



# HOW TO USE CELEBRATED UNITS

*Middle and High School (6-12)*

## OVERVIEW:

ANC's Celebrated Units series provides materials teachers can use to increase student understanding of particularly famous or noteworthy military units. Focusing on these units and their individual members helps students understand both the wide variety of contributions Americans have made during wartime and the personal price paid by many varied individuals.

Some units faced discrimination and unequal treatment. Some units had particularly distinguished records. All units highlighted in this series served their country admirably and made a lasting impact on the U.S.

**Estimated time:** 15-20 minutes per unit

## STANDARDS & LEARNING OBJECTIVES

These are found in individual unit lesson plans.

## IDEAS FOR USING MATERIALS:

### Whole Class Use:

- PowerPoint Lecture: Each Celebrated Unit includes a recommended lesson plan with instructions for presenting the material in a whole class lecture format. Students are provided an accompanying worksheet to fill out during the mini lesson.
- Celebrated Units Journal: Generic journal pages can be printed and used for each Celebrated Unit. These can be cut out and glued into students' interactive journals or multiple units could be compiled as student mini books.

### Small Group or Individual Use:

Celebrated units can be grouped in different ways: Segregated Units, Units that Served in World War II, etc. Using multiple units with a common theme introduces students to a larger number of units than they might otherwise be exposed to.

If using multiple units, it's recommended that you print the slides with notes. Students will focus on individual units either independently or in small groups. For these activities, it's recommended that you print at least one copy per group. You may also choose to print the accompanying worksheet for individuals or small groups to fill out or have them fill put notes in a Celebrated Units Journal Page.

- Stations: Printed slides are organized at stations around the room. Students move from station to station (working independently or in groups) to fill in notes, unit worksheets, or unit journal pages.



- **Jigsaw:** Working individually or as a group, students review the information in their assigned PowerPoint and complete the unit worksheet, fill out the journal page, or take notes. After time to discuss their answers or notes with those in their group, students are sorted into a second group. This second group has at least one person who studied each unit. Students then share with each other the information they found out about each unit, filling in their own notes or journal pages as applicable. This activity allows students to complete a larger quantity of notes more quickly as a group than they could individually.
- **Extension Activities:** Materials can also be used by students who finish work quickly and would benefit from additional content to explore. Students could also use the PowerPoints as a jumping off point for conducting their own research about one of the Celebrated Units or notable members of the unit.



## LESSON PLAN:

### Tuskegee Airmen

*Middle School (6-8) or High School (9-12)*

### OVERVIEW:

Students learn about the Tuskegee Airmen and make connections to their prior knowledge in order to explore the significance of this celebrated military unit in historical and cultural context.

The Tuskegee Airmen are one of the most famous groups of African American military personnel in history. From 1941 to 1946, 996 African American pilots completed their training in Tuskegee, Alabama – 355 saw service overseas during World War II, with 84 losing their lives. Despite facing segregation and discrimination, the Tuskegee Airmen provided distinguished service to the United States, and many were, and continue to be, recognized and celebrated for their skills and valor. Their historically significant accomplishments paved the way for future generations of African Americans to serve as aviators in the United States military.

Resources include a PowerPoint slide deck and handout. Students use the handout to answer questions before, during, and after the PowerPoint presentation.

**Estimated time:** 1 class period, 15-20 minutes total

### STANDARDS:

#### National Council for the Social Studies Standards

- NCSS.D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- NCSS.D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- NCSS.D2.His.1.6-8: Analyze connections among events and developments in broader historical contexts.
- NCSS.D2.His.3.9-12: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

### LEARNING OBJECTIVES:

- Students will describe challenges faced by the Tuskegee Airmen and their legacy.
- Students will explain connections between the story of the Tuskegee Airmen and other topics discussed in class.

### RESOURCES NEEDED:

- Tuskegee Airmen PowerPoint presentation



- Copies of Tuskegee Airmen student worksheet (one per student)

## LESSON BACKGROUND:

*This information will provide students with a general background on the history of segregation within U.S. society and the U.S. military. Share this information as needed to fill gaps in student understanding of these concepts and prepare them for the lesson content.*

### Segregation in America

The American Civil War (1861-1865) began as a war to preserve the Union of the United States of America. By its end, enslaved African Americans were freed and the practice of slavery in this nation was abolished. Following the Civil War, there was promise of racial equality. The United States ratified three constitutional amendments—the 13th, 14th and 15th Amendments—that guaranteed African Americans’ legal status as United States citizens, and Congress passed civil rights legislation intended to provide them with educational and economic opportunities. However, state and local governments, largely but not entirely in the South, passed laws that restricted these newly granted freedoms. These laws included the racial segregation of public facilities (so-called “Jim Crow” laws), as well as poll taxes and literacy requirements that limited African Americans’ ability to vote.

In 1896, the U.S. Supreme Court made racial segregation legal, ruling in *Plessy v. Ferguson* that the principle of “**separate but equal**” did not violate the 14th Amendment. After this ruling, America embraced segregation. Blacks and whites were kept separate in schools, restaurants, public transportation and even bathrooms; however, they were not equal.

Almost 60 years later, on May 17, 1954, the Supreme Court unanimously reversed the Plessy ruling, deciding in *Brown v. Board of Education* that separate schools were not equal and therefore the segregation of public schools was unlawful. This was a major victory for African Americans and civil rights activists; however, desegregation was neither immediate nor easy. Some white Americans opposed and even violently protested the integration of schools, restaurants and other public facilities.

After *Brown v. Board*, which only applied to public schools, it took African American activists and their allies another 10 years to secure passage of the Civil Rights Act of 1964, which barred racial discrimination in the workplace and public spaces. Additional civil rights legislation included the Voting Rights Act of 1965, which gave the federal government oversight in state and local elections to protect African Americans’ right to vote, and the Civil Rights Act of 1968, which provided equal housing opportunities regardless of race, creed, or national origin and made it a federal crime to injure or intimidate anyone because of their race, color, religion, or national origin.

### Segregation in the U.S. Military

The history of segregation within the U.S. military is similar to that of segregation in U.S. society at large: a slow march toward progress with many steps backward along the way. Approximately 5,000 African Americans served alongside whites in Continental Army regiments during the Revolutionary War, and



some served with American forces during the War of 1812. After 1815, state and federal laws and regulations gradually restricted or prohibited African Americans serving in the Army, Navy, Marine Corps or state militias.

In July 1862, in the midst of the Civil War, Congress authorized the recruitment of Black soldiers, and after the Emancipation Proclamation in January 1863 the Army established the Bureau of Colored Troops to supervise the units of the United States Colored Troops (USCT). Through World War II (1941-1945), most African Americans who wished to serve in the U.S. armed forces were assigned to segregated, all-Black units, often overseen by white officers. Although these segregated units served with valor and distinction, they received less support than white units and regularly had to deal with discrimination, unequal benefits and assignment to difficult duties such as building fortifications and occupying southern states during the years after the war.

On July 26, 1948, President Harry S. Truman issued Executive Order 9981, mandating equality of treatment and opportunity in the U.S. military, to include burial at national cemeteries such as Arlington, regardless of race. Over the next few years, each of the military service branches (Army, Navy, Marine Corps, Air Force and Coast Guard) implemented the executive order in different ways until the U.S. military was fully racially integrated by late 1954.

For more information on this topic, please see “African Americans in the Army” by the U.S. Army Center on Military History, found at <https://history.army.mil/html/faq/diversity.html>

### **Segregation at Arlington National Cemetery**

Following the segregation practices of the U.S. military, for many decades Arlington National Cemetery required African American service members to be interred in segregated sections. Prior to World War II, African American service members were buried in Section 27 (from the Civil War through 1899), Section 23 (from 1900 through the 1920s), Section 19 (repatriations from World War I (1917-1918)), and Section 25 (from the late 1920s until 1948). It is important to consider how segregation affected not only the location of gravesites, but also the experience of African American mourners who may have experienced racism when attending funerals or visiting graves in segregated sections.

Desegregation for new burials began immediately following President Truman’s Executive Order in 1948, and Arlington National Cemetery has been fully integrated ever since.

## **LESSON ACTIVITIES**

- Introduction/Anticipatory Set: 2 mins
  - Display PowerPoint Slide 1
  - Instruct students to make a guess and write an answer for the first question on their worksheet: “Who were the Tuskegee Airmen?” Encourage students to write anything they can think of – do they recognize any words on the screen?



- *It is likely that most students will only be able to guess the Tuskegee Airmen are related to the American military, but some may recognize Tuskegee as a historically Black university. Encourage students to write what they can, based on the limited information on the screen at this time.*
- PowerPoint Presentation: 10-15 mins
  - *Students should answer the questions on their worksheet while the teacher presents the information in the PowerPoint.*

Slide	Notes for Presentation
<p>Slide 1: Tuskegee Airmen</p> 	<p>Ask: Who were the Tuskegee Airmen? What did they do?</p> <p>Class Brainstorm: Why is it important for a military to have an air force or air corps? <i>Answers may include: for reconnaissance, transportation, bombing missions, air-to-air combat, support of land troops</i></p> <p>Class Brainstorm: Why was it important for the military to strengthen the U.S. Army Air Corps during World War II?</p> <p><i>Discussion may include following ideas:</i></p> <ul style="list-style-type: none"> <li>● Technological advancements in the early 20<sup>th</sup> century made air power an increasingly decisive factor in combat</li> <li>● Aviators supported land invasions by assuming control of the skies and bombing targets behind enemy lines – which also required aviators to serve as escorts and conduct reconnaissance and surveillance missions</li> <li>● United States was geographically isolated from Pacific and European theaters and needed air power to transport troops, equipment and supplies</li> </ul>
<p>Slide 2: Background</p>	<p>The Tuskegee Airmen are one of the most famous groups of African American military personnel in history. From 1941 to 1946, 996 African American pilots completed their training in Tuskegee, Alabama – 355 saw service overseas during World War II,</p>





licenses and forming flying clubs that sponsored air shows.

After intense pressure by prominent African American newspapers and civil rights leaders, on January 16, 1941, the War Department (the predecessor to the Department of Defense) announced its intention to form a “Negro pursuit squadron.” In June 1941, the War Department selected Tuskegee University, a historically Black university in Alabama, as the site for training. From 1941 to 1946, 996 African American pilots completed training in Tuskegee.

Slide 5: Beginnings

**BEGINNINGS**

- March 1942 – Benjamin O. Davis Jr. graduates Tuskegee training program; a few months later assigned to be commanding officer of 99<sup>th</sup> Pursuit Squadron
- April 1943 – 99<sup>th</sup> Pursuit Squadron deploys to North Africa
- June 2, 1943 – 99<sup>th</sup> Pursuit Squadron flies first combat mission over Mediterranean Sea
- July 1943 – 99<sup>th</sup> Pursuit Squadron provides air support for Allied invasion of Sicily, Italy



1942 photo of the first class of pilots to graduate from the Advanced Flying School at Tuskegee. (LOC)

ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES

One of the first graduates of the training program was Benjamin O. Davis Jr, who earned his wings in March 1942. Later that year, he was assigned to be the commanding officer of the 99<sup>th</sup> Pursuit Squadron.

In April 1943, the 99<sup>th</sup> Pursuit Squadron deployed to North Africa, which was at that time a major seat of the war. The 99th flew its first combat mission over the Mediterranean Sea on June 2, 1943, and in July the squadron provided air support for the Allied invasion of Sicily, Italy.

Slide 6: Experiencing Racism

**EXPERIENCING RACISM**

- Military services and facilities remained segregated
- Racism in Alabama made it dangerous for African American cadets to go into town
- White Tuskegee residents petitioned to block Army’s plan to build airfield dedicated to training African Americans
- Tuskegee Airmen given worn down aircraft and success in combat was underreported



Maj. James A. Houser, commander of the Tuskegee Army Flying School, reviews the first class of Tuskegee Airmen. (U.S. Air Force)

ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES

Though African Americans were eligible to enlist as military aviators, the facilities and services of the military remained segregated, and the men who participated in the program faced several challenges during their training.

Racism and restrictive Jim Crow laws in Alabama made it dangerous for African American cadets to venture around Tuskegee. White residents of the town petitioned their senators to block the Army’s plan to build an airfield dedicated to training African Americans.



	<p>The Tuskegee Airmen were also given worn-down aircraft and reports of their service were sometimes manipulated to make them appear less successful in battle than white pilots.</p>
<p><b>Slide 7: Experiencing Racism</b></p> <p><b>EXPERIENCING RACISM</b></p> <ul style="list-style-type: none"> <li>• 477<sup>th</sup> Bombardment Group stationed at Freeman Field, Indiana in 1945</li> <li>• White commanding officers demoted African American officers to "trainees" in order to deny access to new Officer's Club</li> <li>• April 5, 1945 – group of African American officers challenged policy by walking into club; arrested the next day</li> <li>• Weeks later, Army Chief of Staff ordered that they be released</li> <li>• White commanding officer replaced by Colonel Benjamin O. Davis Jr.</li> </ul>  <p>ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES</p>	<p>Despite these challenges, the Tuskegee Airmen stationed in the United States actively confronted the racist policies of the military.</p> <p>One incident involved the 477<sup>th</sup> Bombardment Group, an all-Black unit activated in 1944. In 1945, the 477<sup>th</sup> was stationed at Freeman Field in Indiana, which had segregated public facilities. White commanding officers at the base demoted African American officers to "trainees" and then used this demotion as grounds to deny them access to a newly renovated Officer's Club. On April 5, 1945, a group of African American officers decided to challenge this policy by walking into the club. The next day, they were all arrested.</p> <p>News of this injustice spread through the press and even reached the U.S. Congress, and a few weeks later, the Army chief of staff ordered that the officers be released. As a result of the incident, the Army replaced the white commanding officer of the 477<sup>th</sup> with Col. Benjamin O. Davis Jr.</p>
<p><b>Slide 8: Combat Experience</b></p> <p><b>COMBAT EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• 99<sup>th</sup> Fighter Squadron – flew patrol missions across the Mediterranean Sea, provided aerial support for infantry in Italy</li> <li>• 332<sup>nd</sup> Fighter Group – patrolled southern coasts of Italy, escorted bombers on long-range missions</li> <li>• In total, Tuskegee Airmen flew almost 1600 missions, destroyed over 100 enemy aircraft in the air and 150 on the ground</li> <li>• Earned many awards, including Distinguished Unit Citations, Silver Star, Bronze Star, Air Medal, and Purple Heart</li> </ul>  <p>ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES</p>	<p>Throughout WWII, the Tuskegee Airmen proved that African Americans could capably serve as military aviators.</p> <p>When first deployed to North Africa, the 99<sup>th</sup> Fighter Squadron (formerly 99<sup>th</sup> Pursuit Squadron) flew patrol missions across the Mediterranean Sea, and while stationed in Italy, provided aerial support for American infantry troops. The 332<sup>nd</sup> Fighter Group patrolled the southern coasts of Italy and escorted bomber planes on long-range missions.</p>



During their service, the Tuskegee Airmen flew almost 1600 missions. They destroyed over 100 enemy aircraft in the air, as well as 150 more on the ground. They earned three Distinguished Unit Citations, and individual pilots received several awards, including the Silver Star, the Bronze Star, the Air Medal and the Purple Heart.

Slide 9: Notable Members



**Benjamin O. Davis Jr.**  
Davis began his Army career as an infantry officer, but entered the Advanced Flying School at Tuskegee in 1941 and graduated with his pilot wings in 1942. During World War II, Davis commanded the 99th Fighter Squadron, 332nd Fighter Group and 477th Composite Group. He received a Silver Star and a Distinguished Flying Cross for his heroic actions in Europe. In 1948, when President Harry S. Truman signed an executive order to integrate the military forces, Davis helped draft a plan to implement the order within the Air Force. In 1954, Davis became the first African American general in the U.S. Air Force (following in the footsteps of his father, Benjamin O. Davis Sr., who was the first African American general in the U.S. Army). Davis Jr. is interred at Arlington National Cemetery, as is his father.

**Daniel “Chappie” James Jr.**  
James had already completed the Civilian Pilot Training Program at Tuskegee and was a civilian instructor pilot for the Army Air Corps before he went through the program as a cadet, graduating in 1943. James was not assigned overseas during World War II, but he later flew 101 combat missions during the Korean War and 78 combat missions during the Vietnam War. On September 1, 1975, James was assigned as commander in chief of North American Air Defense Command and became the first African American four-star general in the U.S.



	<p>Air Force. James is interred at Arlington National Cemetery.</p>
<p>Slide 10: Notable Members</p> 	<p><b>Lee “Buddy” Archer</b> Archer graduated first in his class from the Tuskegee training program in 1943, and was assigned to the 302<sup>nd</sup> Fighter Squadron of the 332<sup>nd</sup> Fighter Group. During World War II, he flew 169 combat missions across 11 countries and earned the Distinguished Flying Cross. His most famous mission was on October 12, 1944, when he shot down three German fighters over Hungary within 10 minutes. He later flew missions during the Korean War and retired from the military in 1970 with the rank of lieutenant colonel. Archer is interred at Arlington National Cemetery.</p> <p><b>Clarence D. “Lucky” Lester</b> Lester completed 90 combat missions during World War II. During one famous mission on July 18, 1944 over northern Italy, Lester shot down three enemy aircraft. He remained in the military until he retired in 1969 with the rank of colonel. Lester is interred at Arlington National Cemetery.</p> <p><b>C. Alfred “Chief” Anderson</b> In 1929, Anderson became one of the first African Americans to earn a pilot’s license. In 1940, he was recruited to be the chief civilian flight instructor at Tuskegee, and in 1941 he became the chief instructor for aviation cadets of the 99<sup>th</sup> Pursuit Squadron. When First Lady Eleanor Roosevelt toured Tuskegee in 1941, Anderson took her for a flight around the campus. This event highlighted the skills of African American pilots and attracted positive attention to the aviation program at Tuskegee. In 2014, the United States Postal Service released a stamp featuring a portrait of Anderson.</p>
<p>Slide 11: Later Years and Legacy</p>	<p>After World War II, the Army Air Forces disbanded the 477th Bombardment Group. When the U.S. Air</p>



<p><b>LATER YEARS AND LEGACY</b></p> <ul style="list-style-type: none"> <li>July 1, 1947 – 477<sup>th</sup> Bombardment Group disbanded</li> <li>September 1947 – 332<sup>nd</sup> Fighter Group becomes only active African American unit in U.S. Air Force</li> <li>July 1968 – President Truman orders desegregation of military</li> <li>July 1, 1949 – 332<sup>nd</sup> Fighter Group disbanded and squadrons integrated into previously all-white units</li> <li>Service of Tuskegee Airmen helped pave the way for service of other African American military aviators</li> </ul>  <p>1941 photo of Tuskegee Airmen kneeling next to one of their B-27 Mustangs in Italy. (PMA/DA)</p>	<p>Force was created in 1947, the 332nd Fighter Group was the only active African American unit. In July 1948, President Truman ordered that the military become integrated and, on July 1, 1949, the Air Force disbanded the 332nd Fighter Group and integrated the squadrons into previously all-white units. Individual Tuskegee Airmen continued to serve in the Air Force – many with distinction – and their skill and bravery helped pave the way for African American aviators to serve across all branches of the U.S. armed forces.</p>
<p><b>Slide 12: Connections</b></p> <p><b>CONNECTIONS</b></p> <p>Does the story of the Tuskegee Airmen remind you of anything else you have learned? What connections can you make to your prior knowledge?</p>  <p>Tuskegee Airmen working from the cockpit and receive orders. (NARA)</p> <p>The first graduation class of the Advanced Flying School at Tuskegee Army Airfield. (National Air Force Base)</p> <p>1947 photo of a pilot reporting to Capt. Benjamin O. Davis Jr. at Tuskegee (PMA/DA)</p>	<p>Now that you've been introduced to the Tuskegee Airmen, what connections can you make to other things you have learned in class?</p>

- **Conclusion: 3 mins**
  - Display PowerPoint Slide 12
  - Instruct students to complete their worksheets by writing a few sentences about connections they can make between the story of the Tuskegee Airmen and other topics you have covered in class, as well as the impact of their legacy within the Air Force. Encourage students to share as time allows.

**LESSON EXTENSIONS:**

- Check out the Smithsonian National Air and Space Museum’s lesson plans and classroom resources about African American aviators: <https://airandspace.si.edu/explore-and-learn/topics/blackwings/classroom-activities/index.cfm>
- Listen to Tuskegee Airmen share their stories on the National WWII Museum website: <https://www.nationalww2museum.org/students-teachers/distance-learning/k-12-distance-learning/video-archive/veteran-voices-tuskegee>
- Explore additional information, photos, videos, articles about the Tuskegee Airmen:

<http://tuskegeeairmen.org/explore-tai/a-brief-history/>

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## Planning a Visit to Arlington National Cemetery?



Arlington National Cemetery uniquely represents our nation's history, with graves of service members from every major conflict. If you are interested in more information and discussion questions to use with your class during a visit to the cemetery, detailed walking tours are available here: [https://drive.google.com/drive/folders/1NE3hhZ0gecp3QVrSKakZCwL\\_nStt--gM?usp=sharing](https://drive.google.com/drive/folders/1NE3hhZ0gecp3QVrSKakZCwL_nStt--gM?usp=sharing)

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## IMAGES



Slide 2: Frissell, Toni. *[Photograph of several Tuskegee airmen at Ramitelli, Italy, March 1945].* Photograph. March 1945. Library of Congress. <https://www.loc.gov/item/2007675064/>

Slide 3: *Aerial view of Tuskegee Army Air Field from an altitude of 4,000 feet.* Photograph. Maxwell Air Force Base, AL: Air Force Historical Research Agency, May 8, 1944. National Parks Service. <https://www.nps.gov/museum/exhibits/tuskegee/igimage/air19.htm>

Slide 3: *Logo of Army Air Corps.* Illustration. U.S. Army. <https://www.army.mil/aviation/aircorps/index.html>

Slide 3: *Logo of Army Air Forces.* Illustration. U.S. Army. <https://www.army.mil/aviation/airforces/index.html>

Slide 3: *Department of the Air Force Logo-GIF.* Illustration. U.S. Air Force. <https://www.af.mil/News/Art/igphoto/2001275686/>

Slide 3: Brown, William Neal. *Pilots and Ground Officers of the 618th Bomb Squadron.* Photograph. Rutgers Oral History Archives. <https://oralhistory.rutgers.edu/military-history/36-special-topics/227-tuskegee-airmen>

Slide 4: *Aviation cadets study a radial aircraft engine during one of their ground school courses.* Photograph. Maxwell Air Force Base, AL: Air Force Historical Research Agency, June 1942. National Parks Service. [https://www.nps.gov/museum/exhibits/tuskegee\\_airmen/planes\\_pilots/TA093\\_AviationCadets\\_Radial\\_Engine\\_MaxwellAFB.html](https://www.nps.gov/museum/exhibits/tuskegee_airmen/planes_pilots/TA093_AviationCadets_Radial_Engine_MaxwellAFB.html)

Slide 5: *[First graduating class of African American pilots in U.S. Army Air Corps, at Advanced Flying School, Tuskegee, Alabama: G.S. Roberts, B.O. Davis, C.H. DeBow, R.M. Long, Mac Ross, and L.R. Curtis].* Photograph. March 7, 1942. Library of Congress. <https://www.loc.gov/item/92521044/>

Slide 6: *Maj. James A. Ellison, commandant of the Tuskegee Army Flying School, returns the salute of Mac Ross, one of the first graduates, as he passes down the line during review of the first class.* Photograph. U.S. Air Force. <https://www.af.mil/About-Us/The-Book/Duty-Badges/igphoto/2000569176/mediaid/55646/>

Slide 7: *[Review of officers during the Freeman Field mutiny, Freeman Field, Indiana].* Photograph. April 1945. Library of Congress. <https://www.loc.gov/item/2004681714/>

Slide 8: Frissell, Toni. *[Members of the Army Air Force 332nd Fighter Group in a briefing room, Ramitelli, Italy].* Photograph. March 1945. Library of Congress. <https://www.loc.gov/item/2016645635/>



Slide 9: *General Benjamin O. Davis pins the Distinguished Flying Cross on his son, Lt. Col. Benjamin O. Davis, Jr. at Ramitelli Airfield, Italy.* Photograph. Maxwell Air Force Base, AL: Air Force Historical Research Agency, September 1944. National Parks Service.

[https://www.nps.gov/museum/exhibits/tuskegee\\_airmen/selected\\_individuals/Benjamin\\_Davis/TUSKO41.html](https://www.nps.gov/museum/exhibits/tuskegee_airmen/selected_individuals/Benjamin_Davis/TUSKO41.html)

Slide 9: *Daniel "Chappie" James Jr. with his McDonnell Douglas F-4C Phantom during the Vietnam War.* Photograph. Smithsonian. <https://airandspace.si.edu/multimedia-gallery/6549hjpg>

Slide 10: *Lee A. Archer.* Photograph. Smithsonian. <https://airandspace.si.edu/multimedia-gallery/99-15459640jpg?id=3001>

Slide 10: *"Lucky" Lester.* Photograph. Smithsonian. <https://airandspace.si.edu/multimedia-gallery/99-15470640jpg?id=3015>

Slide 10: *"Chief" Anderson took First Lady Eleanor Roosevelt flying.* Photograph. 1941. Smithsonian. <https://pioneersofflight.si.edu/content/first-lady-eleanor-roosevelt-and-flight-instructor-c-alfred-%E2%80%9Cchief%E2%80%9D-anderson>

Slide 11: *Fliers of a P-51 Mustang Group of the 15th Air Force in Italy "shoot the breeze" in the shadow of one of the Mustangs they fly.* Photograph. August 1944. National Archives. <https://catalog.archives.gov/id/535843>

Slide 12: *"Basic and advanced flying school for Negro Air Corps cadets, Tuskegee, Alabama... In the center is Capt. Roy F. Morse, Air Corps... He is teaching the cadets how to send and receive code."* Photograph. January 1942. National Archives. <https://www.archives.gov/files/research/african-americans/ww2-pictures/images/african-americans-wwii-168.jpg>

Slide 12: *The first graduates of the Advanced Flying School on a BT-13 basic training aircraft.* Photograph. Maxwell Air Force Base, AL: Air Force Historical Research Agency, ca. 1941-1942. National Parks Service.

[https://www.nps.gov/museum/exhibits/tuskegee\\_airmen/training\\_for\\_war/TA096\\_first\\_graduates\\_MaxwellAFB.html](https://www.nps.gov/museum/exhibits/tuskegee_airmen/training_for_war/TA096_first_graduates_MaxwellAFB.html)

Slide 12: *Army Air Corps Cadets report to Capt. Benjamin Oliver Davis, Jr., commandant of cadets, Tuskegee Field, Alabama.* Photograph. National Archives: September 1941. National Parks Service. [https://www.nps.gov/museum/exhibits/tuskegee\\_airmen/selected\\_individuals/Benjamin\\_Davis/NARA-111-SC-122434-Cadets-BODavis.html](https://www.nps.gov/museum/exhibits/tuskegee_airmen/selected_individuals/Benjamin_Davis/NARA-111-SC-122434-Cadets-BODavis.html)