



## Tuskegee Airmen Lesson Plan No. 5

### Consider a Career in Aviation

**Length of Lesson:** 3 – 4 days, 30 minutes each

**Grade Level:** 6 –10

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

### Objectives

Students will:

- Read about and discuss the Tuskegee Airmen and their impact on aviation careers
- Contrast treatment of the Tuskegee Airmen with Navajo Code Talkers
- Identify careers related to aviation and discuss if males and females had equal opportunity in chosen careers
- Research a chosen aviation career. Career Exploration (physical education & lifetime fitness)  
Institutions & Traditions in Society (social studies)

### Vocabulary

- Career
- Obstacles
- Bravery
- discrimination

### Materials or Equipment

- Books or research about the Tuskegee Airmen
- Books or research about the Navajo Code Talkers
- Books about aviation careers
- Speakers from different areas of aviation, if possible



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- Computer(s) with internet access

### Learner Framework Theme

Write in the theme that the activity is focusing on.

1. Culture \_\_X\_\_
2. Abilities \_\_X\_\_
3. Motivation \_\_X\_\_
4. Resilience \_\_\_\_\_

### Activities

Ask students if they have ever thought about a career in aviation. Have them brainstorm jobs that are available in the area of aviation. (See list below for some suggestions) Ask them if they know anyone who has any of these jobs. Discuss the role that the Tuskegee Airmen played in aviation. Research some of the careers that the Airmen continued in after the War. Discuss how their experiences with discrimination may have helped them be even more successful in life. Discuss how it would make you feel if you were told you couldn't have the job you really wanted just because of the color of your skin or your gender (discuss discrimination). Would they still pursue it? Why? Discuss how discrimination impacted the careers of the Tuskegee Airmen.

Have students work alone or in pairs. Ask them to choose an aviation career and research it for the following information: salary range, educational requirements, who would employ them, and a description of the job responsibilities. You could also encourage them to interview someone who has that career, particularly a person of color. Ask them to include a short paragraph reflecting on what advice a Tuskegee Airmen would give them about pursuing their career goals. Have them to submit their report in writing or as a presentation to the class.



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#### Career Opportunities in Aviation

**Pilot** – airline, military, corporate, helicopter, agricultural pilots, air traffic reporter, astronaut, flight instructor

**Operations** – air traffic controller, fire and rescue, flight dispatcher, maintenance, ground attendant, safety inspector, scheduling

**Manufacturing** – assemblers and installers, electricians, machine tool operators

**Airline and Airport Services** – air freight and cargo agent, baggage handler, customer service representative

**Flight Attendant** – flight attendant, reservation sales agent, sky caps, ticket agent

**Law** – accident investigators, attorney, customs agent, security specialist, sky marshal

**Science** – architects, cartographers, meteorologists, radar and navigation technicians

**Engineers** – aeronautical, civil, electrical, mechanical

**Other** – food service, health services, secretaries, travel agents, information systems specialists

#### Assessment

Teacher and students will define the assessment for the class. Some suggested assessment questions are: Are the students able to identify how discrimination can impact career choices? Does the report include information on the salary, education, who would employ, and a description of the job? Did the reflection paragraph make reference to the obstacles that the Tuskegee Airmen had to overcome? Was the written report clear and organized with correct spelling and grammar usage?



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#### Credits

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

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- Dr. Barbara Shin
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