

Key Question

What was the significance of the Tuskegee Airmen?

Vocabulary

Academic vocabulary

- allow (v.), challenge (n.), protect (v.), separate (adj.), significant (adj.)*, support (v.)

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

(*) word appears in the lesson but not the book

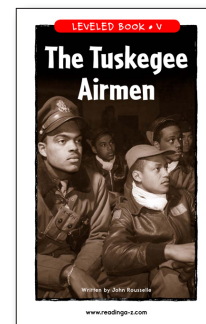
Story words

- civil rights (n.), discrimination (n.), experiment (n.), fighter (n.), segregated (adj.), World War II (n.)

Enrichment words

- combat (n.), equality (n.), escort (v.), formation (n.), invasion (n.), mission (n.), obstacles (n.), squadron (n.)

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *The Tuskegee Airmen*.



Ask and answer questions

After reviewing the table of contents on page 3, have students list questions that they have related to each of the topics. As students read, have them highlight answers to these questions in their books.

Text features: Analyze maps and captions

Have students locate the map on page 9. Ask students: *What is the title of the map? Would you understand the map without the title? What does the key tell us about the map? Why are keys important when reading a map? What can you summarize after studying the color-coded map?* Have students read the caption. Discuss additional information provided by the caption in addition to looking at the map.

Graphic organizer: Cause and effect

Show students the lesson [graphic organizer](#). Explain or review the terms *cause* and *effect* and their purpose (*to show readers what happened and the reasons for why something happened*). Further clarify these terms by stating that to find an *effect*, readers ask “*what happened?*” and to find a *cause*, readers ask “*why did this happen?*” Invite students to give an example of a cause-and-effect relationship and write in on the graphic organizer above the headings *Cause* and *Effect*.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- Why was the 99th Pursuit Squadron known as an “experiment”? (level 3)
- What irony existed within the Tuskegee Airmen’s fight to free Europe from the Nazis? (level 3)
- What effect did the Tuskegee Airmen “experiment” have on the war? (level 2)
- What positive event resulted from the success of the Tuskegee Airmen? (level 1)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Write effects and their causes in the chart.

Cause	Effect