



# MORRIS CENTER

FOR LOWCOUNTRY HERITAGE

## Grade Levels:

Kindergarten - Fifth Grade

## Duration:

10 minutes to introduce the activity

20-30 minutes for activity

10 minutes to share out at the end

## Materials:

- Paper (drawing and lined)
- Pencils & colored pencils
- Reference list and images of pilots and soldiers
- A copy of *Wind Flyers* by Angela Johnson
- Template of soldier profile activity

## SC State Standards:

SCCCR-Social Studies

5.3.CE, 5.3.E

English Language Arts

(L)2.1, 3.1, 3.2 (W) 3.1

Visual Arts

VA.CR.NM.1.1

## Key Terms:

civil rights

discrimination

prejudice

racism

Tuskegee Airmen

## *Wind Flyers* Soldier Profile Lesson Plan

### Overview

In this study, students will learn about black soldiers from World War II. Through the book *Wind Flyers*, images of soldiers, and class discussion, students will identify a person to honor with a profile. Afterwards, students will draw a picture of the soldier. Then, they will write sentences about the experiences of their honoree.

This activity can be done anytime. It works well as an introduction to the War on Two Fronts exhibition on view at the Morris Center from February 5 - August 13, 2022.

### Learning Objectives

- Students will cultivate awareness of historic events with a focus on black soldiers in World War II.
- Students will practice using elements of art to create a visual image of a soldier's likeness.
- Students will practice writing skills by describing the experiences of their honoree.



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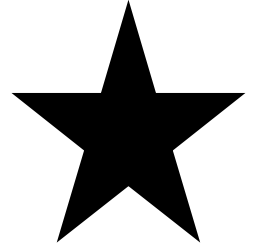
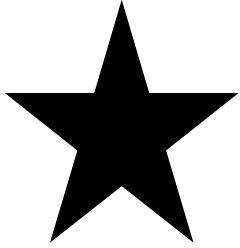
## Activity

- Introduce the activity to your students. *Today we will talk about a group of soldiers who fought in World War II. First, we will read about the journey of one man who dreamed of flying and became a Tuskegee Airman in Wind Flyers by Angela Johnson. [Read book.]*
- Discuss the story with your students.
  - *How did Great-great-uncle know that he wanted to fly? Is there something you have always wanted to do? What is it?*
  - *Have you ever flown in an airplane? Describe what it was like.*
  - *What do you think Uncle means when he says "There was magic in the wind back then"? Notice that the book ends with the narrator describing his flight into "the magical wind."*
  - *Why did the Air Force not want the Tuskegee Airmen at first? Have you ever experienced or witnessed someone being treated differently because of the color of their skin? What did you experience and how did it make you feel?*
  - *There were other groups of black servicemen and women in World War II.*
- Present some examples of soldiers from the links below. Have students write 3-5 sentences or use words to describe what they think their life was like as a soldier. Students can also use pictures to illustrate words.
- *You will now use your pencils and colored pencils create an image that you feel represents the soldier you chose. [Depending on the grade level you may want to give students some specific guidelines.]*
- Students should share their stories and images to the class.

Online Resource Listing of Soldiers:

[https://en.wikipedia.org/wiki/List\\_of\\_Tuskegee\\_Airmen](https://en.wikipedia.org/wiki/List_of_Tuskegee_Airmen)

<https://www.loc.gov/vets/stories/ex-war-buffalosoldiers.html>



A series of 15 horizontal black lines are arranged in a column, providing a space for writing. The lines are evenly spaced and extend across most of the width of the page.



Robert P. Madison

Robert is from Ohio. He went to Howard University, where he learned about how to become an architect. That is a person that designs buildings. Robert joined the Army in 1942. In the war, he went to Italy. Robert and the other black soldiers were segregated and did not serve with white soldiers. When he returned to Ohio, he worked as an architect. He faced discrimination in his job because of the color of his skin.