



EDUCATION GUIDE

October 2020 | Lucasfilm

HOW TO USE THIS GUIDE...

Using segments from the film *“Double Victory: The Tuskegee Airmen at War”* as a starting point, this guide offers a mix of questions, resources, and ideas for lessons and activities. They are intended for application from the sixth to twelfth grade levels in multiple disciplines. Some are more appropriate for older students, and they are highlighted in **blue**. To learn more about the methodology behind this guide, read the postscript by author Vivett Dukes on page eight.



When you see this icon, click to watch the segment from *“Double Victory”*.

ESSENTIAL QUESTIONS:

22:53 - 25:27

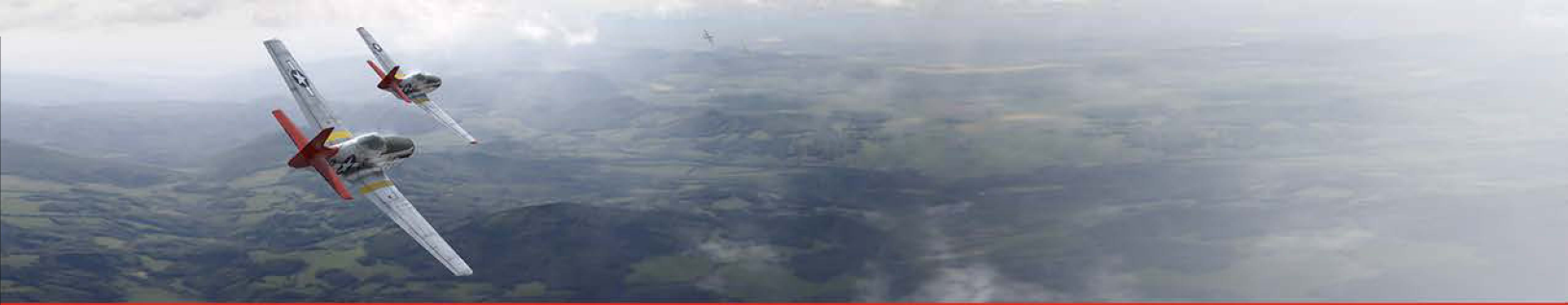



1. What do you think is meant by the phrase and title of this documentary, *“Double Victory”*?
2. Has it been achieved?
3. How can you tell?
4. What role did General Frederick V.H. Kimble play in the attainment of double victory? Support your responses to all questions with evidence from the documentary and supplemental texts.



Pre-Watching Activity: Use a diagnostic assessment to see how much students Know (K) and Want (W) to know about the Tuskegee Airmen. Students will use this document to track their observations throughout their viewing of the film. Once the viewing is completed, invite students to complete the “L” portion (what they learned), as a post-watching discussion activity. See page ten for a sample chart.

High School Pre-Watching Activity: Research project on the Tuskegee Institute, other historically black colleges and universities, and their overall importance to the Black community.




1:46 - 1:50 

Quote analysis:

"Segregation seemed to be the number one aim of the Army."

[Academic vocabulary focus: segregation]



3:10 - 3:26 

"I'd been reading about pilots and World War I. They were all brave. They were all handsome. They all wore long white scarves and I said, 'This is the kind of combat I want to be in.'"

- Lt. Col. Lee Archer, Pilot, 332nd Fighter Squadron

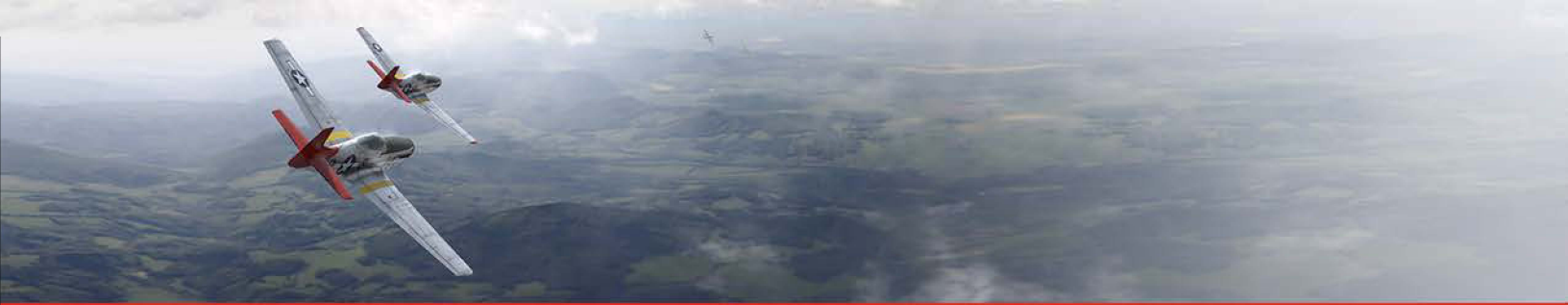
Watching activity: Juxtapose the above quote with Langston Hughes' poem "Harlem." The opening line is "What happens to a dream deferred?" [Click here to read the full poem at the Poetry Foundation.](#)

Guided Questions:

1. How does achieving our dreams propel us forward?
2. How do unfulfilled dreams impact the trajectory of our lives?
3. How difficult was it for Tuskegee Airmen such as Lt. Cols. Charles Dryden and Alexander Jefferson to achieve the academic and professional accolades that they did? How do you know this? Be specific and support your response with evidence from "Double Victory" and/or other supplemental text.



WebQuest: Take students on a virtual field trip, via Mural Arts Philadelphia, to see murals dedicated to the Tuskegee Airmen and learn, through art and interviews, how the Tuskegee Airmen met the challenges that they faced. [Click here to visit the Mural Arts page.](#)



High School Discussion and Extension Activity -- Colorism

Throughout “Double Victory”, we see many Tuskegee Airmen veterans of varying skin color. Research colorism in the Black community and the history of passing as white, as explained in this article from Topic. For further discussion, provide students with supplemental material about white people who choose to pass as Black (Rachael Dolezal, Jessica A. Krug, Dr. Albert Johnson, etc.).

Five Questions About Colorism, from ColorismHealing.com:

1. Why do I have a positive/negative attitude about dark skin?
2. Why do I have a positive/negative attitude about light skin?
3. How did my attitude about skin tone develop throughout my life, particularly my childhood?
4. How has my attitude about skin tone manifested in my words and actions (or the absence of my words and actions)?
5. Why does my reflection on this issue matter?/ How will understanding my attitude about skin color change things personally or communally?

6:43- 7:50



As a long-term project, dissect the document “The Use of Negro Manpower in War,” a report written by the US Army War College in 1925 that underscores negroes as “being lazy, not having enough sense, they had no coordination and lacking of intelligence and bravery necessary to engage in combat.” Click here to download the primary source document from Tuskegee Airmen, Inc.



8:38 - 9:50



As a mini-project, probe into how and why politicians, specifically presidential candidates, pander to Black voters.

Activity: Create a timeline of presidential elections from FDR’s re-election in 1940 to the 2020 election. Demonstrate the myriad of promises candidates have made along their campaign trail to Black voters. Statistically, how many Black voters turned out to vote for each candidate in each election? Analyze the 2020 election and discuss what is similar or different to previous election trends.



19:03 - 20:12 

Conversation Prompts: Discuss the wash-out rate among the cadets in training. Discuss being “cocky” or confident while also showing great skill at what you do.

1. How was demonstrating confidence dangerous for Black men in the 1940s?
 2. How is that dangerous for Black men and women today, and why?
 3. Revisit the feelings of opportunities denied on Black men. Cross-reference excerpts from Michelle Obama’s “Becoming” (2018) about this phenomenon in her own family, with her grandfather in particular. How did missed opportunities solely based on race (not aptitude) impact him? This may be found in chapters one-three of “Becoming.”
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21:26 - 21:54 

Critical Lens Analysis:

“Your nation calls on you to go out and fight and die for your country and you can’t even sit down in a restaurant and eat a hot dog — it’s not a pleasant feeling when you look at it in the long-range and you think what am I giving my life for? What am I volunteering to die for?”

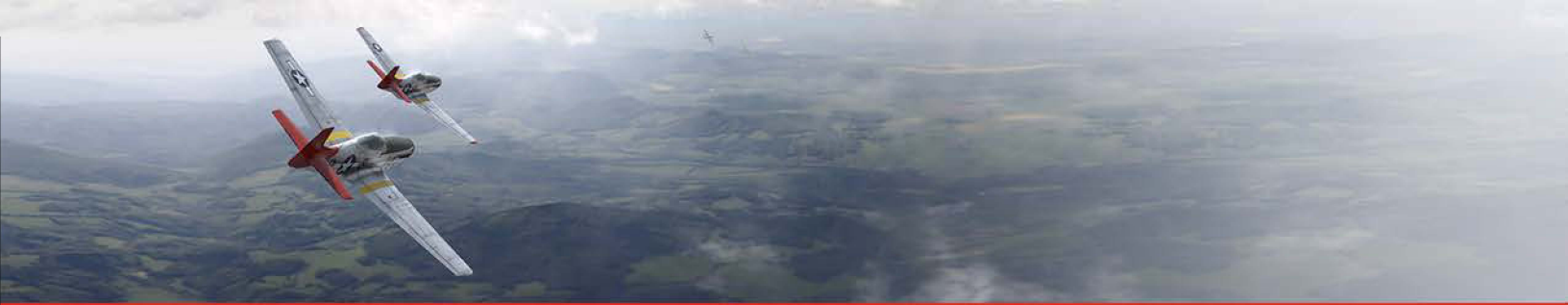
-- 1st Lt. John Leahr, Pilot, 332nd Fighter Group

41:40 - 45:18 


Lt. Col. Charles Dryden discussing treatment of German POW’s in America compared to his own treatment.




HIGH SCHOOL ACTIVITY: Use the above quotes to frame a Socratic Seminar or Fishbowl Discussion.



DISCUSSION QUESTION:

21:54 - 22:04 

Life under Hitler in Germany would be no worse than the racist conditions that African-Americans endured at home in the United States. Do you agree or disagree with this statement? Why or Why not? Explain.


27:48 - 30:30 

Long-Term Research Project: Study the life and legacy of General Benjamin O. Davis, Jr.


Guided Questions:

1. What words come to mind as you interrogate the events of his life and how he chose to handle them?
2. Discuss the trauma he endured through a Social-Emotional Lens.
3. Discuss the importance of mentorship and leadership for Black men by a fellow Black man of respect and stature.



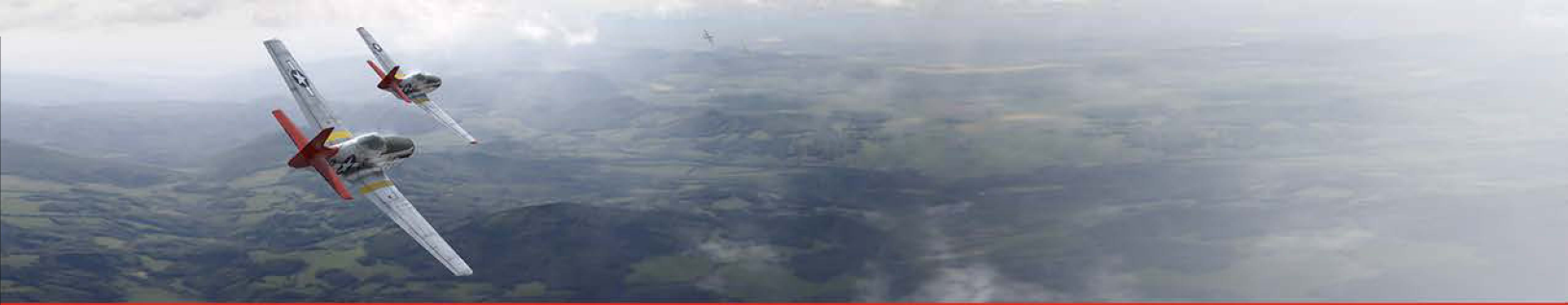
31:52 - 34:00 

1. What did it mean then to be a white ally and co-disruptor of systemic and institutional racism? What does it mean now?
2. What does it mean to be fair? Compare and contrast General Noel F. Parrish and First Lady Eleanor Roosevelt with a contemporary white ally of the teachers' or students' preference.

45:20 - 50:58 

The damning report. Davis' response.

1. Discuss W.E.B. DuBois' theory of double-consciousness from "The Souls of Black Folk". [Click here to access the full text via Project Gutenberg.](#)
2. After reading a selection, what do you think it is like to be Black in America?
3. What types of pressures come with that existence? Describe the theme of Black excellence repeated throughout "Double Victory".



High School Activity: Listen to Jay-Z's track "Legacy" from his 4:44 album. [Click here to stream.](#)

DISCUSSION QUESTION: Who determines whether or not Black excellence has been achieved — Black people or white people?



58:43 - 1:05:17 ✈️

DISCUSSION QUESTIONS

1. How dangerous were the Tuskegee Airmen's bomber escort missions? Be specific. Cite evidence from the clip to explain and support your thinking.
2. Are the gains of war worth the costs? Why or why not?
3. Discuss the traumas of war for the Tuskegee Airmen who engaged in combat.

1:14:00 - 1:22:07 ✈️

Research the unrelenting racism the bomber pilots and crews with the 477th Bombardment Group experienced.

1. How did racism manifest for these Tuskegee Airmen?
2. What systems were put in place to ensure that oppression and segregation remained intact?
3. How do African-Americans continue to be the recipients of racist practices today?
4. How did the bomber crews "fight back" at Freeman Field? How does someone "fight back" now?
5. The Freeman Field incident is often called a "mutiny". Do you think that word best represents the actions those Black officers at Freeman took? Is it possible to see their actions as ones of civil disobedience or simply a refusal to accept an unjust rule, rather than a "mutiny"?
6. Discuss the punishment that 2nd Lt. Roger "Bill" Terry received for standing up for his rights as well as the way the Black veterans were greeted upon return to the U.S. via a class Socratic Seminar or Fishbowl Discussion.





Primary Source: Read Executive Order 9981, issued by President Harry Truman in 1948, ending racial segregation in the U.S. Armed Forces. [Click here to access via OurDocuments.gov.](#)

1:24:07 - 1:30:21 

Essential Question: How did the Tuskegee Airmen pave the way for the Civil Rights movement in America?





AUTHOR'S POSTSCRIPT

Hello Reader,

Let me begin by saying that I am overwhelmingly proud to be a part of this project! If you are reading this, you are in for a real treat! For too long, the lives and accounts of the Tuskegee Airmen have been erroneously overlooked and obscured from the pages of American history books, despite their irrefutable contribution to the Civil Rights movement, here and abroad. I, myself, did not learn about this extraordinary group of Black men until the film “Red Tails” came out in 2012. My life has not been the same since, so you can imagine my enthusiasm at the opportunity to create this guide for you and your students all about my new found favorites – the Tuskegee Airmen.



As a current classroom teacher, I thought of what I like in curriculum guides when I use them to supplement the teaching and learning going on in my own beloved classroom community – not too scripted, yet still with a structure and layout that I can follow and adapt as needed. I have tried to meet those same needs here. In this guide is a mixture of inter-disciplinary questions and lesson ideas with which students in grades six through twelve can grapple and explore. From English Language Arts to Social Studies, Biology to Sociology, there is something here for everyone looking to broaden their scope of the Tuskegee Airmen story. A range of essential and guided questions that frame time-stamped segments of the film allow for easy and specific access that make this guide applicable to the wide-variety of teacher and student needs, no matter how much or how little you plan to use it. That’s what I like best about this guide: there are opportunities for research projects, Socratic Seminars, WebQuests (see the embedded links), and so much more. Reader, I know that you and your students will have as much fun engaging with this guide as I have had creating it. I would love to hear how you are using it, so please feel free to reach out and let me know.

From one colleague to another, thank you so much for setting yourself apart from the rest by teaching your students about the Tuskegee Airmen. They are among the bravest most dignified cadre of men to ever fight for our country – even when our country did not grant them the very freedoms they risked their lives to uphold. They deserve to be studied. They deserve to be revered. May their successes and sacrifices never be lost on us again.

Sincerely,
Vivett Dukes
Twitter – @vivettdukes



CREDITS

Author Vivett Dukes is a teacher, writer, humanitarian, and social activist who holds a B.S. in English and Secondary Education and an M.A. in the Teaching of Writing and Literacy. Vivett is an advisor for the New York Times' Upfront and Scholastic Action and Scope magazines, the Co-CEO/Co-Founder of [SpeakYaTruth.org](https://speakyatruth.org) and One Voice Blog Magazine, and is on the Executive Board of the New York State English Council. She currently teaches ninth-grade English in Manhattan, New York.

With thanks to Professor J. Todd Moyer, University of North Texas and author of "Tuskegee Airmen: Freedom Flyers of World War II" (2010), and Madlyn Burkert of Lucasfilm for providing helpful feedback. Thanks as well to Cindy Johanson of the George Lucas Educational Foundation for her guidance.

This guide was created at [Lucasfilm](https://lucasfilm.com) in San Francisco, California and published in October, 2020.

K-W-L Chart Directions: Prior to starting the activity, under the “K” section of the chart, write everything you know about the topic of study. Do the same thing for the “W” section, this time writing down everything you want to know about the topic of study. Once you’ve completed the activity, write what you’ve learned about the topic under the “L” section of the chart.

Topic of Study: _____

K	W	L
What I KNOW	What I WANT TO KNOW	What I LEARNED

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