Photos are available online; see Resources section of this guide for links.

Procedure: Visit the Museum of Aviation for a Pre-Visit and Post Visit

Reflection and Discussion: Discuss the events that each student has researched. Hold an open floor news briefing with open discussion from the students.

Curriculum Connections: SS5H6 (a, b, c, e, f)



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## **Other activity ideas**

### **Arts**

Invite students to create artwork (drawing, painting, sculpture, poem, song, rap, play, etc.) about the Tuskegee Airmen, African Americans in aviation and space, etc.

### **Bulletin Board Activity**

As a class project, have students bring articles and photographs related to the Tuskegee Airmen and other African Americans who have made important contributions to aviation and space exploration. Combine these to create a class collage for the bulletin board.

### **Presentations**

Have students (individually or in small groups) research and present one of the following topics:

- Music of the World War II years
- Life on the Home Front
- Important advances in science and technology during the 1940s
- Other

### **Journal Writing**

Have students imagine they are serving in the military as a Tuskegee Airmen, and ask them to write journal entries about events in their life.

### **Biography**

Invite students to read biographies of African Americans, and suggest books that might appeal to each student's interests.



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## **Mock Trial**

“Freeman Field Incident”

Prepared by Courtney Bowden July 2006

**Overview:** Present and discuss the significant facts in the Freeman Field Incident. Have students hold a mock court martial (trial) in order to evaluate the actions of members of the 477th Bomb Group in response to segregation.

**Grade Level:** 9-12

**Subject Area:** U.S. History

**Curriculum Focus:** World War II, Race relations, Civil Rights

**Duration:** 3-5 class periods

### **Objectives:**

1. Research/discuss/read handouts about segregation in the U.S. military and the United States as a whole.
2. Read about/discuss the Freeman Field Incident (description attached), including Colonel Selway’s orders of racial segregation, (AR) 210-10, and the 64th Article of War.
3. Hold a mock court martial to evaluate the 477th’s response to Colonel Selway’s orders in the face of racial segregation.

**Materials:** Handouts (examples attached); Internet, books, or magazines if including individual research.

**Procedure:** The activity will consist of students researching and learning individually and in groups about segregation and the Freeman Field Incident, culminating in a mock court martial in which students will present the facts of the incident as a case and adjudicate the actions of the men of the 477th. In order to help the students understand the facts of the case, handouts (attached at end) will be distributed containing an account of the incident and other facts that will aid in their representation of the court martial. Begin by discussing Section 1, the description of the Freeman Field Incident; the students will draw the majority of their information from this account.

**Introduction:** Following the Civil war, segregation became prominent throughout the United States. Segregation in the military represented only one part of the widespread practice. The segregation in the armed forces was seen as a way to maintain order and discipline. Members of the 477th Bomb Group were willing to risk their careers and their lives in order to defy segregation. The “incident” at Freeman Field is sometimes referred to as a “mutiny.” This mock court martial will weigh the action of the 477th men against the policies they opposed.

**Motivation:** As a deliberate action against segregation, members of the 477th attempted to integrate the white officers club, and later disobeyed a direct order by refusing to acknowledge segregation. By disobeying a direct order during wartime, they risked a trial by court martial, which the students will reenact in the classroom.



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**Student Assignments:** Each student will research his/her position and develop ideas, strategy, questions, and statements for the trial. The majority of the trial will be conducted as question and answer sessions by the prosecution and defense to witnesses and the defendant(s). (Copy of assignments is in Section 2 of Handout for students.)

- **Defense counsel** (2 students) will defend the actions of the members of the 477th; they might want to focus on Colonel Selway's seemingly illegal order, as well as the detrimental effects of segregation.
- **Trial judge advocates/prosecution** (2 students) will attempt to prove that the members of the 477th intentionally disobeyed a lawful order from a superior officer, and should be punished accordingly. Taking into account the 64th Article of War, the punishment could be death.
- **Officers serving on jury** (5+ students) will adjudicate the case, voting on the guilt or innocence of the defendant(s) of the 477th in their integration of the officers' club, and their refusal to obey Colonel Selway's orders. The President speaks for the jury and presents their findings after the member vote by secret ballot.
- **Defendant(s)** represent the members of the 477th who entered the Officers' Club and refused to sign Colonel Selway's order. They will explain their opposition to segregation and defend their actions against what they perceived as an illegal order.
- **Prosecutorial witnesses** will recount the event in the Officers' Club to the court, as well as the fact that the soldiers refused to acknowledge and sign Colonel Selway's orders.
- **Defense witnesses** will include other soldiers who did not participate in the integration or the refusal to sign the orders, but felt that the 477th was right in integrating the club, or that Colonel Selway's orders were illegal.
- **The press** (additional students) will write their own reviews of the trial. Newspaper, radio, and television reporters will create editorials and present them to the class. Students can also present a daily summary of events during the trial.

**Trial Preparation:** Distribute the handout, which includes multiple sections regarding the assignments, as well as a detailed account of the mutiny, and review it with students. If students conducted individual research of segregation, discuss it. Ensure that the students understand the process that they will follow. Remind students that they should draw primarily from the information from the historical account in presenting the case.

Before the trial begins, urge students to think about the following questions when deciding on guilt or innocence (Copies of question are in Section 3 of handout for students):

1. Was the segregation order lawful?
2. Why did the members of the 477th disobey Colonel Selway's orders of segregation?
3. Was the prospect of continued segregation detrimental to those whom it affected?

**Trial Process:** Students should follow this order during the steps of the trial (Copy of process is in Section 4 of Handout):

1. The judges read the facts of the case.
2. The trial judge advocates make opening arguments.
3. Defense counsel makes opening arguments.



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4. Trial judge advocates call witnesses and conducts direct questioning.
5. Defense counsel cross-examines the prosecution witnesses.
6. Defense counsel presents witnesses.
7. Trial judge advocates cross-examine defense witnesses.
8. Trial judge advocates make closing arguments.
9. Defense counsel makes closing arguments.
10. Members of jury develop opinions and vote by secret ballot on guilt or innocence.
11. The press reports the verdict, as well as analyzes and discusses the trial in their editorials.

**Closure:** Have students compose a statement in support of or condemning the 477th's actions following the segregation order, providing ample evidence from the given information in support of their position. Students should include some commentary on these issues in their responses (Copy of questions is in Section 5 of Handout):

1. Why is segregation so degrading?
2. What was the reason for Colonel Selway's order of segregation at Freeman Field?
3. Why did the members of the 477th risk court martial and even death (under the 64th Article of War) to fight segregation?

**Reflection and Discussion:** End the activity with a discussion of the 477th's ultimate fate (Section 6 of Handout), including the ramifications of the incident, illustrating that even though the 477th succeeded in one aspect, the rest of the military, and the nation at large, did not immediately embrace integration.

**Extensions:** Jim Crow, racism, civil rights, race relations, etc.

**Background:** This activity will give students an opportunity to examine military segregation as an example of widespread segregation throughout the United States. The reasons that the 477th fought segregation mirrored the motivation for other protests throughout the nation. The attitude of Selway and other military leaders as well mirrored the mood of much of the rest of the country.

**Note to teachers:** This is completely a working model. You should change it to fit the needs of your class.

**Sources:**

Geoffrey Perret, *Winged Victory*

Stanley Sandler, *Segregated Skies: All-Black Combat Squadrons of WW II*

*Army Air Forces in World War II, Volume VI: Men and Planes*

*The Officer's Guide*

*Manual for Courts-Martial, United States, 1951*

<http://school.discovery.com/lessonplans/activities/japaneseamericans/>



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**Student Handout**  
“Freeman Field Incident”

**Section 1: Historical Overview**

The racial conflict that occurred within the 477th Bombardment Unit at Freeman Field, Indiana, was just one example of backlash against segregation well before the broader Civil Rights struggle popularized by Martin Luther King, Jr. and Rosa Parks. The 477th was formed not because of a need for another unit for combat during World War II, but because of pressure to form an African-American bomber unit. Even though African Americans had been in combat units, their role was mostly maintenance and support; very little chance for advancement existed, especially for the pilot trainees of the 477th.

Even from the 477th’s early days of training, protests and arrests hinted at the unrest that would come later. Their move to Freeman Field, Indiana, in fact, resulted from tense race relations. Colonel Robert Selway, the commanding officer at Freeman Field, established racially separate Officers’ Clubs, enforcing the same type of segregation that occurred throughout the nation. April 5, 1945, witnessed the culmination of the racial tension: black members of the 477th planned to integrate the white Officers’ Club. Colonel Selway received notice of the impending integration and posted a guard at the door, who was ordered to arrest any black trainee that attempted to enter.

Over the next two days, fifty-seven officers were arrested, three of whom had used violence to enter the club. The white Officers’ Club was shut down, and Colonel Selway prohibited “trainees” from using the club reserved for base personnel, thereby taking away their opportunity to use Officers’ Club facilities. Previously established Army Regulation (AR) 210-10, however, allowed all base officers membership in base clubs—directly contradictory to Colonel Selway’s order. Attempting to ensure that he could contain the racial tension, Selway ordered every officer on base to recognize and sign his order; 101 black officers, however, refused, heightening the tension. Even after being warned that the 64th Article of War allowed a punishment of death for disobeying an order during wartime, they still refused to acknowledge the order. With 101 men arrested, the organized demonstration had the capacity to spark social reform; the fact that the demonstration was actually a refusal of soldiers to obey a direct order from their commanding officer opened the door for severe punishment.

**Section 2: Student Assignments**

Each student will research his/her position and develop ideas, strategy, questions, and statements for the trial. The majority of the trial will be conducted as question and answer sessions by the prosecution and defense to witnesses and the defendant(s). (Copy of assignments is in Section 3 of Handout for students.)

- **Defense counsel** (2 students) will defend the actions of the 477th; they might want to focus on Colonel Selway’s seemingly illegal order, as well as the detrimental effects of segregation.
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- **Officers serving on jury** (5+ students) will adjudicate the case, voting on the guilt or innocence of the defendant(s) of the 477th in their integration of the officers’ club, and



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their refusal to obey Colonel Selway's orders. The President speaks for the jury and presents their findings after the member vote by secret ballot.

- **Defendant(s)** represent the members of the 477th who entered the Officers' Club and refused to sign Colonel Selway's order. They will explain their opposition to segregation and defend their actions against what they perceived as an illegal order.
- **Prosecutorial witnesses** will recount the event in the Officers' Club to the court, as well as the fact that the soldiers refused to acknowledge and sign Colonel Selway's orders.
- **Defense witnesses** will include other soldiers who did not participate in the integration or the refusal to sign the orders, but felt that the 477th was right in integrating the club, or that Colonel Selway's order was illegal.
- **The press** (additional students) will write their own reviews of the trial. Newspaper, radio, and television reporters will create editorials and present them to the class. Students can also present a daily summary of events during the trial.

### **Section 3: Questions to Consider during Trial**

1. Was the segregation order lawful?
2. Why did the members of the 477th disobey Colonel Selway's orders of segregation?
3. Was the prospect of continued segregation detrimental to those whom it affected?

### **Section 4: Trial Process**

Students should follow this order during the steps of the trial:

1. The judges read the facts of the case.
2. The trial judge advocates make opening arguments.
3. Defense counsel makes opening arguments.
4. Trial judge advocates call witnesses and conducts direct questioning.
5. Defense counsel cross-examines the prosecution witnesses.
6. Defense counsel presents witnesses.
7. Trial judge advocates cross-examine defense witnesses.
8. Trial judge advocates make closing arguments.
9. Defense counsel makes closing arguments.
10. Members of jury develop opinions and vote by secret ballot on guilt or innocence.
11. The press reports the verdict, as well as analyzes and discusses the trial in their editorials.

### **Section 5: Questions to Consider for Closing Activity**

1. Why can segregation be so degrading?
2. What was the reason for Colonel Selway's order of segregation at Freeman Field?
3. Why did the members of the 477th risk court martial and even death (under the 64th Article of War) to fight segregation?

### **Section 6: End of the 477<sup>th</sup>**

Soon after the incident, a Congressional inquiry occurred, and Colonel Selway's orders finally came under review. The Army Air Forces admitted in May of 1945 that the order was, in fact, racially biased, and Colonel Selway was eventually relieved of his position at Freeman Field. The incident was not a victory in all aspects, however; generals and administration officials hoped to publicize the trouble as evidence that the black unit was a mistake from the beginning. The prospect of integration was not popular with the rest of the military either; the fact that most of society was segregated outside of military bases did little to help integration.



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Even though the Freeman Field Incident had the potential to cause widespread social change and end the careers, or even the lives, of the men involved, the effects of the event were rather short-lived. Of all those implicated in the club integration, all but the three officers who used violence to enter the club were released without punishment. Of the remaining three who faced court-martial, two were acquitted, and only one was convicted of using force against an officer.

The small victories that the 477th achieved were quickly overlooked by other wartime occurrences, such as the death of President Franklin D. Roosevelt, President Truman's succession, and Victory in Europe.



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## Other Resources

### Websites\*

- National Park Service. *Legends of Tuskegee: Tuskegee Airmen*.  
<http://www.cr.nps.gov/museum/exhibits/tuskegee/airoverview.htm>
- National Air and Space Museum. *Black Wings: African American Pioneer Aviators*.  
<http://www.nasm.si.edu/blackwings/hstory/index.html>
- Library of Congress. *African American Odyssey* “The Depression, The New Deal, and World War II: Part 1. World War II, Segregation Abroad and at Home.”  
<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aopart8.html>
- National Archives. *Pictures of African Americans During World War II: Army Air Forces*.  
<http://www.archives.gov/research/african-americans/ww2-pictures/index.html#aaf>
- Franklin D. Roosevelt Presidential Library and Museum. “The Tuskegee Airmen and Eleanor Roosevelt.” <http://docs.fdrlibrary.marist.edu/tuskegee.html>
- *Silver Wings and Civil Rights: The Fight to Fly*. A Documentary Film by Jon Timothy Anderson. <http://www.fight2fly.com/>
- Tuskegee Airmen, Incorporated. <http://www.tuskegeeairmen.org/>
- Red Tail Project. <http://www.redtail.org/>
- National Museum of the United States Air Force. *World War II Gallery*.  
<http://www.nationalmuseum.af.mil/exhibits/airpower/index.asp>  
<http://www.nationalmuseum.af.mil/factsheets/factsheet.asp?id=1356> for Tuskegee Airmen
- Knowitall.org. *Celebrate Freedom—The Tuskegee Airmen 60th Anniversary*  
<http://www.knowitall.org/sites/tuskegeeairmen/content/schedule.html>
- Truman Presidential Library and Museum. “Executive Order 9981”  
<http://www.trumanlibrary.org/9981.htm>

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\* Accessed 2 November 2011



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### **Bibliography\***

An extensive (though dated) bibliography on the Tuskegee Airmen is available at the Air University Library: <http://www.au.af.mil/au/aul/bibs/afhist/afwwii.htm#bbb>

### **Lesson Plans\***

- National Air and Space Museum. Among the many “Teaching Resources” are the following two documents: 1. *African American Pioneers in Aviation Teacher Guide*. 45 pages, grades 5–9. 2. *African Americans in Aviation: The 1940's—A Decade of Change. Teaching History with Primary Sources*. 10 pages, grades 5-12.  
[http://www.nasm.si.edu/education/teaching\\_resources.cfm](http://www.nasm.si.edu/education/teaching_resources.cfm)
- Discovery Education. *African-American History: Discussion Guide*. Five pages.  
[http://school.discovery.com/teachers/african\\_american/discussionguide.pdf](http://school.discovery.com/teachers/african_american/discussionguide.pdf)
- Franklin D. Roosevelt Presidential Library and Museum. “*Red Tailed Angels*”: *The Story of the Tuskegee Airmen Curriculum Guide*.  
<http://www.fdrlibrary.marist.edu/education/resources/curriculumguides.html>
- Knowitall.org. *Celebrate Freedom—The Tuskegee Airmen 60th Anniversary*. The website offers five short (1-2 page) lesson plans: 1. “African American Leaders in the U.S. Military”; 2. “Past, Present, and Future Flying Machines”; 3. “Achievements in Aviation”; 4. “Creating a Memorial”; and 5. “Considering a Career in Aviation.”  
<http://www.knowitall.org/sites/tuskegeeairmen/content/resources.html>

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## Evaluation Form

We value your opinion. Please help us serve you better by completing this evaluation of the Museum of Aviation's Tuskegee Airmen Teacher Guide.

Using the following scale, fill in each space below: 1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent

- \_\_\_ Accomplishment of stated objectives
- \_\_\_ Coverage of subject
- \_\_\_ Relevance to your needs
- \_\_\_ Quality and content of class materials
- \_\_\_ Overall presentation style

What did you expect your students to learn from this guide?

What was your overall impression of the guide? How might it be improved?

How did you learn about this guide?

What is your overall evaluation of this guide? (Check one)

- \_\_\_ Excellent      \_\_\_ Very Good      \_\_\_ Good      \_\_\_ Fair      \_\_\_ Poor

Your response to the following question will help us analyze the information you have already provided:

Please check the **one** category that best describes you:

- \_\_\_ educator or student for K-12 grades
- \_\_\_ professional or non-profit educational organization
- \_\_\_ college or university staff, student, or researcher
- \_\_\_ state or local government agency personnel
- \_\_\_ general public
- \_\_\_ other (please specify) \_\_\_\_\_

*If you wish to provide comments, please contact Melissa Spalding at [mspalding@museumofaviation.org](mailto:mspalding@museumofaviation.org)*