



Tuskegee Airmen Lesson Plan No. 1

African American Leaders in the U.S. Military

Length of Lesson: 2 –3 days, 45 minutes each

Grade Level: 6 – 10

Subject(s): Drama, Language Arts, Social Studies

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
- Determine if any members of their family are/were in the military
- Research African Americans in the U.S. Military
- Develop questions and responses about military leaders, using an historical context.
Non-Fiction (read, listen & view) History & Citizenship (social studies) Public Speaking (write & speak)

Vocabulary

- Tuskegee Airmen
- Society
- Contributions
- Leaders
- military (including the different branches)



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Materials or Equipment

- Books or biographies about African Americans in the U.S. Military
- Computer(s) with internet access
- TV / VCR
- Taped television interview segments

Learner Framework Theme

Write in the theme that the activity is focusing on.

1. Culture
2. Abilities
3. Motivation
4. Resilience

Activities

Have the students create a questionnaire with the following questions:

1. Do we know if any members of our family have served in the U.S. Military?
2. If yes, what are their names and where do/did they live?
3. If yes, what did they do, where were they and when were they in the service?



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4. Have you ever heard of the Tuskegee Airmen?
5. If yes, what do you know about them?

Have the students do the family interviews and share the results with the class. Explain to students that although military involvement by African Americans was limited by society and the government, they were still able to make valuable contributions and become leaders.

Discuss the Tuskegee Airmen and the role they played. Tell students they will work with a partner to choose one African American military figure. They will work together to develop questions and the responses that will emphasize that person's role in the military, including the contributions they made.

Ask students to prepare a short skit with one playing the role of the military leader and one playing the role of the reporter. Model an interview for the students. Have students perform their skits to the class or another audience.

Assessment

Teacher and students will define the assessment for the class. Check for historical accuracy in the content of the skit. Set interview criteria that includes good speaking, listening, and questioning skills.

Credits

Provided by [Center for Excellence in Urban Teaching](#) and developed by:

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