



National Museum of the U.S. Air Force® 100th Anniversary of World War I • Scavenger Hunt

Welcome to the National Museum of the U.S. Air Force. This self-guided tour provides a brief history of aviation during World War I. Follow the italicized directions as you move through the Early Years Gallery and learn more about the aircraft, people and events of this period in history.

Your tour will be conducted exclusively in the museum's Early Years Gallery. From the lobby, go through the gift shop toward the uniformed mannequins. At the mannequins, turn right, and you will see the entrance to Early Years.

Enter the gallery, and move toward the Wright 1909 Military Flyer. This airplane has two men seated in it. Turn right and go to the blue and white wall panel. Read the section titled "Tragedy Strikes."

1) Who was the first military person to be killed in an airplane?

- A Orville Wright
- B Lt. Thomas Selfridge
- C Lt. Frank Lahm

Turn left, past the 1909 Flyer and continue to your left. To your left is a green airplane with a red nose. This is the SPAD VII. Read the information in front of the SPAD.

2) Which two countries were so impressed with the performance of the SPAD that the airplane was adopted for combat squadrons?

- A Spain and the U.S.
- B Russia and France
- C France and the UK

Turn right and move to the blue and white wall panels on the right side of the gallery. You will see a glass exhibit case on the wall. To the left of this case is a text panel discussing the first African American aviator, Eugene Jacques Bullard.

3) What rank did Bullard achieve while enlisted in the French Foreign Legion?

- A Captain
- B Major
- C Corporal

Turn left until you see the black wall behind you with a section titled "World War I Combat." Read the first text panel on this wall.

4) Most World War I fighter pilots from the 103rd Squadron came from what group?

- A The Lafayette Escadrille
- B The Savannah Stumpers
- C The U.S. Air Force

Turn right and go toward the airplane with blue and white stripes on the nose. This is the Nieuport 28. Read the text panel to the left of the airplane.

5) What was one of the major problems with the Nieuport ?

- A The wheels fell off the fuselage
- B The wings often shredded
- C The gun would shoot holes in the propeller

Look up and to your left. Overhead you'll see a brown, triplane (3 wings) hanging upside down. This is the Fokker Dr I. Turn left until you see a green biplane (2 wings) with a white nose. This is the Sopwith Camel. Information about this airplane is on a text panel in front of the airplane. After reading about the Fokker, move to the information about the Sopwith and read it.

6) The Fokker and Sopwith were often paired against each other in combat during World War I. Which aircraft was better suited for combat? Why?

Move past these airplanes, look up and to the left. Here you will see a large observation balloon. Read the text panel under the balloon.

7) What Ohio based company helped produce the rubber necessary for these observation balloons?

- A Michelin
- B Pirelli
- C Goodyear

Turn left and toward the large wooden wind tunnel. On the wall, past the wind tunnel, is a glass exhibit case. Look for the altimeter inside this case.

8) An altimeter is used to measure what in an airplane?

- A Altitude
- B Speed
- C Temperature

Turn right and move toward the purple airplane on your left. This is the Fokker D. VII. Go past this airplane toward the large propeller airplane with "Ca 11504" written on the nose. This is the Caproni Ca. 36. Across from the Caproni is a green and brown biplane; this is the LePere or LUSAC. Read the information in front of this airplane.

9) For what does LUSAC stand ?

- A Laminated Underside Aircraft
- B LePere United States Army Combat
- C Louise's Unistratus Army Crate

Turn left go past the Caproni and move toward the blue and black wall. Turn left into the corner with text panels on it. One of the panels is titled "Strategic Bombing." Read all of the information on this panel.

10) In letters and memos, Caproni argued for strategic bombing. What does strategic bombing mean?

- A Bombing only military bases and military encampments
- B Bombing railroads, ports, manufacturing plants and other site that would hurt the war effort for the enemy
- C Bombing away from the troops as a means of diversions

Turn to your right and move to the blue wall panels to your left. Go to the panels titled "Flights to High Altitudes." Go to the newspaper titled BLIC Ledger. Read the article on the left side of the paper titled "Macready Warned he may become a Satellite in Space."

11) What were two concerns, other than the one mentioned in the title, expressed by scientists about Macready's flight?

Turn left until you see a red and gray exhibit case. Go to this exhibit and read all the panels that discuss World War I Medal of Honor recipients. Capt. Eddie Rickenbacker was a recipient of this award. He was also a member of the "Hat in the Ring" squadron.

12) Carefully examine this exhibit and find two examples of this squadron's symbol. Where are the symbols located?

Go to the front of the exhibit where the mannequins are located. Continue past the mannequins toward a large green biplane on the left with a small blue star on the nose. This is the Martin MB-2. Continue past the MB-2. Turn left and go to the wall behind the MB-2 to the section titled "Brig. Gen. William "Billy" Mitchell." Read all the information in this section.

13) General Mitchell told the Army Air Corps that changes would be necessary to prevent threats by other countries on American soil. What specific event did Mitchell suggest could occur if these changes were not made?

Turn right and go to the left wing of the MB-2. Turn left until you see the nose of a small blue and yellow airplane. This is the P-26 Peashooter. Go past this airplane to the large blue and yellow airplane to the right of it. This is the Martin B-10.

14) List some of the innovations provided by the B-10.

Turn left and go to the blue and yellow airplane that appears to have crashed. Continue forward to the exhibit with a soldier working on a airplane. The exhibit is in recognition of the American Eagle Squadron.

15) Read all of the panels at this exhibit and provide some suggestions as to why these squadrons were useful.

Thank you visiting the National Museum of the U.S. Air Force and we hope that your visit was enjoyable.

An answer key is provided on the next page.

ANSWER KEY:

- 1) *B. Thomas Selfridge*
- 2) *C. France and Great Britain*
- 3) *C. Corporal*
- 4) *A. The Lafayette Escadrille*
- 5) *B. The wings shredded — this often occurred when the airplane was in a high-speed dive required in "dogfights"*
- 6) *The Fokker had two machine guns, could travel at 103 mph with a range of 185 miles and a ceiling (maximum altitude) of 19,685 feet. The Sopwith also had two machine guns, but traveled at 112 mph, with a range of 300 miles and a ceiling (maximum altitude) of 19,000 feet.*
- 7) *C. Goodyear — the company in Akron, Ohio helped produce the rubber for the observation balloon*
- 8) *A. Altitude*
- 9) *B. LePere United States Army Combat.*
- 10) *B. Bombing railroads, ports, manufacturing plants and other site that would hurt the war effort for the enemy*
- 11) *Scientists stated that Macready would (1) lose oxygen and (2) gain pressure at 10,000 feet.*
- 12) *The symbol of Rickenbacker's squadron is a ring with a hat inside (Hat in the Ring). One symbol is located in the bottom, left-hand picture of Rickenbacker's airplane. A second symbol is located on an airplane panel inside the glass exhibit with the mannequins.*
- 13) *General Mitchell warned of a Japanese attack on American soil, specifically in the Pacific.*
- 14) *Some of the innovations provided by the B-10 were (1) internal bomb storage, (2) rotating gun turret, (3) retractable landing gear, and (4) enclosed cockpit.*
- 15) *Some possible answers are listed below.*
 - (1) Already in position, they provided speed of readiness.*
 - (2) Experience for the pilots.*
 - (3) Pilots were already in Europe when the U.S. became involved.*