

6th Grade Lesson Plan
Keep Moving Forward
The Tuskegee Airmen

Keep us flying!



BUY WAR BONDS



WREATHS
— across —
AMERICA

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grades: 6	Lesson: Keep Moving Forward; The Tuskegee Airmen; Black History; Veterans Day

<p>OBJECTIVES: NATIONAL CURRICULUM STANDARDS for SOCIAL STUDIES: 1. Culture 4. Individual Development & Identity 5. Individuals, Groups & Institutions 6. Power, Authority & Governance 10. Civic Ideals & Practices</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> K/W/L <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; copies of The Tuskegee Airmen K/W/L; copies of Video Questions for Tuskegee Airmen-Yellowhammer History Hunt; copies of Word Search Puzzle The Tuskegee Airmen
Engage: Hook the students	Handout copies of The Tuskegee Airmen K-W-L. Tell students to complete the What I Know and What I Want to Know sections of the K-W-L (parts 1 and 2). Explain: During the 1940s, segregation was a part of life in many places in the United States, because of Jim Crow laws. Jim Crow laws were laws that enforced racial segregation in the United States from the post-Civil War era until the 1960s. Segregation is a system that keeps different groups separate from each other, either through physical dividers or using social pressures and laws.
Explore: Students make sense of a concept through observations.	Hand out Video Questions for Tuskegee Airmen-Yellowhammer History Hunt. Allow students time to complete the questions. Play the YouTube video, Tuskegee Airmen Yellowhammer History Hunt; Alabama Public Television. https://youtu.be/ci0tlelzTLg?si=U3RulI9aN9PAYpG4 Hand out the Word Search Puzzle The Tuskegee Airmen. Allow students time to complete the assignment. Allow students to complete the K-W-L part 3. What I learned!
Explain: Teacher introduces formal vocabulary and language to students.	segregation Tuskegee, Alabama Harry S. Truman Jim Crow laws Franklin Roosevelt Executive Order World War II Red Tails
Elaborate: Students apply what they have learned.	Students will develop a greater understanding of the Tuskegee Airmen, their hardships, and contributions to the success of United States Army Airforce during World War II.
Evaluate: assessment.	Teachers will select which activities to use as formal/informal assessments.
Enrichment/Service-Learning Project	Just as the Tuskegee Airmen served their country during World War II, students will brainstorm a way to serve their local community in honor of the Tuskegee Airmen. See a list of potential projects on the last page.

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Tuskegee Airmen K-W-L

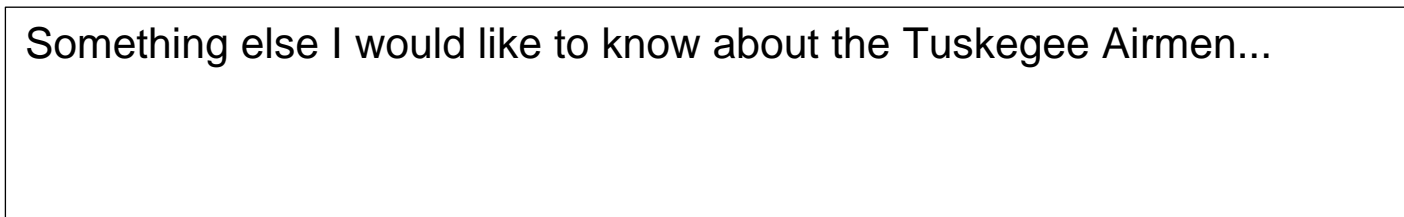
What I **KNOW**

What I **WANT** to KNOW

What I **LEARNED**



Something else I would like to know about the Tuskegee Airmen...



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Video Questions for Tuskegee Airmen-Yellowhammer History Hunt

1. What was Germany's secret weapon in World War II?
2. Who was given the task of eliminating Germany's secret weapon?
3. What was special about the Tuskegee Airmen?
4. What two wars did the Tuskegee Airmen have to fight?
5. What is segregation?
6. What jobs were most African Americans in the military assigned during World War II?
7. The African American soldiers had almost no chance of becoming officers. Why?
8. Why did that mean that African American soldiers could not become pilots?
9. Why did that change during World War II?
10. Which US President allowed African American soldiers to become combat pilots?
11. Where did many of the African American men train as combat pilots?
12. What role did women play at Moton Field?
13. The mechanics, pilots, test pilots and parachute technicians were all considered Tuskegee Airmen. What squadron did the Tuskegee Airmen represent?
14. Where was the 99th Squadron sent during World War II?

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15. At first the Tuskegee Airmen flew their missions in old airplanes, they did such a good job, their planes were eventually replaced with America's best fighter planes, the new P-51 Mustangs. What did they do to the new planes so other pilots could recognize them in the air?

16. What nickname did this earn the Tuskegee Airmen?

17. How did the excellent flying skills of the initial Tuskegee Airmen influence the Army?

18. Even though African American pilots were performing well overseas, what was happening in the United States?

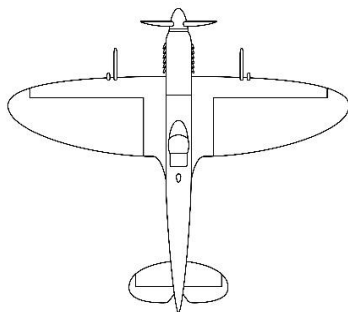
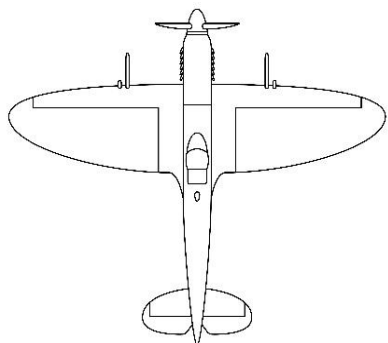
19. Even though the Army's rules said that all officers could eat in the Officers' Clubs, why were 61 Red Tail pilots arrested in Indiana?

20. What double victory did the Tuskegee Airmen want to achieve?

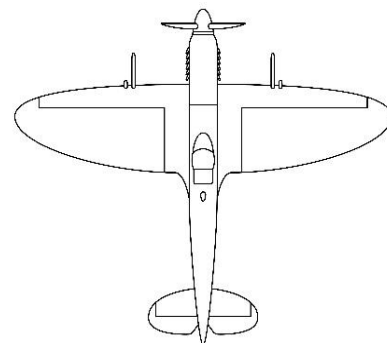
21. How did the work ethic and resilience of the Tuskegee Airmen contribute to desegregation of the military in 1948?

22. How did the Tuskegee Airmen inspire the Civil Rights Movement of the 1960s?

23. How do you think the Tuskegee Airmen inspire Americans today?



Remember-Honor-Teach



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Video Questions for Tuskegee Airmen-Yellowhammer History Hunt

1. What was Germany's secret weapon in World War II? **Germany had the world's first jet-fighter airplanes.**
2. Who was given the task of eliminating Germany's secret weapon? **The Tuskegee Airmen were given the task to shoot the German fighter jets out of the sky.**
3. What was special about the Tuskegee Airmen? **The Tuskegee Airmen were all African American pilots.**
4. What two wars did the Tuskegee Airmen have to fight? **The Tuskegee Airmen had to fight the enemy and inequality.**
5. What is segregation? **Segregation a system that keeps different groups separate from each other, either through physical dividers or using social pressures and laws.**
6. What jobs were most African Americans in the military assigned during World War II? **Most African Americans in the military were assigned jobs like digging ditches, cooks or driving trucks.**
7. The African American soldiers had almost no chance of becoming officers. Why? **African American soldiers had almost no chance of becoming officers because if they were an officer, they would have been over white soldiers.**
8. Why did that mean that African American soldiers could not become pilots? **African Americans could not become pilots, because all pilots were officers.**
9. Why did that change during World War II? **During World War II, the US military needed a lot of manpower.**
10. Which US President allowed African American soldiers to become combat pilots? **Franklin D. Roosevelt allowed African Americans to become combat pilots.**
11. Where did many of the African American men train as combat pilots? **Many of the African American pilots trained at Moton Field, at Tuskegee Institute in Tuskegee Alabama.**
12. What role did women play at Moton Field? **Women at Moton Field were test pilots and parachute technicians.**
13. The mechanics, pilots, test pilots and parachute technicians were all considered Tuskegee Airmen. What squadron did the Tuskegee Airmen represent? **The Tuskegee Airmen represented the 99th Squadron.**
14. Where was the 99th Squadron sent during World War II? **The 99th Squadron was sent to North Africa and then to Italy.**

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15. At first the Tuskegee Airmen flew their missions in old airplanes, they did such a good job, their planes were eventually replaced with America's best fighter planes, the new P-51 Mustangs. What did they do to the new planes so other pilots could recognize them in the air?

They painted the tails of the airplanes red, so other pilots could recognize them in the air.

16. What nickname did this earn the Tuskegee Airmen? **The airmen received the nickname "The Red Tails".**

17. How did the excellent flying skills of the initial Tuskegee Airmen influence the Army? **The Army decided to recruit more African American pilots, until there were more than 900 Red Tails.**

18. Even though African American pilots were performing well overseas, what was happening in the United States? **In the United States, African Americans were still being treated unfairly, both in and out of the military.**

19. Even though the Army's rules said that all officers could eat in the Officers' Clubs, why were 61 Red Tail pilots arrested in Indiana? **61 Red Tail pilots entered an Officers' Club in Indiana and demanded to be served, most of the Officers' Clubs would only serve white officers.**

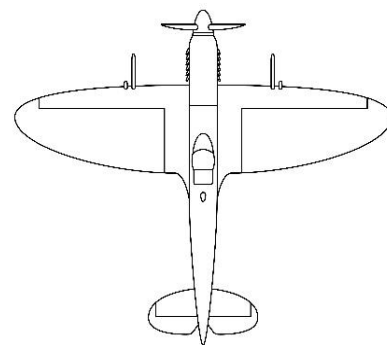
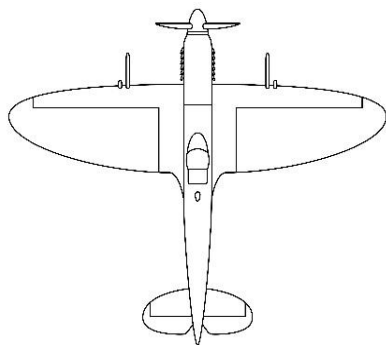
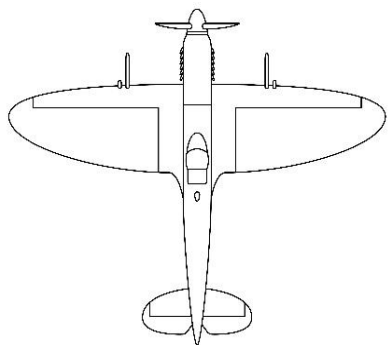
20. What double victory did the Tuskegee Airmen want to achieve?

The Tuskegee Airmen wanted to help defeat America's enemies overseas and they wanted to defeat unfair treatment of African Americans in the United States.

21. How did the work ethic and resilience of the Tuskegee Airmen contribute to desegregation of the military in 1948? **The example the Tuskegee Airmen set in working with millions of other Americans to defeat the enemy during World War II, led to President Harry S. Truman changing the rules regarding segregation in the military by Executive Order in 1948.**

22. How did the Tuskegee Airmen inspire the Civil Rights Movement of the 1960s? **Answers will vary.**

23. How do you think the Tuskegee Airmen inspire Americans today? **Answers will vary.**



Remember-Honor-Teach

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Word Search *The Tuskegee Airmen*

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

segregation	World War II	Moton Field	Roosevelt
Jim Crow laws	officers	parachutes	North Africa
Tuskegee	jet-fighters	mechanic	Italy
airmen	Alabama	squadron	Red Tails

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Word Search *The Tuskegee Airmen*

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

segregation	World War II	Moton Field	Roosevelt
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Keep Moving Forward Action Plan

- Help an elderly neighbor with yard work.
- Volunteer at your local library.
- Create “Survival Back-Packs” for the homeless with socks, caps, gloves, toothpaste, a toothbrush and other toiletries to be distributed to homeless people in your community.
- Organize a Checkers, board game or card game tournament at your local nursing home. Coordinate with the nursing home staff and plan a fun afternoon for the residents and students alike!
- Write letters to be included in soldier care packages. [Operation Gratitude](#) sends over 250,000 packages to Servicemen and Women, and First Responders annually, the link above provides guidelines for participation in their program.
- Collaborate with teachers, students, administration, and parents to create a food “Back-Pack” pantry at your school for students who may have food insecurities at home. Twenty-two million children receive free or reduced-price meals through the National School Lunch Program and the National School Breakfast Program. For many of these children, school meals may be the only meals they eat during the day.
- Make a “New Student Kit” for students who are new to your school. Create a list of school clubs, a calendar of events, school lunch menus, map of the school, and something with the school mascot to help the student feel like they are welcome.
- Organize a Zoom Meeting between your class at school and local nursing home residents. Discuss what their childhoods were like growing up, what kind of classes they took in school. Did they live in town or in the country, what kinds of chores and activities did they participate in when they were your age. Document their responses and share with other classes in your school. If some of your interviewees have a talent like singing or playing the piano, maybe they could share those talents with the class the next time you Zoom. Once you have met the residents, select a “pen-pal” you can correspond with by letter every few weeks.
- Be a companion to a senior citizen in a local nursing home. Make cards, surprise them with visits around their birthday or sing carols for them around the holidays.
- Organize a coat drive in your school/community that collects new and slightly used coats as part of [ONEWARMCOAT.org](#)
- Use AARP’s [Create the Good Guide](#) to start recycling events in your community.