
TUSKEGEE AIRMEN

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Teacher's Guide for TUSKEGEE AIRMEN

Lesson Summary:

The Tuskegee Airmen: who they are and what they did that made them famous in World War II history and in the future of the United States. After reading the Home Based Arts USA Historical Learning Activity Book The Tuskegee Airmen and gathering information from trade books, encyclopedias, and multi-media or electronic sources, the students will share the information gathered with classmates and present information through student-created presentations (e.g. graphics, multimedia presentations [Power Point, etc], mini dramas, or a pamphlet [brochure]).

Ohio Citizenship Rights & Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Benchmark B

Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

Indicator 3

2. Explain the obligations of upholding the United States Constitution including
 - a. obeying laws
 - b. paying taxes
 - c. serving on juries
 - d. registering for selective service

Ohio Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A

Obtain information from a variety of primary and secondary sources using the component parts of the source.

Indicator 1

Obtain information from a variety of print and electronic sources, and determine the relevance of information.

PRE-ASSESSMENT:

Teachers may use the following or design their own way of discovering students' background knowledge.

Introduce the children's historical publishing learning activity book The Tuskegee Airmen by showing the cover and asking the class what, if anything, do they know about the Tuskegee Airman. List on chart paper all of the statements the students make. Tell them that they will be reading the book to discover more information about the Tuskegee Airmen and that they will have to do research to prepare a project for a culminating activity at the end of an assigned time.

VOCABULARY

armed forces	bogies	crew	enlisted
escort	mission	patrol	range
specialist	squadron	valiant	Negroes
aviators	dignity	respect	degradation
racism	racist	segregated	aviation
maintenance	prejudice	barriers	government
parachute	shunned	discrimination	combat
patriotism	courage	fascism	equality
volunteered	intelligence	bombardiers	

CLASS ACTIVITIES

All students should do Activities 1, 2, and 3 to gain background knowledge. It is up to the teacher to decide how to group the students as some of the information may be difficult for slower readers.

1. Students will read The Tuskegee Airmen, a Children's Historical Publishing Learning Activity book published by Home Based Arts USA, and also read other literature such as any textbooks, trade books and/or picture books, as well as various internet sites concerning the Tus-kegee Airmen. Students should summarize the information or use a graphic organizer to interpret textual information.

2. The teacher or students will use the internet to access "The Tuskegee Airmen" at <http://www.redtail.org/media/docs/Tuskegee%20Airmen1.pdf> and "Who Were the Tuskegee Airmen of World War II?" at <http://www.redtail.org/media/docs/Airmen2.pdf> and read the information in both articles. Students should summarize the information or use a graphic organizer to interpret textual information. Copies of these are found later in the guide for those teachers who do not have access to the internet.

3. The groups should then meet as a class and discuss pertinent information that should be put on a class chart for reference for the projects the students will do as a culminating activity.

INDIVIDUAL CULMINATING ACTIVITIES

As the teacher you may choose to have the students do any of the following activities or those of your own design. These culminating activities should be assessed using the scoring guides that follow the activities. Remind the students to use the writing process incorporating correct grammar, spelling, and punctuation, and also that they are writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final project. (Ohio Language Arts Standards Writing Process Benchmark H Indicator 17) The activities that have an ** after them are part of a An AskERIC Lesson Plan # AELP-USH0223 on the Tuskegee Airmen that was written by Jeanne Guthrie (rjguthrie@kc.rr.com) and are used with her permission.

1. Create a Tuskegee Airmen double-sided bookmark using graphics and original poems that includes factual information about them.
2. Imagine that you are a Tuskegee Airman in 1944. Being sure to include factual information in your narrative, write a brief, colorful, and interesting pamphlet (brochure) in the "first person" as if YOU are describing either your training as a Tuskegee pilot or an actual flight as an escort.
3. Create a pamphlet (brochure) of drawings of the Tuskegee Airmen or their airplanes with a factual description for each graphic.
4. Draw a world map on which you locate Alabama, Italy, Sicily, Germany, North Africa, the Mediterranean Sea, and the Adriatic Sea. Include a fact sheet naming each location and its importance to the Tuskegee Airmen and World War II.
5. Read 3 or 4 of the children's/juvenile books found in the bibliography, and then write and illustrate a children's book. Remember it must include factual information about the Tuskegee Airmen and be able to be read by younger children.
6. Make a cube using the pattern provided. Before you put the cube together, draw on picture and write one sentence to describe the picture on each of the six sides. You can use any of the information that is important to your study. **
7. Create a story tree using the pattern provided. Follow the directions given on the pattern. **
8. Create 10 or more similes and metaphors about the Tuskegee Airmen. Use the form provided. **
9. Create poems about the Tuskegee Airmen. Write a haiku, a diamante, a cinquain, and a free verse poem. Illustrate Each of the poems. See the Poetry Patterns page for help.**
10. Using poster board, create a movie advertisement for a movie about the Tuskegee Airmen. Think of action words and scenes to put on the poster. Remember you want to show the bravery of these men and women.

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

- **Acquisition of Vocabulary**

Benchmark F: Use multiple resources to enhance comprehension of vocabulary.

Indicator 8: Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

- **Reading Process**

Benchmark B: Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.

Indicator 4: Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.

- **Reading Applications: Informational Text**

Benchmark C: Explain how main ideas connect to each other in a variety of sources.

Indicator 3: Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.

- **Writing Processes**

Benchmark C: Clarify ideas for writing assignments by using graphics or other organizers.

Indicator 5: Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

Benchmark D: Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.

Indicator 9: Vary language and style as appropriate to audience and purpose.

Benchmark H: Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Indicator 17: Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

- **Writing Applications**

Benchmark A: Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.

Indicator 1: Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.

- **Research**

Benchmark C: Organize information in a systemic way.

Indicator 3: Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).

- **Communication**

Benchmark F: Give presentations using a variety of delivery methods, visual materials and technology.

Indicator 9: Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

THE TUSKEGEE AIRMEN

In 1940 a "White's Only" sign not only kept Blacks out of rest rooms and restaurants it also applied to cockpits of America's military aircraft. But under intense social and political pressure the Army established experimental aviation training units for Blacks at Tuskegee, Alabama. The Army wanted to put to rest at last the question of Blacks' ability to operate sophisticated equipment, fight courageously in battle, or assume positions of authority. The goal of these aviators then was to prove that black men could fly and fight as well as any other American. But their first battle was to fight for the most basic human rights of dignity and respect. As the leader of the Tuskegee Airmen, Col. Benjamin O Davis, Jr. said "With the enemy I knew that I only had to die once. In the Army Air Corps and in life I had to live with the day to day suffering of degradation and racism." Nearly 1,000 Black pilots received segregated training at Tuskegee, Alabama while over 10,000 Black maintenance personnel trained under similar conditions at Chanute field in Illinois. Over 550 trained as bomber pilots but the war ended before they were deployed overseas. The remaining 445 fighter pilots and their crews operated as segregated combat units in Europe, the Mediterranean and North Africa flying in raids such as Anzio Beach and the Ploesti Oilfields. With their aircraft tails painted bright red to identify themselves the "Red Tails" carried the hopes and dreams of their thirteen million African American countrymen into battle.

Shunned initially, the Red Tails pilots and their crews overcame the dire circumstances of discrimination and their performance became legendary. They soon became the "requested" fighter escorts by the white bomber pilots. Flying over 15,000 sorties in 1500 plus missions they compiled an outstanding combat record destroying over 490 enemy aircraft and 45 trains. As bomber escorts, the Tuskegee Airmen never lost a bomber to enemy fighters; a record no other fighter group achieved. Sixty-six gave their lives in combat and 32 were captured as prisoners of war. The Airmen were awarded over 850 medals including the Presidential Unit Citation, the highest award that can be given a military unit. This is a story of incredible patriotism and courage. The willingness of people to serve and die for a country not yet willing to serve them. Tuskegee Airmen, Herbert Carter, put it this way "You grow up feeling a love for your country in spite of it's imperfections. You're happy and proud to be an American who just happens to have a different pigmentation, a different skin color." In reality the Tuskegee Airmen fought and won two battles, one against racism and one against fascism. The newspapers at home were declaring a Double "V" for the Tuskegee Airmen: Victory; at Home and Abroad.

Despite their distinguished wartime record the Tuskegee Airmen returned to a racist America unwilling to recognize their contributions. But the Tuskegee Airmen had fought and beaten this racist enemy before and they would do it again. Using their education they went to successful careers in the military, education, and public service while continuing the quiet battle for equality and justice. Unfortunately, this success story has been left out of most history books. This oversight has prevented these unheralded heroes from inspiring future generations. As General Colin Powell, former Chairman, Joint Chiefs of Staff said. "The Tuskegee Airmen served a nation not willing to serve them. Their legacy made my rise in the military possible. I stood on their shoulders. They made America better for all of us." The Tuskegee Airmen destroyed enemy aircraft, radar installations and the belief that a man can be judged by the color of his skin.

This information is from The Red Tail Project, American Airpower Heritage Foundation Media Kit. For more information contact Don Hinz, Red Tail Project Coordinator, email: P51redtail@hotmail.com or phone (615) 457-6000; www.redtail.org

THE TUSKEGEE AIRMEN

Who Were the Tuskegee Airmen of World War II ?

The Tuskegee Airmen were dedicated, determined young men who volunteered to become America's first black military airmen. They came from every section of America, with large numbers coming from New York City, Washington, D.C., Los Angeles, Chicago, and Detroit. Each one possessed a strong personal desire to serve the United States of America proudly and to the best of his ability as an airman, even while many other Americans felt that black men lacked intelligence, skill, courage and patriotism.

Those who possessed the physical and mental qualifications and were accepted for aviation cadet training were trained initially to be pilots, and later to be either pilots, navigators, or bombardiers. Most were college graduates or undergraduates, while the remainder demonstrated their academic qualifications through comprehensive entrance examinations. No standards were lowered for those black pilots and other airmen trained as operations officers, meteorologists, intelligence officers, engineering officers, flight surgeons, etc. Still others were trained to be aircraft and engine mechanics, armament specialists, radio repairmen, parachute riggers, control tower operators, administrators and for every other type of skill necessary to function as an air force squadron, or ground support unit.

The black airmen who became single- or multi-engine pilots were trained at Tuskegee Army Air Field (TAAF) in Tuskegee Alabama. The first aviation cadet class began in July 1941 and completed its training nine months later in March 1942. Thirteen started in the first class. Five successfully completed the training, including Benjamin O. Davis, Jr., a West Point graduate. The other four were commissioned second lieutenants, and all five received Army Air Corps silver pilot wings. From 1942 until 1946, nine hundred and ninety-two black-Americans graduated in aviation cadet classes at TAAF, and also received commissions and pilot's wings. The Tuskegee Airmen were dedicated, determined young men who volunteered to become America's first black military airmen. They came from every section of America, with large numbers coming from New York City, Washington, D.C., Los Angeles, Chicago, and Detroit. Each one possessed a strong personal desire to serve the United States of America proudly and to the best of his ability as an airman, even while many other Americans felt that black men lacked intelligence, skill, courage and patriotism. Black navigators, bombardiers and bomber gunnery crews were trained at selected military bases elsewhere in the United States. Black Americans began training as aircraft and engine mechanics at Chanute Air Base in Rantoul, Illinois in 1941 before being assigned to Tuskegee in 1942, where subsequent mechanics were trained after facilities were in place.

Four hundred and fifty of the pilots who trained at Tuskegee served overseas in either the 99th Pursuit Squadron (later the 99th Fighter Squadron) or the 332nd Fighter Group. The 99th Fighter Squadron trained in and flew P-40 Warhawks in combat in North Africa, Sicily and Italy from April 1943 until July 1944 when they were transferred to the 332nd Fighter Group in the 15th Air Force.

The all-black, 332nd Fighter Group consisted originally of three fighter squadrons, the 100th, the 301st and the 302nd, and prepared for combat at Selfridge Air Base, Michigan from March 1943 until December 1943. Training was conducted in P-40 Warhawks and P-39 Airocobras. The Group began overseas combat operations at Capodichino Air Base, Naples, Italy in February 1944 flying P-39 Airocobras. Their mission was Naples Harbor and Mediterranean Sea air patrol in the 12th Air Force in May 1944.

In June 1944, the 332nd Fighter Group transferred to the 15th Strategic Air Force on the Adriatic Sea side of Italy and was stationed at Ramitelli Air Base, Italy. The Group became a long range heavy bomber escort unit. One month later, July 1944, the 99th Fighter Squadron was transferred to the 332nd Fighter Group, and the Group became the only four-squadron fighter group performing bomber escort missions in the 15th Air Force. This was a significant factor in the effectiveness and success of the Group as it established the incredible and unprecedented record of flying all of its bomber escort missions (200 over most of central and southern Europe), from June 1944 until April 1945, without the loss of a single bomber to enemy aircraft. The Group flew P-47 Thunderbolts in June 1944, and P-51 Mustangs thereafter.

The 99th Squadron distinguished itself by being awarded two Presidential Unit Citations (June-July 1943 and May 1944) for outstanding tactical air support and aerial combat in the 12th Air Force in Italy, before joining the 332nd Fighter Group.

The 332nd Fighter Group was awarded the Presidential Unit Citation for its longest bomber escort mission to Berlin, Germany, March 24, 1945. It destroyed three German ME-262 Jet fighters and damaged five additional jet fighters without losing any of the bombers or any of its own fighter aircraft to enemy fighters. The 332nd Fighter Group had also distinguished itself in June 1944 when two of its pilots flying P-47 Thunderbolts discovered a German destroyer in the harbor of Trieste, Italy. One of the pilots, Lieutenant Gyne Pierson of the 302nd Fighter Squadron, using only the aircraft's 50-caliber machine guns, strafed the destroyer, causing it to explode and sink. This was another unprecedented aerial gunnery feat of World War II.

The tenacious bomber escort cover provided by the 332nd "Red Tail" fighters often discouraged enemy fighter pilots from attacking bombers escorted by the 332nd Fighter Group. This resulted in fewer enemy fighter challenges with resultant fewer enemy aircraft destroyed or damaged by the Group, as compared with other 15th Air Force fighter escort groups. The successful escort record resulted in frequent expressions of appreciation from the 15th Air Force bomber units and crews. The outstanding record of black airmen in World War II was accomplished by men whose names were: Davis, Hall, Campbell, Tresville, Pruitt, Glead, Peirson, Lester, Browne, Archer, McGee, (later James), and many others who will live in hallowed memory. Each one accepted the challenge, proudly displayed his skill and determination while suppressing internal rage from humiliation and indignation caused by daily experiences of racism and bigotry, at home and overseas. Those airmen fought two wars - one against a military force overseas and the other against racism at home and abroad.

In the United States, black airmen officers who did not go overseas in 1944 and 1945, and trained as B- 25 Medium Bomber crew in the 477th Medium Bombardment Group, experienced racism that perhaps transcended all other World War II racial incidents.

After the 332nd Fighter Group departed Selfridge Field, Michigan in December 1943 to go overseas, the remainder of the black airmen personnel on the base comprised mostly of the 477th Medium Bombardment Group. They were treated as "trainees", and all of the black officers were denied access to base officers' club.

This resulted in heated reaction from the black officers. The memory of the recent race riot in nearby Detroit, Michigan in the Spring of 1943 led to the transfer of the 477th Group from Selfridge Field to Godman Field, Kentucky. At Godman, the treatment and hostility continued and in early 1945, the group was transferred to Freeman Field in Indiana where hostilities reached a climax.

When black officers entered the Freeman Field Base Officers' Club against direct orders for them to stay out, one hundred and three officers were arrested and charged with insubordination, and ordered to face court martial proceedings. The court martials were quickly dropped against one hundred; two of the remaining three eventually had their charges dropped, and one officer was convicted.

Fifty years later, at the Tuskegee Airmen, Inc. (TAI) National Convention in Atlanta, Georgia in August 1995, 15 of the 103 officers were officially informed by the United States Air Force that their personnel records were purged of all reference to the Freeman Field incident, and the one officer convicted had the court martial conviction reversed and his record cleared.

After the war in Europe ended in 1945, black airmen returned to the United States and faced continued racism and bigotry despite their war record.

As white air units downsized and personnel were discharged, retired, etc., Tuskegee Army Air Base remained segregated and continued to train new airmen for segregated service until 1946. Large numbers of black airmen elected to remain in the service after World War II, but because of segregation, they were confined either to the 332nd Fighter Group or the 477th Composite Group, and later to the all-black 332nd Fighter Wing, which was stationed at Lockbourne Air Base, Columbus, Ohio.

With segregation restrictions, opportunities for advancement and promotion were very limited and this affected morale. Nevertheless, in 1949, a select group of black fighter pilots from the 332nd Fighter Group took first place in the U.S. Air Force annual National Fighter Gunnery Meet at Las Vegas Air Force Base, Nevada. Myths of black airmen incompetence, lack of skill, etc., were long forgotten or disproved. Many white units experienced frustration in needing qualified personnel but were unable to bring into their units the experienced black airmen because of segregation. Some white air force units initiated plans to integrate their units in 1947.

In 1948, President Harry Truman enacted Executive Order No. 9981 - directing equality of treatment and opportunity in all of the United States Armed Forces, which in time led to the end of racial segregation in the U.S. military forces. This was also the first step toward racial integration in the United States. The experience, the record, and the behavior of black American airmen in World War II, and after, were important factors in the initiation of the historic social change to achieve racial equality in America.

These were the Tuskegee Airmen of World War II.

They accepted the challenge.

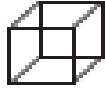
This information is from The Red Tail Project, American Airpower Heritage Foundation Media Kit. For more information contact Don Hitz, Red Tail Project Coordinator, email: P5Jredtail@hotmail.com or phone (615) 457-6000; www.redtail.org

HISTORY MATCHING

- | | |
|---|-------------------|
| 1. 99th Fighter Squadron sent to N. Africa | A. March 7, 1942 |
| 2. 332nd Fighter Group sent to Italy | B. April 15, 1943 |
| 3. President Roosevelt ordered Air Corps to build an all-Negro flying unit | C. January, 1944 |
| 4. First Tuskegee pilots graduated | D. 1940 |
| 5. 332nd Fighter Group leads the longest bomber escort of WWII | E. March 24, 1945 |
| 6. Benjamin O. Davis Jr. becomes the first African-American 1 star general in the Air Force | F. 1953 |

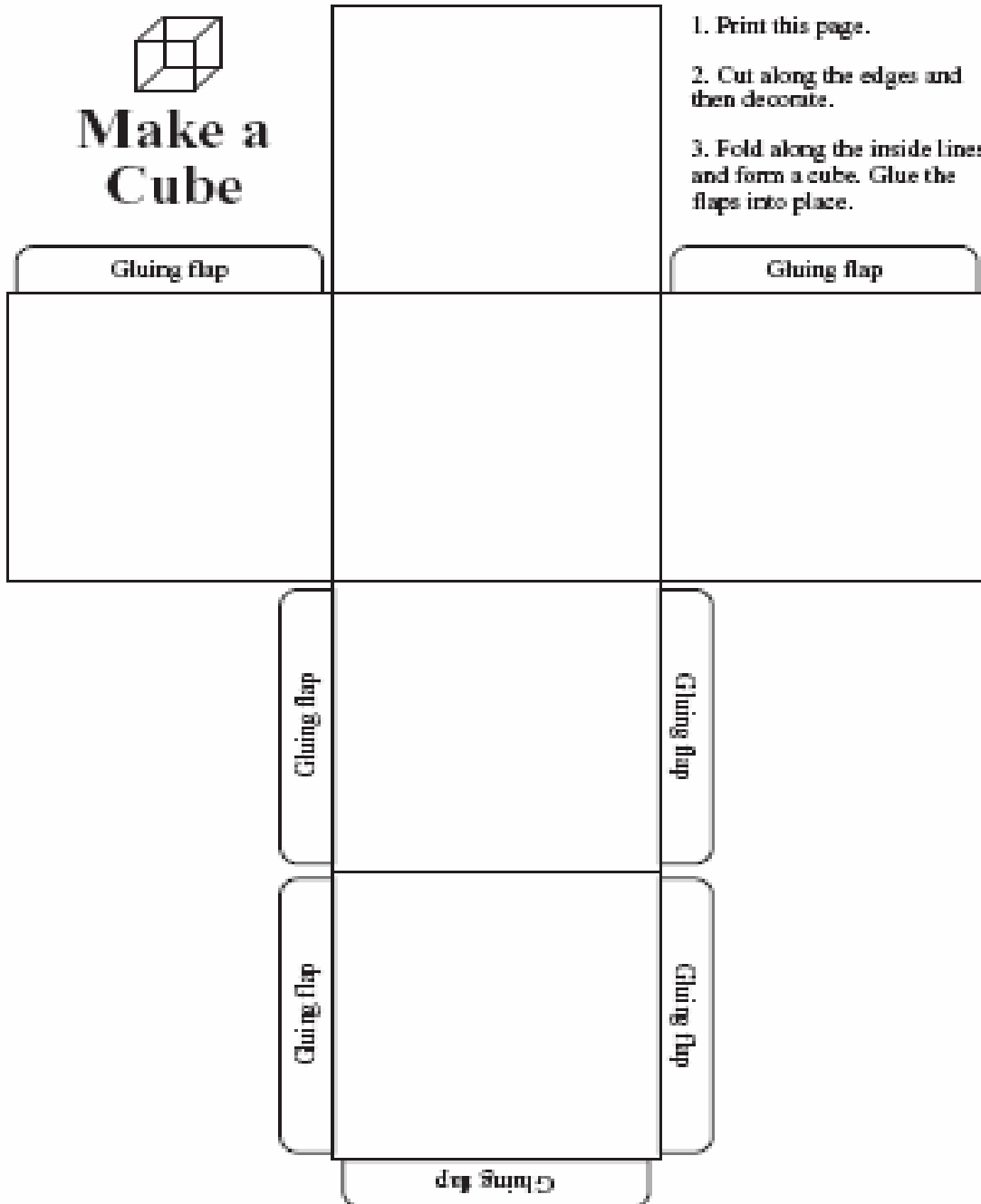
QUESTIONS

1. How long was the pilot training program at Tuskegee?
2. List the 5 planes flown by the Tuskegee Airmen.
3. Why was the 332nd Fighter Squadron nicknamed the "Red-Tail Angels"?
4. Who did the Americans fight in North Africa during WWII?
5. Locate the following places on a world map:
Alabama, Italy, Sicily, Germany, North Africa, Mediterranean Sea, Adriatic Sea



Make a Cube

1. Print this page.
2. Cut along the edges and then decorate.
3. Fold along the inside lines and form a cube. Glue the flaps into place.



POETRY PATTERNS

CINQUAIN

A cinquain is a five-lined poem.

Line 1: The topic

Line 2: Two describing words (adjectives)

Line 3: Three -ing words about what the topic does

Line 4: A four-word thought about the topic

Line 5: A synonym for the topic

DIAMONTE

A diamonte is a seven-lined poem. It makes a comparison of two opposites like war/peace, integration/segregation, or prejudice/acceptance.

Line 1: The topic

Line 2: Two describing words for the first topic (adjectives)

Line 3: Three -ing words about what the first topic does

Line 4: A four-word thought about the first topic

Line 5: Three -ing words about what the second topic does

Line 6: Two describing words for the second topic (adjectives)

Line 7: The second topic

HAIKU

Haiku is a three-lined, unrhymed Japanese poem. Each line has the designated number of syllables.

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

FREE VERSE POEM

A free verse poem is whatever you want it to be.

SIMILES AND METAPHORS

Similes and metaphors compare two things. A simile compares with “like” and “as” while a metaphor uses “is” and “are” when comparing something unknown to something familiar.

A Tuskegee Airman is like a _____.

A bomber escort is like a _____.

Segregation is like _____.

Prejudice is like _____.

Pilots are like _____.

A Tuskegee Airman is as _____ as _____.

A bomber escort is as _____ as _____.

Segregation is as _____ as _____.

Prejudice is as _____ as _____.

Pilots are as _____ as _____.

Tuskegee Airmen are _____.

A bomber escort is _____.

Segregation is _____.

Prejudice is _____.

Pilots are _____.

Make a simile or metaphor of your own:

STORY TREE
Tuskegee Airmen

2 words that describe (adjectives)

3 words that describe the setting

4 words that tell what the Tuskegee Airmen did during WWII

5 words that describe why the Airmen were in a segregated unit

6 words that tell what they accomplished

7 words that tell how the Air Force has changed

8 words that express what you would say if you could talk to an
Airman

BOOKMARK RUBRIC

CATEGORY	4 POINTS	3 POINTS	2 POINTS	1 POINT	Earned Points
EFFECTIVENESS	Highly effective and original, visually appealing illustration, text, layout.	Creative and original, visually appealing illustration, text, layout.	May have used borrowed ideas, less appealing illustration, text, layout.	Reflects minimum effort, rushed or messy illustration, text, layout.	
SUMMARY	Identifies all the important components of the book without revealing the conclusion.	Identifies most of the important components of the book without revealing the conclusion.	Identifies most of the important components of the book but either highlights unimportant events or reveals the conclusion.	Identifies some components of the book, but information is incomplete or focused on less important points.	
WRITING SKILLS	Above grade level regarding vocabulary, style, variety of sentences, intriguing for reader.	Grade level regarding vocabulary, style, variety of sentences, intriguing for reader.	May be weak in vocabulary, style, sentence structure, less intriguing for reader.	Emerging skills in vocabulary, sentence structure, does not capture reader's attention.	
ILLUSTRATION	Illustration is related to the theme/content of the book, is thoughtfully placed, is of high quality and enhances reader's interest or understanding.	Illustration is related to the theme/content of the book, is of good quality and enhances the reader's interest or understanding.	Illustration is related to the theme/content of the book, but lacking in quality.	Illustration seems randomly chosen, is of low quality, or distracts the reader.	
MECHANICS: <i>Spelling, Punctuation, Grammar</i>	No errors in spelling, punctuation, or grammar.	1-2 errors in spelling, punctuation, or grammar.	3-4 errors in spelling, punctuation, or grammar.	More than 4 errors in spelling, punctuation, or grammar.	
TOTAL					

Rubric found at 4Teacher.org

POETRY RUBRIC

CATEGORY	4 POINTS	3 POINTS	2 POINTS	1 POINT	Earned Points
FORMAT	Applies all rules of formula poem; lines, rhythm, syllables, rhyme, theme	Applies most rules of formula poem; 1-2 errors in lines, rhythm, syllables, rhyme, theme	Applies rules of formula poem; 3-4 errors in lines, rhythm, syllables, rhyme, theme	Does not apply rules of formula poem; numerous errors in lines, rhythm, syllables, rhyme, theme	
CREATIVITY ORIGINALITY	Displays significant creative and original thinking, unique concept	Displays creative and original thinking, interesting concept	Less creative, concepts may be based on borrowed ideas	Significant lack of originality, uninteresting concepts	
IMAGERY	Figurative language creates vivid images that contribute significantly to meaning, sound devices (rhyme, alliteration, onomatopoeia) used effectively	Figurative language contributes to meaning, sound devices add to meaning	Figurative language may be overused, underused, or inappropriate to subject, sound devices overused, underused or fail to add to meaning	No or inconsistent/confusing use of figurative language or sound devices	
MOOD/TONE EMOTIONAL IMPACT	Clear mood and tone created through precise choice of language, flow, strong emotional impact	Clear mood and tone created through good choice of language, flow, good emotional impact	Less clear mood and tone due to vague language, lack of flow, less emotional impact	Unclear mood and tone due to vague language, poor flow, no emotional impact	
MECHANICS	No errors in word usage, grammar, spelling or punctuation	1-2 errors in word usage, grammar, spelling or punctuation	3-4 errors in word usage, grammar, spelling or punctuation	5 or more errors in word usage, grammar, spelling or punctuation, interferes with meaning	
TOTAL					

Rubric found at 4Teacher.org

METAPHOR WRITING PROJECT

CATEGORY	4 POINTS	3 POINTS	2 POINTS	1 POINT
FOCUS ON TOPIC (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
SEQUENCING (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
FLOW & RHYTHM (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
WORD CHOICE	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
RECOGNITION OF READER (Voice)	The reader's questions are anticipated and answered thoroughly and completely.	The reader's questions are anticipated and answered to some extent.	The reader is left with one or two questions. More information is needed to "fill in the blanks"	The reader is left with several questions.

Rubric found at 4Teacher.org

SIMILE WRITING PROJECT

CATEGORY	5	4	3	2	1
CONTENT	Example demonstrates effective use of simile and a clear understanding of the concept.	Example demonstrates the use of simile and an understanding of the concept.	Example demonstrates some use of simile and some understanding of the concept.	Example demonstrates a limited use of similes and a limited understanding of the concept.	Example doesn't correctly use similes at all and no understanding of the concept is apparent.
Organization	Example is clearly organized into the steps of the writing process.	Example is somewhat organized into the steps of the writing process.	Example is somewhat organized into the steps of the writing process, but needs some explanation.	Example is loosely organized and the steps of the writing process needs to be explained.	Example is poorly organized and the steps are unclear.
Presentation	Presentation is colorful, neat, easy to read from 3 ft. and demonstrates extra effort.	Presentation is neat, includes some color, and is easy to read.	Presentation is neat some color is used and is difficult to read.	Presentation is sloppy, no color is used and it is difficult to read and/or tell what the pictures show.	Presentation is sloppy, no color is used, and it is difficult to tell what the author has drawn.
Mechanics and Spelling	No errors.	Little or no errors.	Fewer than five errors.	More than five errors.	Errors that are too numerous to count.

BROCHURE/PAMPHLET RUBRIC

CATEGORY	20 POINTS	15 POINTS	10 POINTS	5 POINTS
GRAPHICS/ PICTURES	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
CONTENT - ACCURACY	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
WRITING - ORGANIZATION	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
SOURCES	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
ATTRACTIVENESS & ORGANIZATION	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
SPELLING & PROOF-READING	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads & corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads & corrects the brochure.	Several spelling errors in the brochure.
WRITING - GRAMMAR	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.

Rubric found at 4Teacher.org

THE WORLD MAP RUBRIC

CATEGORY	A	B	C	D
NEATNESS OF COLOR	All features are colored completely.	Most features are colored completely.	Some features are colored completely.	Features are not neatly done.
SPELLING/ CAPITALIZATION	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.
LABELS - ACCURACY	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
LABELS & FEATURES - NEATNESS	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
MAP LEGEND/ KEY	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.
TITLE	Title tells the purpose/ content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title tells the purpose/ content of the map and is printed at the top of the map.	Title tells the purpose/ content of the map, but is not located at the top of the map.	Purpose/content of the map is not clear from the title

BOOKS ON THE TUSKEGEE AIRMEN

Black Knights : The Story of the Tuskegee Airmen.

Homan, Lynn M.
Gretna, La. : Pelican Publishing Co., c2001.

The Tuskegee Airmen.

Homan, Lynn M.
Charleston, S.C. : Arcadia, c1998.

The Tuskegee Airmen.

Brooks, Philip, 1963.
Minneapolis, Minn. : Compass Point Books, c2005.

The Tuskegee Airmen : African-American Pilots of World War II.

De Capua, Sarah.
Chanhassen, MN : Child's World, c2004.

Tuskegee Airmen : American Heroes.

Homan, Lynn M.
Gretna, La. : Pelican Publishing Co., c2002.

The Tuskegee Airmen.

George, Linda.
New York : Children's Press, c2001.

The Tuskegee Airmen : Black Heroes of World War II.

Harris, Jacqueline L.
Parsippany, N.J. : Dillon Press, c1996.

Red-tail Angels : The Story of the Tuskegee Airmen of World War II.

McKissack, Pat, 1944.
New York : Walker and Co., c1995.

LIST OF WEB SITES ABOUT THE TUSKEGEE AIRMEN FOR TEACHERS AND STUDENTS

www.af.mil/news/airman/0299/tusk.htm

“Lonely Eagles”

www.teacherwithmovies.org/guides/tuskegee-airmen.html

Movie “The Tuskegee Airmen

www.nps.gov/tuai/

Tuskegee Airmen National Historic Site

www.af.mil/news/airman/0202/haiti.html

“Tuskegee Memories”

www.afro.com/history/tusk/tuskmain.html

The Sky Was the Limit

www.af.mil/news/airman/0202/crew.html

“A Fateful Mission”

www.afa.org/magazine/world/0802world.asp#anchorthirteen

Benjamin O. Davis Jr.

www.redtail.org/

The Red Tail Project

www.wpafb.af.mil/museum/history/prewwii/ta.html

Tuskegee Airmen at Wright Pat AFB

www.af.mil/news/airman/0201/tusk.html

“Life on the Line”

www.defenselink.mil/speeches/2000/s20000811-depsecdef.html

Address to the Tuskegee Airmen Inc. 29th National Convention

http://users.rlc.net/catfish/liberatorcrew/10_Tuskegee.htm

The Tuskegee Airmen - good pictures

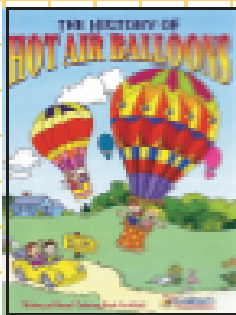
<http://history.acusd.edu/gen/ww2Timeline/Tuskegee.html>

“Tuskegee Airmen of World War II and Tuskegee University

www.afa.org/magazine/july1998/0798integrate.asp

“When the Color Line Vanished”

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Join the "History Kids" as they take you on a journey through time in the creation and development of the Hot Air Balloon.



WOMEN IN AVIATION
Discover some of the amazing women who were pioneers in aviation history.



DAYTON/MIAMI VALLEY: PEOPLE, PLACES AND THINGS
Some of the best history of America is in your own backyard. Start your children's collection of local history with this book.



ADVENTURES IN AEROSPACE
Enjoy fun and interesting facts about the aviation and aerospace industry in America.



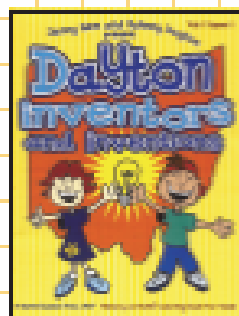
ADVENTURES IN FLIGHT
Take off with this learning activity book that shows the many innovations of flight from the hot air balloon to the space shuttle. This book is dedicated to those flying machines of all periods of aviation history.



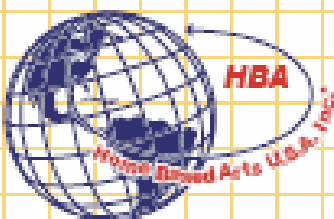
ADVENTURES IN AEROSPACE FORCES IN FLIGHT/THRUST
Learn about jet engines and their special ability to help airplanes fly.



THE TUSKEGEE AIRMEN
Uncover the true historical story about the first African-American fighter pilots in the U.S. Army Air Corps and their ground crews.



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