They rose from adversity through competence, courage, commitment, and capacity, to serve America on silver wings, and to set a standard few will transcend.

Memorial Inscription at Air Force Academy, Colorado Springs, CO

Northwest Connection: The Tuskegee Airmen

Samuel M. Bruce Tuskegee Airman Seattle, WA

Photo courtesy of Elfalan IT Consultants
## Northwest Connection: The Tuskegee Airmen
Curriculum Packet: Grades 7–12

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction, EALRs &amp; Teacher Instructions</td>
<td>3</td>
</tr>
<tr>
<td>Aviation: In the Beginning</td>
<td>6</td>
</tr>
<tr>
<td>Military Aviation in the United States</td>
<td>8</td>
</tr>
<tr>
<td>The Tuskegee Airmen</td>
<td>11</td>
</tr>
<tr>
<td>World War II Homefront</td>
<td>17</td>
</tr>
<tr>
<td>National Wartime Homefront</td>
<td>21</td>
</tr>
<tr>
<td>Sam Bruce Chapter of Tuskegee Airmen, Inc.</td>
<td>24</td>
</tr>
<tr>
<td>Northwest Tuskegee Airmen</td>
<td>27</td>
</tr>
<tr>
<td>Bibliography</td>
<td>29</td>
</tr>
<tr>
<td>Attachments</td>
<td></td>
</tr>
<tr>
<td>Attachment 1: Vocabulary</td>
<td>32</td>
</tr>
<tr>
<td>Attachment 2: Hyperlinks List</td>
<td>33</td>
</tr>
<tr>
<td>Attachment 3: Suggested Questions (activities 1&amp;2)</td>
<td>36</td>
</tr>
<tr>
<td>Attachment 4: Suggested Extended Experiences</td>
<td>37</td>
</tr>
<tr>
<td>Attachment 5: Tuskegee Airmen Insignia</td>
<td>39</td>
</tr>
</tbody>
</table>
Introduction

Welcome to the Northwest Connection: The Tuskegee Airmen resource and curriculum packet. This packet is a useful tool for educators to guide students either inside or outside the classroom to support learning through discussion, writing and critical thinking. The packet is interactive and embedded with searchable resources. While the intent is to encourage students to follow highlighted links, there are teachable themes that can be taught and discussed by using alternative resource methods.

The Tuskegee Airmen were a segregated squadron and the first African American fighter pilots and grounds support crews in the United States Air Force. Their story of unified tenacity makes a fine example for reflection and study that helps us to understand the politics, national sentiment and other driving forces of the times that influenced history, public opinion, and the fight for equality in the armed services and the American homefront during World War II.

Learning Outcomes

- Students will become familiar with how the Tuskegee Airmen inspired movements for change throughout American Society; including the Civil Rights Movement.
- Students will use links to online resources that connect the African American experience and WWII events in a way that gives perspective of social justice issues, while recognizing the accomplishments of the Tuskegee Airmen and their place in history.
- Students will review, synthesize, and discuss how two Air Force propaganda films affected public perceptions of the Tuskegee Airmen.
- Students will formulate an opinion on the struggle for equality by the Tuskegee Airmen by using the resources provided, and present their findings in class.

Essential Academic Learning Requirements (EALRs)

The Northwest Connection: The Tuskegee Airmen curriculum packet provides opportunities for educators to incorporate this classroom lesson to meet the four Washington State learning goals.

- Read
- Know
- Think
- Understand

The EALRs are listed below and specific skills are suggested in the section entitled Instructions to Teachers.
### Reading

The student understands and uses different skills and strategies to read.
1.3 The student builds vocabulary through wide reading.

The student understands the meaning of what is read.
2.1 The student demonstrates evidence of reading comprehension.
2.3 The student expands comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.

The student reads different materials for a variety of purposes.
3.1 The student reads to learn new information.
3.2 The student reads to perform a task.

### Educational Technology

Integration: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

Digital Citizenship: Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.
2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.

### Social Studies: History

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.
4.1 The student understands historical chronology.
4.2 The student understands and analyzes causal factors that have shaped major events in history.
4.3 The student understands that there are multiple perspectives and interpretations of historical events.
4.4 The student uses history to understand the present and plan for the future.

### Social Studies: Skills

The student understands and applies reasoning skills to conduct research, deliberate, form and evaluate positions through the processes of reading, writing, and communicating.
5.1 Uses critical reasoning skills to analyze and evaluate positions.
5.2 Uses inquiry-based research.

### Writing

The student writes clearly and effectively.
3.1 Develops ideas and organizes writing.
3.2 Uses appropriate style.
3.3. Knows and applies writing conventions appropriate for the grade level.
Suggested Procedure

1. Assign and allow students to read and activate the resources in the lesson. Given the classroom time constraints and access to technology, the topics can be out-of-class assignments.

2. Note that the content contains highlighted text that responds to color-coded hyperlinks that provide vocabulary checks (1) and content related resources(2). Attached to the lesson is a list of all the Uniform Resource Locaters (URLs) as an additional reference.

3. **Activity 1: Tuskegee Airmen Experience**
   After reading the packet content, students will formulate an opinion on the struggle for equality by the Tuskegee Airmen and any influence they created within the War Department and on the homefront for civil rights change. Using the packet content, references detailed in the attached bibliography or other sources, develop a question on the transformative role that the Tuskegee Airmen did or did not bring to the American scene. Include reasons and research evidence for your opinion. Your opinion may include graphics and be prepared to present your opinion to the class.

   Reading, writing, communication, social studies, technology and art skills can be applied to corresponding assessments.

   Classroom-Based Assessment in history can be applied.

4. **Activity 2: National Wartime Homefront**
   Students watch, listen and analyze two U.S. Air Force propaganda films. They are asked to respond to a list of questions, write their response and be prepared to discuss the topic in class. A list of Suggested Questions (Attachment 3) is attached.
   Video run time: Wings for This Man (9:40 min) Tuskegee Airmen Tribute (15:04 min)

   Reading, writing, communication, social studies and technology skills can be applied to corresponding assessments.

5. As time permits, we encourage you to utilize the Suggested Extended Experiences (see Attachment 4) as an opportunity to supplement and broaden the topics.
Aviation

Lighter-Than-Air

The history of aviation spans more than two thousand years. Records indicate the earliest attempts at flight were in the form of kites. The fascination and experimental testing with man-lifting kites is documented in the Zizhi Tongjian, a Chinese historiography that identifies the year 559 as a milestone for successful tethered flight measured at 1.5 miles. Trial and error, hundreds of theories, prototypes and years of logistics of manned kite flying was assessed for use by armies and became a serious strategy during the late 1890s to early 1900s by the British War Office as a means for observation and delivery of supplies. Imagine the great skill, precision and strength required by handlers on the ground as they coordinated their efforts to gauge obstacles, weather, payload and strategic placement. In 1906, Samuel Cody designed a kite that ascended 1,600 feet on a 4,000-foot cable and could descend as a glider.

It is important to note that while the experimentation and use of tethered flight was happening as late as 1906, the modern age of innovative, untethered human lighter-than-air flight would begin in 1783 with a hot air balloon designed by the Montgolfier Brothers. Because balloons were limited to only traveling downwind, it became obvious rather quickly that a steerable balloon was the way to go. Henri Giffard, a French engineer, created and flew the first passenger-carrying, powered and steerable dirigible. Giffard’s flight was recorded at nearly 17 miles on September 24, 1852.

The evolution from tethered flight to lighter-than-air flying would significantly increase understanding and greatly influence early aeronautics as a precursor to development and design for heavier-than-air flight.

“To affirm that the airplane is going to revolutionize the future is to be guilty of the wildest exaggeration.”

– Scientific American, 1910

~200 BC China~

General Han Hsin flew a kite over an enemy palace and used the length of the kite line to determine how long he would need to tunnel for successful entry to the fortress.

Pictured above: Man-lifting kite test flight 1909
Heavier-Than-Air

Between 1890 to 1901, trial and error dominated the scene of heavier-than-air flight. Claims of successfully manned flight, powered with sustained control were reported but none had witnesses or appropriate documentation to satisfy the critics.

There is much to say about competing claims for early powered, heavier-than-air flight. While some competitive designs were noted as “capable of flight”, Orville and Wilbur Wright were witnessed and documented with sustained, controlled, powered heavier-than-air manned flight on December 17, 1903. On that day, there were four witnessed flights of the Flyer at Kill Devil Hills, just four miles south of Kitty Hawk, North Carolina with the longest being 852 feet for 59 seconds.

The years, 1918–1939, were considered the Golden Age of Aviation that saw huge advancements in aircraft technology. The world would see the evolution of airplanes between World War I and World War II transition from wood and fabric to high-powered, sleek aluminum.

The crew of Apollo 11, the first lunar landing mission, took a piece of fabric and wood from the Wright Flyer to the surface of the Moon in July 1969.

Bessie Coleman was the first African American female pilot, and African American male or female to earn an international aviation license.

More on Bessie Coleman [click here].

Heavier-Than-Air

The human curiosity and determination in the race to build flying machines required tenacity, critical thinking and creative problem solving. As we commend those individuals who made significant and innovative strides in shaping the history of aviation mechanics, we should never turn our focus from the ambition and sacrifice made by pilots, both men and women, whose dedicated service can be defined as courageous.

The Early Birds of Aviation founded in 1928, recognizes the achievements of pioneering pilots of lighter or heavier-than-air flight prior to 1916. The year 1916 was adopted as significant because it designates a period pre-World War I when pilots often built their own aircraft and instructed themselves in the skills for flying them.

Amelia Earhart, Neil Armstrong, Charles Lindbergh, and Chuck Yeager are some of the pilots easily recognized as famous figures in aviation. Their stories, accomplishments and period artifacts along with exhibits of many other well-documented aviators can be referenced at the Smithsonian National Air and Space Museum. The museum honors aeronautics past, present and future while upholding the legacy of those like the African American aviators of World War II known as the Tuskegee Airmen. Later in this lesson, you will come to know the heroic contributions and challenges faced head on at home and abroad, by a squadron of young African American U.S. Army Air Corps pilots who would champion the unknown path that helped to forge the way to integrate U.S. military troops.
The early effort to establish an independent aviation service within the U.S. Military took an interesting path that was encouraged by the success of the Wright Brothers and the visionary potential for a flying force to complement the army ground troops. The United States Air Force, as we know it today, progressed for nearly ninety years to define itself as a separate branch of the military. In the developing years, screening and recruiting for new pilots was selective and considered an extraordinary skilled achievement for few who would withstand the training. African American soldiers would distinguish themselves on many levels as military ground troops and would eventually, through tenacious ambition; prove their ability as combat pilots to command the respect and prestige they deservedly earned.

There has been no war fought by or within the United States in which African Americans did not participate, beginning with the Revolutionary War.

**Chronology of the United States Air Force**

The following is a chronology that describes the evolution of the U.S. Air Force to establish itself as an independent military division. The War Department reflected Jim Crow practices found prevalent among southern states and hesitated during World War II to initiate pilot training for African Americans. The armed forces were discriminatory and racially segregated, as was much of the federal government.

"Aviation is proof that, given the will, we have the capacity to achieve the impossible."

– Capt. Edward “Eddie” Rickenbacker, WWI Flying Ace

**1860–1907 U.S. Army Signal Corps**

The U.S. Army Signal Corps was established in 1860 to develop, test, and manage communications and information systems support for the command and control of combined arms forces. Initially, the Signal Corps conducted and translated visual communication with flags by day and torches by night. The Corps became interested in aeronautics and formulated plans for a War Balloon detachment. In 1898, the detachment served in combat during the Spanish-American War.

**1907–1914 Aeronautical Division, U.S. Army Signal Corps**

The army’s interest in aviation surged and waned until 1907 when the first heavier-than-air military aviation division was designated within the Signal Corps. The Aeronautical Division purchased its first powered aircraft in 1909, created aviation schools and initiated a rating system for pilot qualifications. The Division organized and deployed the first permanent American aviation unit in 1913. In the U.S., African Americans were not admitted to aviation schools though many expressed their desire to become pilots and were fully capable of the challenge.
The Buffalo Soldiers, an all African American troop, were not members of the War Balloon detachment. However, they are credited with doing the brunt of the heavy fighting in the bloodiest battle of the Spanish American War, the Battle of San Juan Hill.

1914–1918 Aviation Section, U.S. Army Signal Corps

The Aviation Section of the Signal Corps replaced the Aeronautical Division in 1914 to form the first squadrons that would conduct military operations by U.S. aviation on foreign soil. This was the turbulent beginning to initiate an independent aviation corps separate from the Signal Corps.

1918–1926 U.S. Army Air Service

The Air Service was the next serious attempt in a series of events to designate an independent air force separate from the Signal Corps with defined organizational structure and identity. President Woodrow Wilson initiated two executive orders that named the Air Service as a branch of the War Department to replace the Aviation Section, U.S. Signal Corps. The debate about the Air Force’s value continued for seven years between the proponents of airpower and the supporters of traditional military services. Ultimately, senior military leadership in agreement with the majority of the nation’s political leadership supported merging all military aviation into the Army and Navy.

1926–1942 U.S. Army Air Corps

In July 1926, the U.S. Air Service was renamed to the U.S. Air Corps by the United States Congress as part of a compromise between advocates on both sides of the independent Air Force issue. During this time, the primary mission of aviators was still to support troops on the ground and aviation assets still reported to ground forces commanders and not the Air Corps. The Air Corps staff was solely responsible for overseeing procurement, maintenance, supply and training. The Air Corps was approaching a position that would enable them to increase the ranks of aviators. The early 1940s were times of concern for homeland security and global threats. The Air Corps finally began to consider the idea for recruiting and training African American pilots. This would be the beginning for African Americans to serve as aviators and support staff, however they were still segregated troops in the Air Corps.
1941–1947 U.S. Army Air Forces

The issue of unity of command was resolved with the creation of the Army Air Forces. The Army Air Forces was a component of the United States Army and was the military aviation arm of the U.S. during and directly following World War II. By the end of the war, the Army Air Forces had fundamentally become an independent service. Initially charged with regulation inside the continental U.S., Army Air Forces controlled the conduct of all aspects of the air war in every part of the world and was determining air policy and issuing orders.

1947–Present U.S. Air Force

The United States Air Force formed as a separate branch of the military on September 18, 1947 under the National Security Act of 1947. It is the largest and one of the world’s most technically advanced air forces. The Air Force is one of three military departments within the Department of Defense whose Chief of Staff supervises all Air Force units and serves as a member of the Joint Chiefs of Staff.

The purpose of the United States Air Force today is to:

- preserve the peace and security, and provide for the defense of the U.S., its Territories, possessions, and any areas occupied by the U.S.
- support national policy and implement national objectives
The Tuskegee Airmen

The measure of how an individual responds to adversity and faces challenges is realized in the achievements of the Tuskegee Airmen. The Tuskegee Airmen were the first African American military aviators in the United States armed forces and became one of the most respected fighter groups during World War II. Included in this esteemed group of trailblazers are the support crew, men and women who trained to deliver service as navigators, bombardiers, maintenance, instructors, medical staff, and a host of other critical assignments necessary for the overall well-being of the airfield and troops. Today, we might refer to the determined efforts, methods and vision that empowered the Tuskegee Airmen as successful strategies. Whatever terms we choose to define their achievement, the Airmen will tell you that their accomplishments were completely driven by dedicated service to their country while being afforded the opportunity to do what they loved.

The U.S. government initiated an aviator training program that became known as the Tuskegee Airmen Experiment. The decision to provide training opportunities for African Americans was not a very easy move in the War Department, but required political maneuvering and pressure by individuals and civil rights organizations that were opposed to the army’s segregation policies.

Subjected to numerous difficulties, the Tuskegee Airmen endured racial discrimination, both outside and within the army. At the start of their experience, none saw the huge implications of how the aviators’ service would rise far above the expectations of program adversaries as well as proponents, and how it would contribute to the turn of events to integrate the U.S. Military.
Recruiting and Training

In the early 1900s, a significant interest in flying had become widely popular, and African Americans were no different from anyone else who dreamed of becoming a pilot. Certified flight schools were rare and were certainly not available to African Americans, which was indicative of the times. Determined to fly, the aspiring pilots formed aviation clubs and some pilots were self-taught.

Prior to World War II, the U.S. military took a position that African Americans were incapable of flying and would not perform well in combat; this is an argument the War Department would use in future debates in an attempt to discontinue the service of the Tuskegee Airmen. By 1939, as the need for trained pilots to be at the ready for back up in the event of national emergency and to respond to any war threat, the Civilian Pilot Training (CPT) program was initiated. The government began establishment of flight schools at colleges around the U.S. but would not commit to the training at black colleges. Only after threat of a lawsuit and mounting pressure from the National Association for the Advancement of Colored People (NAACP), and sympathetic government leaders, including President Roosevelt and his wife Eleanor, did a program open in Alabama at the Tuskegee Institute.

Known as an outstanding vocational school for African Americans, Tuskegee Institute made an ideal location. Initially, the program was limited to elementary training, but in 1940 the Civilian Aeronautics Association began providing funds to create advanced CPT courses moving Tuskegee to the forefront of African American aviation training during World War II. The cadets received primary training at nearby Moton Field and then transitioned to Advanced Flying School at Tuskegee Army Air Field (TAAF). The Army Air Corps was prompted by the program’s early success and full encouragement from the White House to incorporate an all-inclusive facility and airfield strictly for training and supporting African American Air Corps troops. The African American architect, Hilyard Robinson, designed Tuskegee Army Air Field and construction was underway in 1941.

On July 19, 1941, the first class of twelve Army Air Corps cadets began advanced training as the 99th Pursuit Squadron. Captain Benjamin O. Davis, Jr., served as Commandant of Cadets. The training was rigorous and maintained the Army Air Corps’ highest standards. In March 1942, five cadets successfully completed their flight training alongside

“We weren’t assigned. We were requested.”
– Lt. Col. Benjamin O. Davis, Jr.
Davis, who would be the first African American officer to receive his wings at Tuskegee Army Air Field. Other graduates soon followed who earned their silver wings to form the 99th Fighter Squadron. By the end of 1942, nine classes of African American pilots had completed training at TAAF.

Between 1941 and 1945, more than 1,000 aviators trained at Tuskegee for the war effort.

Support Crews

More than 10,000 African American men and women served in civilian and military groups to support the Tuskegee Airmen. The support for pilots was both in-flight and ground crews. The pilot program opened training and job opportunities for African Americans as flight instructors, bombardiers, navigators, radio technicians, mechanics, air traffic controllers and parachute riggers. The support staff also included cooks, musicians and fire fighters.

Nurses

The medical staff at TAAF was top notch and well respected. They, like the pilot cadets, faced a number of challenges as they prepared to report for duty and carry out their assigned responsibilities. In January 1942, six months after construction began on the airfield, the hospital buildings were erected. The first five nurses arrived on base in March 1942. First Lieutenant Della Rainey was their commanding officer. African American nurses fought both gender and racial discrimination. The army was slow to allow women of any race to join the Army Nurse Corps (ANC) until World War II when the demand was very high for qualified nurses. Again, First Lady Eleanor Roosevelt would use her voice as an advocate for equal opportunity, this time with the Army Surgeon General to recruit African American nurses. Doors opened in 1941 with a strict quota system. Of 50,000 nurses who served in World War II, the segregated army allowed no more than 500 African American nurses to serve in the ANC. Twenty-nine nurses were assigned to Tuskegee Army Air Field.
Flight Surgeons

The racial segregation policies of the U.S. Army required they provide separate training for complex technical vocations. Typical of their process was the development of separate training for African American flight surgeons to support the operations of the Tuskegee Airmen. Prior to the development of this unit, no U.S. Army flight surgeons had been African American. Initially, the training was conducted through correspondence courses until 1943, when two African American physicians were admitted to the School of Aviation Medicine at Randolph Field, Texas.

Ready for Combat

The 99th Fighter Squadron shipped out to North Africa in April 1943 and reported for an indoctrination period in Casablanca that lasted approximately one month. In early June with their training complete, the squadron was transferred to the veteran 33rd Fighter Squadron in Tunisia commanded by Col. William W. Momyer. Because the 99th was an African American unit and classified as “separate” it was not under Momyer’s direct command, but was attached to his group for operational control. Davis would assume the role as reporting officer for administrative and disciplinary purposes. Transitioning from training to combat was not smooth given the segregation of the troops, doubts concerning the Airmen’s ability, and racial tensions. However, the Airmen remained steadfast in their mission to serve and protect despite the many offenses and lack of respect they encountered.

The 99th would fly its first combat mission shortly after arriving in Tunisia. Their mission was to support the attack on a strategic island in the Mediterranean Sea to clear the sea-lanes for the Allied invasion of Sicily. With minimal briefing from experienced pilots, the Airmen flew as members of the 33rd Fighter Group to force a surrender of the island’s garrison. They were reassigned to the 324th Fighter Group and went on to fly escorts and attack missions over Sicily and Italian targets, and to provide air cover over Pantellaria. While attached to the 324th Fighter Group the 99th shared in the award of a Distinguished Unit Citation that was presented to the group for operations up to and including the Sicily invasion.

Davis was called back to the U.S. with orders to take command of the newly formed 332nd Fighter Group. An even more significant reason for his return was to defend the 99th’s record against allegations that they were unfit for combat. The Army Chief of Staff determined that more evidence was needed before recommending
that African American pilots be pulled from the combat arena. After review by Army G-3, it was concluded that there was not enough evidence and that the Airmen should be put to a “true” test in the Mediterranean.

Having received a promotion, Col. Davis returned to Ramitelli Airfield in southeastern Italy with the 100th, 301st, and 302nd African American fighter squadrons where they would be joined by the 99th. Together the squadrons formed the 332nd Fighter Group; they were now at full combat strength. Air Corps bomber crews named the Tuskegee Airmen “Red-Tail Angels” because of the red stabilizers on their aircraft and for their outstanding escort protection. The German Luftwaffe called the Airmen the “Black Bird Men”.

Col. Benjamin O. Davis, Jr. commanded the highly capable 332nd in missions over North Africa, Sicily and the Mediterranean. The Airmen would receive many honors including a second Distinguished Unit Citation awarded to the entire 332nd Fighter Group in 1945. Their record speaks for itself with the highest honor being the Congressional Gold Medal, awarded by Congress in 2006 and presented at a 2007 White House ceremony.

“We got the reddest paint we could find and painted our aircraft. We wanted the bomber crews to know when we were escorting them and we wanted to make sure the Luftwaffe knew when we were airborne and in their territory.”

– Lt. Col. Herbert Carter of the Tuskegee Airmen
Tuskegee Airmen 477th Bombardment Group

Tuskegee Airmen of the 477th Bombardment Group trained and flew the North American B-25 Mitchell bomber but never saw action in WWII. With the successful training of African American fighter pilots, the Air Corps soon came under pressure from civil rights leaders to train a bomber unit.

In 1943, the first bombardment unit was organized but had a very difficult time with cadet training for the first year. The program would be on and off again throughout the year. By January 1944, a rigorous training cycle was reactivated and the 477th Bombardment Group would eventually contain four squadrons based at Selfridge Field in Michigan.

The 477th was abruptly relocated to Kentucky at Godman Field in May 1944 when the fear of potential race rioting arose in nearby Detroit. The field was not well suited for use by the B-25 bomber. Low morale was compounded because African American officers questioned the lack of advancement to command positions. Despite these legitimate concerns, the unit did reach full combat strength by early 1945, which made it necessary to relocate once again. This time the 477th would move to Freeman Field in Indiana, a base fully suited to accommodate the B-25. While there, the 477th Bombardment Group would become known for the Freeman Field Incident, a protest precipitated by incidents of racial discrimination on the base. The incident resulted in the arrest of 162 black officers, some twice. Three faced court martial on minor charges.

As a result of the April 1945 protest, the 477th was sent back to Godman Field. In July 1945, Col. Davis took command of the unit and black officers replaced white officers in lower command and supervisory positions. Through all this turmoil, training was to be completed by late August, but the war ended on August 14, 1945 with Japan’s surrender (V-J Day). The 477th was significantly downsized and never deployed in combat. On July 1, 1947, the unit was deactivated.

Although the Tuskegee Airmen of the 477th Bombardment Group never saw combat duty over-seas, they initiated a courageous stand against segregation at Freeman Field that rang loud and clear across the U.S. homefront. The Freeman Field Incident is described by many as the first pro-active step to integrate the armed services. It was not until 1995 when the U.S. Air Force announced it would exonerate all of the officers involved in the incident.

The Tuskegee Airmen Combat Record

- Over 15,000 combat sorties (including 6000+ for the 99th prior to July 1944)
- 111 German airplanes destroyed in the air, another 150 on the ground
- 950 railcars, trucks, and other motor vehicles destroyed
- 1 destroyer sunk by P-47 machine gun fire (Lt. Pierson’s flight)
- 66 pilots killed in action or accidents
- 32 pilots downed and captured, POWs
- 150 Distinguished Flying Crosses earned
- 744 Air Medals
- 8 Purple Hearts
- 14 Bronze Stars

Look at this link for a list of Tuskegee Airmen Pilots
Across the Nation

A nation at war, coast to coast, the American people were harnessing their fears and rapidly mobilizing their material, financial and human resources to support a single purpose. Emerging from The Great Depression and struggling to stabilize the economy while attempting to boost morale across the country, President Roosevelt must now turn his full and undivided attention to the war effort both at home and abroad.

World War II came to be called by some as, The Good War. The triumph of good over evil was a rally to patriotism, jobs creation was on the rise, and wartime industry thrived with a new prosperity that was bittersweet. The war fought in the name of freedom would evoke a sense of contradiction on the homefront and overseas for African Americans who fought for freedoms on two fronts, at home and in military service.

During the 1940s, higher wages and other incentives presented huge motivation for over one million African Americans to leave their homes in the rural South and Midwest for opportunities North and West. African Americans discovered that newfound opportunities did not necessarily mean newfound freedoms. The attitude of those who relocated coupled with the devastating humiliations aimed at black Americans living in southern states, called for a new outspoken approach. The demand for civil rights and social justice in jobs, housing, education and everyday basic inalienable rights was tested nationwide and would drive new laws and policy directly from the white house.

“There is one front and one battle where everyone in the United States - every man, woman, and child - is in action, and will be privileged to remain in action throughout this war.”

– President Franklin D. Roosevelt, April 1942
Timeline

Below is a timeline that highlights a sequence of events that influenced policymaking that ultimately affected African Americans during this period.

May 16, 1940
President Franklin D. Roosevelt addresses Congress on the need for new defense spending, an enlarged army, and an expanded air fleet.

August 1, 1940
Congress enacts first peacetime draft.

September 1940
Black leaders, A. Philip Randolph and Bayard Rustin propose a massive march on Washington to protest racial discrimination in expanding war industries and the military.

January 1941
A. Philip Randolph raises the stakes for a mobilization of 100,000 protesters in Washington when Roosevelt refuses, under pressure from southern congressional members, to negotiate policy for treatment of blacks.

June 25, 1941
Roosevelt, concerned with the effect of a March on Washington decides to negotiate with black leaders and issues Executive Order 8802 that prohibits discrimination in war industries and government jobs. The Order also creates the Fair Employment Practices Committee, to investigate complaints in wartime.

June 28, 1941
A. Philip Randolph announces in a radio broadcast that the March on Washington planned for July 1st has been “postponed”.

July 19, 1941
The U.S. War Department opens Tuskegee Army Air Field as a segregated base to train the first African American fighter pilots for the war effort.

January 1943
William H. Hastie, an African American aide to the Secretary of War resigns in protest to continuing racial discrimination by the armed forces.

April 12, 1945
President Roosevelt dies unexpectedly and Vice President Harry Truman becomes the 33rd President of the United States.
As World War II loomed over the nation, the Pacific Northwest became a popular locale for newcomers and continued to show large population growth throughout the 1940s. The migration of African Americans to the Northwest was particularly significant during this period with the push of sanctioned discrimination in the South to the pull of defense, railroad, shipyard and military occupations in the North. Seattle alone saw an increase of nearly 12,000 African Americans between 1940 and 1950. Labor shortages combined with Executive Order 8802 issued in 1941, which prohibited discrimination in employment practices for companies who held government contracts, created new opportunities for training skilled labor, namely The Boeing Company.

With the influx of African Americans to urban cities in the North, the black population faced crowded living conditions and some tense times resulted between current and new residents. However, what the black community had in common far out-weighed their differences. In Seattle, African Americans owned businesses, the jazz scene created a vibrant attraction, and roots were established by military families due to the proximity of Fort Lawton, McChord AFB, NAS Whidbey Island and Camp George Jordan, a black Army camp located on 1st Avenue just south of Spokane Street in the area now called SODO.

Read more about the 1944 race riot at Fort Lawton that brought court martial convictions against twenty-eight African American soldiers in the death of an Italian POW. The convictions were justifiably overturned and the soldiers were publicly exonerated and given honorable discharges, sixty-four years later in 2008.

“It (Seattle) was very patriotic, very enthusiastic. You could hardly ask for something that would be refused.”

– Parker Cook, MOHAI Life on the Homefront Oral History Project Collection
The African American community remained resilient in many aspects of everyday life during World War II as they carried on with jobs, school and recreation. Neighborhood captains took charge to coordinate civilian defense with the Red Cross and identified air raid wardens for blackout drills. African American men and women volunteered their vehicles as makeshift ambulances should the need arise. One of the most difficult lifestyle adjustments was rationing; it seemed almost instantaneous. Ration books were issued to conserve high demand items, like sugar, butter, gasoline and even women's nylon stockings.

A sense of community and support for U.S. troops was widely embraced. However, the conversation in black homes, churches and corner stores was never without some discussion concerning social justices, civil rights and the inequities in housing, jobs and schools. The Northwest was not isolated from acts of prejudice on a number of levels. Newcomers would refer to the Northwest as “the end of the line” or “the Promised Land”. In all reality, blacks would discover a place somewhat free of outward discrimination but still holding fast to restrictive policy and limited acceptance. Civil rights groups and church leaders were sounding boards in the community who organized meetings, championed causes and led the call-to-action. The Seattle branch of the NAACP was formed in 1913. Firmly established by the 1940s, the membership grew as rapidly as the black population. Oddly enough, discrimination policies increased in theaters, restaurants and recreational areas. The NAACP saw increased enthusiasm from newcomers support to aggressively campaign against these policies with successful results.

The Boeing Company

While African Americans in the military were breaking new ground, making firsts and training as Army Air Corps pilots at Tuskegee Army Air Field in Alabama, African American civilians were seeking employment as laborers in the aerospace industry at The Boeing Company in Seattle, WA.

As the U.S. was entering WWII, Boeing had recently introduced the Stratoliner, the first high-altitude commercial transport in domestic service. In 1941, the U.S. Army Air Force had an immediate demand for planes produced quickly and in quantity. Boeing responded and joined other big name plane manufacturers of the day to fulfill government contracts. Boeing was founded in 1916 and had never employed African Americans. Under pressure from the federal Fair Employment Practices Committee and growing labor shortages, Boeing gradually began hiring blacks. In 1942, the first two hires were women—Florise Spearman an office worker and Dorothy West Williams, a sheet metal worker.

Washington was one of two top states in the nation for war contracts per capita, and Seattle ranked as one of the top three cities in the nation in war contracts per capita. Airplane and ship contracts in 1943–1944 were valued at three times the total of all manufacturing in the state just four years earlier.

The Museum of History & Industry in Seattle, maintains an archive of 26 oral history interviews capturing memories of WWII Seattle from people who lived through it.

Here is a link to an overview of the Life on the Homefront interviews conducted in 1984 and 1985.

Those most relevant to this resource packet are:
- Mildred and Parker Cook
- Doris Eason
- Aki Kurose
- Marjorie Polk Sotero
- Arline and Letcher Yarbrough

By 1943, 86 percent of the 329 African Americans employed at Boeing were women. At its wartime production peak, the company employed 1,600 black workers.
U.S. Army Air Force and Hollywood Team Up

During World War II, the U.S. Army Air Force teamed with Hollywood to form a motion picture unit to make short films that were shown in movie theaters across the U.S. as newsreels to promote the war and serve as an archive of wartime events. The group was designated the First Motion Picture Unit (FMPU) and operated from July 1942 to December 1945. The FMPU was made up entirely of professionals from the film industry, and produced more than 400 propaganda and training films.

Ronald Regan was an actor and Hollywood personality before he pursued politics to become the 40th President of the United States. Regan narrated voice-overs for World War II newsreels. He is the narrator for a 1945 film that touted the impressive training effort and success of the Tuskegee Airmen. Feeling scrutiny from both the African American community and military critics, The War Department released Wings for This Man to show the American public that their investment was paying off.

Below are links for two short films that highlight The Tuskegee Experience. They are separated in their production and distribution by forty-five years. Click on the titles to watch and compare the films. Both were initiated by the U.S. military and were clearly meant to create a certain sentiment and public response.

“IT (Seattle) was very patriotic, very enthusiastic. You could hardly ask for something that would be refused.”

– Parker Cook, MOHAI Life on the Homefront Oral History Project Collection
African Americans Speak Out Nationwide:
The Double V Campaign

As African Americans in the Northwest lived their lives and responded to local issues, a collective struggle for civil rights and fair treatment on the nationwide homefront could not be ignored or separated from the inequities African Americans endured in military service. During World War II, Jim Crow segregation was the law at home and it effected interaction between black and white troops abroad. Thousands of black soldiers served willingly in the armed services. At the same time, many African Americans wondered how they could be willing to give their lives for a country that treated them like second class citizens. Some black newspapers spoke to these concerns and openly criticized the segregation policies of the military. The newspapers faced government harassment but continued with their message of equality and their readership soared as a result. During the war, circulation of combined black newspapers increased its readership to two million each week until 1945.

The Pittsburgh Courier, the most powerful black newspaper of the time, mounted the Double V Campaign. The Double V set out as a motivational tool to create a platform for awareness and call full attention to two things: victory over the Axis power abroad and victory over Jim Crow at home. Concerned that the black press would cause unrest among soldiers, the military banned black newspapers from its libraries and even went as far as to confiscate papers from newspaper carriers and burn them before reaching the hands of the service members.

J. Edgar Hoover, the first director of the FBI saw the Double V as an act of sedition and he sought to indict black publishers for treason. Hoover's plan to destroy the black press failed when a publisher at the Chicago Defender pursued mediation by the Attorney General’s office. The outcome was that the indictments would not move forward so long as the press did not escalate its criticism of the war.
Desegregation of the Armed Services

With the end of World War II in 1945, African American troops returned home to unchanged Jim Crow laws. It was a very difficult pill to swallow after lives were lost and freedoms won abroad. The idealistic hope that a grateful nation would suddenly see the light and initiate support for even the most basic rights, without fear of being arrested, was no further along than the day the war began.

While African Americans in the Northwest had found new freedoms, the black populations in southern states were effectively denied the right to vote, were segregated in most areas of their daily lives, and were subjected to a number of discriminations and violence. Emboldened by their experience in the military, black veterans were a very vocal addition to the civil rights movement of the 1940s.

A major move to pressure the government to validate the long overdue inequities that affected African Americans and to integrate the armed services was initiated in an open letter from the Urban League in 1946 to President Truman. Truman responded and on December 5, 1946, he signed Executive Order 9808 to appoint the President’s Committee on Civil Rights. The committee’s purpose was to propose measures to strengthen and protect civil rights of all Americans. This first serious step did bring about long awaited discussions and investigations that led to a landmark report issued in October 1947 that said, “...end immediately all discrimination and segregation based on race, color, creed or national origin in...all branches of the Armed Services”.

The report named a number of inalienable and civil rights issues, but specifically criticized segregation of the armed services. In November 1947, A. Philip Randolph decided now was the time to press the issue with Truman on integrating the military. Randolph organized the Committee Against Jim Crow in Military Service and Training. Truman was aware how important the civil rights issue was to his political career and that he needed support of the African American community in his 1948 presidential bid. On July 26, 1948, President Truman signed Executive Order 9981, declaring that there shall be equal treatment and opportunity for all persons in armed services without regard to race, color, religion or national origin.

The Chicago Defender headlines on July 26, 1948.

Though many will not deny that Truman’s actions were strongly self-motivated and political, the pressure had been applied and felt from the African American community. The tenacity of civil rights leaders, civilians, the black press and returning African American veterans, including the legendary service of the Tuskegee Airmen, opened the door to equal treatment in the armed services. There were struggles ahead to assure the policy would succeed but whatever the challenges, they would be welcome and met head on.

Follow this link to a time line of events 1945-1953 that highlights the decision to desegregate the armed services.
We should never forget the achievements of the Tuskegee Airmen. The heroic legacy and determined struggle for civil rights by the first African American aviators in the United States Army Air Corps is championed by more than fifty national chapter affiliations to Tuskegee Airmen, Inc. The mission of the Sam Bruce Chapter is to uphold and honor the meritorious accomplishments of the Tuskegee Airmen. The Chapter is located in Seattle, Washington and meets monthly to energize its purpose and create educational opportunities for youth who have an interest in aerospace.

Who is Sam Bruce?

The namesake of the Western Region Tuskegee Airmen chapter is Samuel (Sam) Martin Bruce. Sam was born in Houston, Texas on December 7, 1915. Sam's mother remarried after the death of his father and the family took up residence in Seattle when he was a young boy.

“These gentlemen earned their place in our nation’s history.”

– Tommie Lamb, President/Sam Bruce Chapter Tuskegee Airmen, Inc.
After graduating from Garfield High School in Seattle, Sam enrolled at Greensboro A&T in North Carolina. While there, he met and married Grace Foy before going on to Tuskegee Flight School to train as a pilot in 1940. Sam graduated as a Second Lieutenant from the flight school in class 42-H-SE on September 6, 1942. He was assigned to the 99th Fighter Squadron under the command of Col. Benjamin O. Davis, Jr. Sam departed New York enroute to North Africa in April 1943.

On August 11, 1943, the aircraft of Lt. Paul Mitchell and Sam Bruce collided. Sam parachuted to safety, but Mitchell was killed. The 99th moved to Foggia, Italy in October 1943 to form with the 79th Fighter Group, an all-white troop.

On January 27, 1944, First Lieutenant Samuel M. Bruce became missing in action in a mission over Anzio, Italy. It was reported that he parachuted from his stricken plane and was strafed to death by a South African pilot flying a British spitfire. Another Seattle Tuskegee Airmen, Lt. James T. Wiley shot down three enemy aircraft on that same day. Sam is the only Seattleite who was an original member of the 99th Fighter Squadron to lose his life in aerial combat during World War II. Sadly, he never had the opportunity to meet his only daughter, born stateside just one month before his death.

### Sam Bruce, the Tuskegee Airmen and NAAM

Youth outreach at the Northwest African American Museum collaborated with ten students in the 2012 Summer Youth Internship Program at Garfield Community Center in Seattle. The interns devoted their entire summer project to learning about the Tuskegee Airmen and creating an educational video.

Inspired by the story of the Tuskegee Airmen, a filmmaker who mentored the interns made a request to the Mayor of Seattle to honor the Sam Bruce Chapter with a proclamation. Mayor Michael McGinn, in response to the efforts of the summer interns and in recognition of Sam Bruce’s legacy, proclaimed August 29, 2012 as Sam Bruce Day in Seattle.

Click on this link to visit the NAAM website and to access the Summer Intern video.

Above: Garfield CC Summer Interns with Deputy Mayor Smith and Tuskegee Airmen Chapter members Harvey Hawks and Tommie Lamb receiving the Sam Bruce Day Proclamation on August 29, 2012.
WHEREAS, Samuel Martin Bruce was the only Seattle area Tuskegee Airman killed during World War II, and his memory remains strong in our community; And

WHEREAS, The Sam Bruce Chapter headquartered in Seattle contributes to preserving the legacy of all Tuskegee Airmen of the Northwest. Their activities benefit the community through an active display of the history of the Tuskegee Airmen of the Northwest and participation in events around the state; And

WHEREAS, Each year the Tuskegee Airmen scholarship foundation "Sam Bruce Chapter" grants scholarship awards to deserving youth; And

WHEREAS, The programs and services offered contribute significantly to bridging the gap between community development, education and training, research, and advocacy as it refers to helping youth become aviators; And

WHEREAS, Seattle residents value the contribution and service of all Tuskegee Airmen of the Northwest, and today we extend our specific acknowledgement of Sam Bruce’s achievements,

NOW, THEREFORE, I, Mike McGinn, Mayor of the City of Seattle, do hereby proclaim Wednesday, August 29, 2012,

Sam Bruce Day

in the City of Seattle, and I urge all citizens to join me to observe this day, and to celebrate the accomplishments and changes created at home and abroad.

Michael McGinn
Mayor
Northwest Tuskegee Airmen

“Aim High and Never Quit”

The Tuskegee Airmen are a proud contingent of Army Air Corps aviators and support crews who were loyal in their mission to serve the United States. Northwest Tuskegee Airmen are among this proud and valorous group of African American pilots who served in segregated troops during World War II.

In 1976, four Northwest pilots from among the Airmen ranks discovered each other through various sources and began to meet on a regular basis. First Lieutenant Harold Morris, from Tacoma, WA is credited with leading the establishment of the Sam Bruce Chapter. Instrumental in founding the organization were—Captain Clarence Oliphant, Lieutenant Colonel Leroy Roberts and Colonel James Wiley, first president of the Chapter. Motivated to preserve the history of the Tuskegee Airmen, Norman Proctor and William Henry joined the pilots to create a camaraderie that continues to exist and grow its membership. The Sam Bruce Chapter was incorporated in 1978.

An archive containing biographical information of all documented aviators and grounds crews with ties to the Northwest does not exist as of 2012; it is a work in progress. Listed below are those with known Northwest connections, highlighted names have links to extended information.

William Booker  
Samuel Bruce  
George Carroll  
Charles Cooper  
Charles Crenshaw  
Edward Drummond  
James Edwards  
Jose Elfalan  
Richard Gambell  
Weldon Groves  
William Henry  
George Hickman  
William Holloman  
Jack Holsclaw  

George Miller  
Harold Morris  
Earnest Nelson  
Clarence Oliphant  
Norman Proctor  
Leroy Roberts  
Perry Thomas  
Arnold Wallace  
Rhohelia Webb  
James Whyte  
James Wiley  
Charles Winston  
John Woods

Above: Tuskegee Airmen of the Northwest poster
The University of California, Riverside Special Collections holds the nation’s largest archive of Tuskegee Airmen memorabilia, ephemera, diaries, oral histories, documentation of careers before, during and after military service, and other related resources for public access. As the personal data for Northwest Tuskegee Airmen is formalized, it will be sent to UCR Special Collections to become part of that permanent record.

The Sam Bruce Chapter members embody the Airmen’s tenacity as they create opportunities to honor the accomplishments of the first African American aviators by promoting their legacy as a piece of everyone’s history. The struggle for social justice and civil rights is a road still traveled. We can look to the stories told, lessons learned and humiliations endured by the Tuskegee Airmen to give insight and perspective to a period in American history that deserves our analysis and discussion.

Finally, take a moment to click on the link below and scroll through the names of Tuskegee Airmen who are no longer with us but whose actions have affected all our lives and whose memory lives on in history.

Tuskegee Airmen, Inc. Lonely Eagles
The list is updated regularly.
Bibliography

Books and Pamphlets


Transcripts and Articles


Samuel M. Bruce genealogy transcripts. Seattle, WA: Collections/Black Heritage Society of Washington State. Received September, 2012

Tribute to Harold Morris Founder of the Local Sam Bruce Chapter. Seattle, WA: Collections/Black Heritage Society of Washington State. Received September, 2012

Online Resources

Black Americans in Defense of Our Nation. Sam Houston Southern University.
[http://www.shsu.edu/~his_ncp/AfrAmer.html](http://www.shsu.edu/~his_ncp/AfrAmer.html) July, 2012

Black Aviators. Black History in Aviation/American Airlines

| Commemorative Air Force Red Tail Squadron. Rise Above Exhibit.  
|---|---|
| Desegregation of the Armed Forces. Harry S. Truman Library & Museum.  
| Discovering the Identity of a Tuskegee Airman – James Wiley.  
My Auction Finds.  
http://www.century-of-flight.net/ | May, 2012 |
| History of Kites. MyBestKite.com  
| Jim Buchanan Military Art. Tuskegee Airmen.  
| National Parks Service. Tuskegee Airmen.  
| Sam Bruce Chapter of Tuskegee Airmen, Inc.  
http://sambrucetai.org/sam-bruce-chapter/ | April, 2012 |
| The Great Depression. History.com  
http://www.history.com/topics/great-depression | June, 2012 |
| The Tuskegee Airmen Archives. University of California, Riverside.  
http://library.ucr.edu/tuskegee/ | May, 2012 |
| Tuskegee Airmen, Inc.  
| World War II: Home Front Timeline. We Speak Student.  
Videos Online

*Double V Campaign.* Teachers Domain/Public Broadcasting Service.  

National Technology Information Services.  

*Wings for This Man.* Department of the Army, Army Air Forces Special Film  
Project Number 151. 1945. National Technology Information Services.  

Top: One of the original Tuskegee crews kneeling in front of a plane
Vocabulary

adversaries
aeronautics
dirigible
ephemera
executive order
exonerate
heavier-than-air
historiography
inalienable
indicative
integrate
lighter-than-air
per capita
proclamation
propaganda
proponents
resilient
sedition
sorties
strafed
tethered
unity of command
Hyperlinked URL Resources List

1st Lt Della Raney

A. Philip Randolph
http://www.biography.com/people/a-philip-randolph-9451623

Allied invasion of Sicily
http://www.history.com/topics/invasion-of-sicily

Army G-3

Army Nurse Corps (ANC)
http://history.amedd.army.mil/ancwebsite/articles/blackhistory.html

Bayard Rustin
http://www.biography.com/people/bayard-rustin-9467932

Bessie Colman
http://www.pbs.org/wgbh/ameb/flygirls/peopleevents/pandeAMEX02.html

Blackout drills
http://en.wikipedia.org/wiki/Blackout_%28wartime%29

Boeing Company
http://www.boeing.com/boeing/history/index.page

Camp George Jordan
http://www.blackpast.org/?q=aaw/camp-george-jordan

Captain Benjamin O. Davis, Jr.

Chicago Defender
http://www.pbs.org/blackpress/news_bios/defender.html

Congressional Gold Medal
Desegregation Armed Forces Timeline

Distinguished Unit Citation
http://www.ww2awards.com/award/540

Double V Campaign (video)
http://www.teachersdomain.org/asset/vtl07_vid_doublev/

Early Birds of Aviation
http://earlyaviators.com/

Executive Order 8802
http://www.eeoc.gov/eeoc/history/35th/thelaw/eo-8802.html

Executive Order 9808

Executive Order 9981
http://www.trumanlibrary.org/9981a.htm

Fair Employment Practices Committee
http://www.gwu.edu/~erpapers/teaching/rgnaries/fepc.cfm

First Motion Picture Unit
http://theessentialtransformation.org/the-first-motion-picture-unit-of-wwii/

Fort Lawton

Freeman Field Incident
http://www.military.com/Content/MoreContent1/?file=BH_Tuskegee4

German Luftwaffe
http://www.history.com/this-day-in-history/hitler-organizes-luftwaffe

Japanese Internment
http://www.pbs.org/childofcamp/history/index.html

Life on the Homefront – Northwest WWII Oral History Project/MOHAI
http://nwda.orbiscascade.org/ark:/80444/xv89619

National Association for the Advancement of Colored People (NAACP)
http://www.naaccp.org/

Moton Field
http://www.nps.gov/museum/exhibits/tuskegee/airmoton.htm
<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orville and Wilbur Wright</td>
<td><a href="http://www.wright-house.com/wright-brothers/Wrights.html">http://www.wright-house.com/wright-brothers/Wrights.html</a></td>
</tr>
<tr>
<td>Ration books</td>
<td><a href="http://www.ameshistoricalsociety.org/exhibits/events/rationing.htm">http://www.ameshistoricalsociety.org/exhibits/events/rationing.htm</a></td>
</tr>
<tr>
<td>Sam Bruce (video bio)</td>
<td><a href="http://mobile.sambrucetai.org/">http://mobile.sambrucetai.org/</a></td>
</tr>
<tr>
<td>Sam Bruce Chapter of Tuskegee Airmen, Inc.</td>
<td><a href="http://sambrucetai.org/sam-bruce-chapter/">http://sambrucetai.org/sam-bruce-chapter/</a></td>
</tr>
<tr>
<td>Smithsonian National Air and Space Museum</td>
<td><a href="http://airandspace.si.edu/">http://airandspace.si.edu/</a></td>
</tr>
<tr>
<td>The Great Depression</td>
<td><a href="http://www.history.com/topics/great-depression">http://www.history.com/topics/great-depression</a></td>
</tr>
<tr>
<td>Tuskegee Airmen Tribute (video)</td>
<td><a href="http://archive.org/details/gov.ntis.ava19065vnb1">http://archive.org/details/gov.ntis.ava19065vnb1</a></td>
</tr>
<tr>
<td>Tuskegee Institute</td>
<td><a href="http://www.tuskegee.edu/about_us/history_and_mission.aspx">http://www.tuskegee.edu/about_us/history_and_mission.aspx</a></td>
</tr>
<tr>
<td>University of California, Riverside/Special Collections</td>
<td><a href="http://library.ucr.edu/tuskegee/">http://library.ucr.edu/tuskegee/</a></td>
</tr>
<tr>
<td>V-J Day</td>
<td><a href="http://www.history.com/topics/v-j-day">http://www.history.com/topics/v-j-day</a></td>
</tr>
<tr>
<td>Wings for This Man (video)</td>
<td><a href="http://archive.org/details/gov.ntis.ava08663vnb1">http://archive.org/details/gov.ntis.ava08663vnb1</a></td>
</tr>
</tbody>
</table>
After viewing the two U.S. Air Force propaganda films, *Wings for This Man* and *Tuskegee Airmen Tribute*, please respond to the following questions in writing. Be prepared to discuss the topic in class.

1. Define the word propaganda and give an example of something you have observed or read that best describes its meaning.

2. Why do you think these films are categorized as propaganda?

3. Why was it important for the U.S. Army Air Corps to send the message it presented in the 1945 film, *Wings for This Man*? In addition, what do you think was the message presented in the 1990 film, *Tuskegee Airmen Tribute*?

4. The two films were produced forty-five years apart. What stood out to you as distinct differences?

5. Do you think the armed forces today sends direct messaging to influence the public and why?
1. Create a history timeline that integrates significant dates that chronicles the Tuskegee Airmen with the evolution of the U.S. Air Force and the desegregation of the armed services. Display in your classroom or create a school hall exhibit that coincides with Black History Month. Here is a link to “How to Make a Timeline”:

http://dohistory.org/on_your_own/toolkit/timeline.html

2. Watch a short video (2:16 min) produced by Lucas Film, Ltd titled, Double V. The video includes comments by Tuskegee Airmen including those of Lt. Col. William Holloman. Holloman had strong ties to the Sam Bruce Chapter of Tuskegee Airmen, Inc; he passed away in 2010. The link below also includes a very well-produced video by the Pennsylvania Veterans Museum titled, On Freedoms Wings: The Legacy of the Tuskegee Airmen in four parts (Pt 1–10 min, Pt 2–10 min, Pt 3–10 min, Pt 4–8 min).

http://sambrucetai.org/about-tuskegee-aimen/

3. Watch Pioneers in Aviation, an Emmy nominated PBS documentary series that covers the history of American Aviation. It includes excellent historic footage and chronicles The Boeing Company. This link provides the details:

http://www.pioneersinaviation.com/
4. Contact the Sam Bruce Chapter of Tuskegee Airmen, Inc. who meet monthly at the Museum of Flight (MOF) in Seattle. You can arrange to attend a meeting, ask for a Chapter representative to come to your school or ask about a regularly scheduled Tuskegee Airmen presentation by historian, Harvey Hawks at MOF.
Request to: Chapter President
http://sambrucetai.org/sam-bruce-chapter/

5. The Tuskegee Airmen Scholarship Foundation (TASF) offers an annual scholarship for youth in their quest for academic excellence. All students who meet the criteria are encouraged and welcome to apply.
http://www.taisf.org/

6. Visit the Northwest African American Museum (NAAM). The Journey Gallery has WWII/Tuskegee Airmen panels that are influenced by the local Chapter. This and other changing exhibits are a resource for you. Contact NAAM to schedule a tour or ask about other educational opportunities.
http://naamnw.org/
Significance of blue and yellow on all the patches: Blue alludes to the sky, the primary theater of Air Force operations. Yellow refers to the sun and the excellence required of Air Force personnel.

332nd Fighter Group Spit Fire

Patch Significance:
The panther symbolizes the squadron’s strength, dedication and devotion to duty. The flames emitting from its mouth represent the unit’s capability to accomplish the Air Force mission worldwide.

99th Fighter Squadron

Patch Significance: The nine segments and nine stars represent the squadron’s “99” designation and the fierce, winged panther is set in a striking attack position.
100th Fighter Squadron

Patch Significance: The panther portrays the ferocity with which the squadron defends the rights of the American people worldwide, as symbolized by the globe.

301st Fighter Squadron

Patch Significance: The design is based on the name “The Kats” issued by the unit’s squadron and signifies the mobile firepower of the long-range fighter squadron. The unit’s colors of red and white are represented in the tail of the winged .50 caliber machine gun.

302nd Fighter Squadron

Patch Significance: The emblem represents an all-out effort in advance with speed, purpose, and daring. The devil, holding a machine gun and pitchfork, represents the squadron’s spirit.

477th Bombardment Group

Patch Significance: The emblem of the 477th was not officially recognized until July 17, 2012. The unit relocated several times and were never declared mission ready before the end of World War II. The recognition is long overdue to honor the importance of the unit’s rightful place in air power history.