



4-1-2014

# Aviation Pioneers: African Americans Who Paved the Way in Flight

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## Recommended Citation

Cheatam, Sandra, "Aviation Pioneers: African Americans Who Paved the Way in Flight" (2014). *Lesson Plans*. Paper 8.  
<http://via.library.depaul.edu/tps-lesson-plans/8>

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## 1. Title: Diversity in Our Class

2. Overview: This multimedia lesson will focus on the similarities and differences in the students, children on video and staff of Alain Locke and why it is important to get along with others regardless differences in race, abilities, and gender.

3. Goal: Students will recognize the similarities and differences in people as reflected in skin color, abilities, traditions, dress, and customs. Students will recognize that people are the same even with their differences.

4. Objectives: As a result of these activities and stories children will recognize and distinguish the similarities and differences among people. In addition, the children recognize that mistreating someone because of a physical or visual difference is considered bullying behaviors. As a result of this activity the children will recognize when they are being bullied or are being a bully.

5. Investigative Question – On the completion of the lesson students will be able to answer at least three of these questions:

- Are you surprised at how many of your classmates like the same things you do?
- How many of your classmates were born in the same month as you?
- How many of your classmates have the same/ a different pet as you?
- Ask if a bully picked on you, what would you do?
- Ask how does it feel to be bullied or picked on?
- Why do you think bullies act the way they do?
- Looking at the picture of the Tuskegee Airmen: Do you think these men worked well together? Why/Why not?
- Were the Tuskegee Airmen bullied?
- Do you think that the child in the wheelchair can have fun at
- What do you think they are doing in the photograph?

## 6. Time Required

3 class periods

40 minutes per class

## 7. Recommended Grade Range

K-1

8. Subject / Sub-Subject Language Arts, Library, Math, Science, Social Studies, Technology

## 9. Standards

Illinois State Goal (SG):18 Understand social systems, with and an emphasis on the United States

Learning Standard 18A Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions

Benchmark 18.AEC Recognize similarities and differences in people

Illinois State Goal (SG): 32 Demonstrate a respect and a responsibility for self and others.

Learning Standard: 32A Perform effectively as an individual

Benchmarks: 32.A.ECa Begin to understand and follow rules

## 10. Credits

Designer(s): Students and Staff

## PREPARATION

### 11. Materials Used

Projector

VHS and or DVD cassette player

Television/ whiteboard for viewing

Children's books/stories used: Amazing Grace by Mary Hoffman, Oliver Button is a Sissy by Tomie De Paola,

The Skin I'm In: A First Look at Racism by Pat Thomas; Why Am I Different? By Norma Simon; Let's Talk About Race by Julius Lester

Video: Happy to be Nappy and Other Stories by HBO Home Video, pencils

Paper

LOC Photographs

Cutout of heads

### 12. Resources Used

- LOC Photographs
- HBO Home Video

Online:

Title: [Edward C. Gleed and two unidentified Tuskegee airmen, Ramitelli Italy, March 1945]

URL: <http://www.loc.gov/pictures/item/2007675075>

Author/Creator: Frissell, Toni, 1907-1988, photographer [1945 March]

Date: May 9, 2011

Title: Drinking fountain outside on county courthouse yard.

URL: <http://memory.loc.gov/service/pnp/ppmsca/05600/05629v.jpg>

Author/Creator: Vachon, John, April 1938

Date: May 9, 2011

## 13. PROCEDURE

1. Remind the children about the section of their 'All About Me' book that shows how unique each of them were. Remind them of some of their differences; (Kayla S. has long straight hair, Juaniajua has short straight hair, Andrew has long braids and Laurence does not have any hair at all). Tell them that we are all different people but in many ways we are the same.) On the chart tape a head cutout for each child responding to each question asked: How many of you have a pet cat? (Five children have cats so tape five heads on chart under cat heading).
2. Display photograph of Tuskegee Airmen. Students will return to tables to open discussion of photograph. Students will write what they see, think and wonder about the photograph. Students will share findings with class.
3. View video: Happy to be Nappy. Students will discuss the similarities and differences in the children in the video.

#### The Inquiry Cycle:

Connect - Students connect previous lesson on self-awareness and class comparisons. Student will discuss children and staff with different abilities and nationalities

Wonder - Students will discuss which items they think/wonder about when they look at the photograph, the video? Students will write questions/statements answering prompts: I see, I think, I wonder.

Investigate – Students will talk with table partners and discuss birthdays, abilities of family members; interview each other to find out about similarities and differences.

Construct – Generate a theory based on discussions. Students will either confirm or dispel hypothesis about items in photograph. Ex: this picture was taken outside because or was not taken inside because.

Express - Why is it important to work together to get things done? When we work in our math or reading groups will we finish the work if the group mates don't cooperate?

Reflect – Students will reflect on what they learned about their classmates and discuss the similarities and differences; ask any unanswered questions they may have; write 1 to 2 sentences about something they learned about a classmate, child on video, or staff member, or comment on photograph.

14. Extensions: Students will create a picture of children with different abilities, and genders.

#### EVALUATION

15. Evaluation: Students will be able to describe similarities and differences of themselves to classmates, students in videos and books. Students will be able to use photograph to demonstrate understanding of importance working together to get a job done.



## Photo List

Title: [Col. Benjamin O. Davis, full-length portrait, and Edward C. Glead, wearing flight gear, standing next to airplane, and looking upward, at air base at Rametti, Italy]

Creator(s): Frissell, Toni, 1907-1988, photographer

Date Created/Published: [1945 March]

<http://www.loc.gov/pictures/item/2001695554/>

Title: [Photograph of several Tuskegee airmen at Ramitelli, Italy, March 1945]

<http://www.loc.gov/pictures/item/2007675064/>

Creator(s): Frissell, Toni, 1907-1988, photographer

Date Created/Published: [1945 March]

May 19, 2011

Title: [Tuskegee airmen Woodrow W. Crockett and Edward C. Glead, Ramitelli, Italy, March 1945]

<http://www.loc.gov/pictures/item/2007675067/>

Creator(s): Frissell, Toni, 1907-1988, photographer

Date Created/Published: [1945 March]

May 19, 2011

[http://t3.gstatic.com/images?q=tbn:ANd9GcQuezm4F2ayoKfiAaz7KK7-D7swu0g\\_uWSILPdr0PEqu3Xklkg3B6X7EI](http://t3.gstatic.com/images?q=tbn:ANd9GcQuezm4F2ayoKfiAaz7KK7-D7swu0g_uWSILPdr0PEqu3Xklkg3B6X7EI)

<http://www.flightglobal.com/airspace/media/galleries/images/78278/500x400/tuskegee-airmen-mustang-2010.JPG>

[http://www.airportjournals.com/Photos/0712/X/0712015\\_7.jpg](http://www.airportjournals.com/Photos/0712/X/0712015_7.jpg)

<http://t3.gstatic.com/images?q=tbn:ANd9GcQh3HNqi5HIkacV4VngoKmSkjJg7GS1PLv7-goqJPQWQDeU-MeY>

<http://www.vintageaviationphotography.com/wp-content/uploads/2010/01/Tuskegee-Airmen-P-51-Prop.jpg>

<http://austintalks.org/wp-content/uploads/2011/02/tuskegeeairmen.jpg>

<http://www.cr.nps.gov/museum/exhibits/tuskegee/airgallery/airoverviewlg1.jpg>

<http://www.lloydsstudio.com/Blog/wp-content/uploads/2011/03/Tuskegee-Airmen-Enblem.jpg>

## Analysis of Photograph

Teacher Name: Mrs. Cheatham

Room: Kindergarten 105

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Description	Writes two or more complete and detailed sentences using correct capitalization and punctuation.	Writes a complete and detailed sentence using correct capitalization and punctuation.	Writes a detailed sentence using correct capitalization or punctuation but not both.	Sentence structure not present.
Analysis	Accurately describes all of the dominant elements of the photo.	Describes several dominant elements of the photo.	Describes some dominant elements of the photo.	Has trouble picking out the dominant elements.
Interpretation	Forms a somewhat reasonable hypothesis and speculates about the work.	Forms a hypothesis or speculates about the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret what he/she sees or thinks about photo.

## Reader's Theatre Presentation: Tuskegee Airmen

Teacher Name: Mrs. Cheatham

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
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Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but must read script.	The student is somewhat prepared, but relies heavily on script	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and pronounces words correctly.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

Diversity in Our Class

Teacher Name: Mrs. Cheatham

Student Name: \_\_\_\_\_



CATEGORY	4	3	2	1
Knowledge Gained	<p>Student is able to describe similarities and differences in classmates, students in videos and books.</p> <p>Student is able demonstrate understanding of importance respecting differences. Student recognizes the importance working together to get a job done.</p>	<p>Student is able to describe some of the similarities and differences in classmates, students in videos and books.</p> <p>Students is able demonstrate some understanding of importance respecting differences Student recognizes the importance working together to get a job done.</p>	<p>Student is able to describe some of the similarities and differences in classmates, but not in students in videos and/or books.</p> <p>Student does not demonstrate understanding of importance respecting differences in other but can express the importance working together to get a job done.</p>	<p>Student describes similarities and differences classmates, students in videos or in books. Student cannot express the importance respecting differences or recognize the importance working together to get a job done.</p>

## What's so Great About the Tuskegee Airmen?

(Adapted from the book by Tamra Orr and Various photos from the Library of Congress)

By Sandra Cheatham and the Kindergarten Class of 2011

Reader's Theater

PREVIEW: Three short skits give an overview of a group of young Black men who prove to American that despite the adversities of racism and prejudice they can and will become pilots.

Genre: Non-Fiction

Theme: Perseverance: Connecting Primary Sources through Drama

Readers: 10

Number of Scenes: 5

Length: 1-3 minutes each

### Scene I

ROLES: First Lady: Mrs. Eleanor Roosevelt, Head of the Pilot's Training Program at Tuskegee University: Charles "Chief" Anderson, Secret Service Men, President Roosevelt

NARRATOR1:	It is the morning of March 29, 1939. Mrs. Eleanor Roosevelt visits Tuskegee University in Alabama.
MRS. ROOSEVELT:	(looking around then speaking to Chief Anderson) "Can Negroes really fly airplanes?"
CHIEF ANDERSON:	"Certainly we can; would you like to take a ride with me right now?"
MRS. ROOSEVELT:	"Yes, yes I would."
CHIEF ANDERSON:	"Climb aboard!"
SECRET SERVICE #1:	"Mrs. Roosevelt, we must object!"
MRS. ROOSEVELT:	"Help me aboard young man."
SECRET SERVICE #2:	"Call the President!"
PRESIDENT ROOSEVELT:	"Sorry gentlemen, if Mrs. Roosevelt has made up her mind, there is nothing you can do."
MRS. ROOSEVELT:	(Smiling Mrs. Roosevelt exits the plane.) "Wow that was exhilarating" <a href="http://t3.gstatic.com/images?q=tbn:ANd9GcQuezm4F2ayoKfiAaz7KK7-D7swu0g_uWSILPdr0PEqu3XkIk3B6X7EI">http://t3.gstatic.com/images?q=tbn:ANd9GcQuezm4F2ayoKfiAaz7KK7-D7swu0g_uWSILPdr0PEqu3XkIk3B6X7EI</a>

MR. ROOSEVELT:	Hi, How was your trip?
MRS. ROOSEVELT:	(back in Washington, DC; talking to the president) Great! “You have the funds; Give that Negro Pilot Program at Tuskegee University everything they need.”
End of Scene	
Scene 2	
ROLES:	Captain Benjamin O. Davis, Jr., Several Tuskegee Airmen Pilots (TA Pilots)
NARRATOR #1:	Here is Captain Benjamin O. Davis, Jr., the first Black man to fly an airplane as a U. S. Army Air corps officer. ( <a href="http://www.loc.gov/pictures/item/96507762/">http://www.loc.gov/pictures/item/96507762/</a> )
	On March 7, 1942, several Black pilots are inducted into the U.S. Army Air Corps. These men would later become part of the 332nd Fighter Group.
End of Scene 2	
Scene 3	
ROLES:	Several Tuskegee Airmen Pilots
NARRATOR	This scene opens in the briefing room in Ramitelli, Italy in March 1945.
RED TAIL PILOT:	Captain, We have only been assigned ground targets when will we see some real action.
CAPTAIN DAVIS:	Don’t be so anxious to die soldier.
End of Scene 3	
Scene 4:	
ROLES:	Captain Benjamin O. Davis, 2 Red Tail Pilots, 2 White Bomber Pilots,
NARRATOR 1:	The Tuskegee pilots have just been assigned to Germany. They decided to paint the tails of their planes red. Captain Davis just told them that they have been given orders to escort the White bomber pilots to their targets. The scene opens in the cockpit of the U.S. bomber plane. (The bomber pilots are nervous) German fighter planes are attacking.
RED TAIL PILOT 1:	Where are the planes that we are supposed to cover?
RED TAIL PILOT 2:	I don’t know but look there’s one of our boys now and they’re in trouble, let’s help them out. (The Red Tails shoot down the German planes)
GERMAN PILOTS:	(After landing the White bomber pilots go to the Tuskegee Airbase looking for the escort pilots that saved them)

	We are looking for the pilots who saved us. They were flying planes with red tails.
RED TAIL PILOTS:	That would be us.
GERMAN PILOT 1:	Something is wrong here, there is no way one of them could have saved us. Let's get out of here.
RED TAIL PILOT 2:	Wow, let me get this straight . . . they came here to thank us then got mad when they found out we were Black.
NARRATOR 2:	In this final scene the white squadron is about to deploy to Berlin
GERMAN PILOT:	If we are going in, I'd like our escorts to be the Red Tails.
RED TAIL PILOT:	The word is in about our next mission . . . its Berlin men. (Smiling) We were not assigned. We were requested.
NARRATOR:	In the following months because of their excellent record, the Red Tails were requested many times.
NARRATOR:	At the end of the war, sixty-six Tuskegee Airmen died, but 450 were awarded 850 medals.  In 1948 President Truman signed executive order 9981, ending segregation in the armed forces. Although it did happen for years the Air Force was the first branch of the military to segregate, this was due to the great work of the Tuskegee Airmen.
End of Scene 4	