



# AIRBORNE & SPECIAL OPERATIONS MUSEUM

## GRADE 1 Curriculum Guide

**NOTE TO TEACHERS:** This curriculum guide is intended to enhance your visit to the Airborne & Special Operations Museum. By incorporating information and experiences available at the museum with the NC standard course of study for first-graders, your visit here will be made more meaningful for your students. The following questions, observations and exercises reinforce specific competency goals and skill objectives for first grade students in the North Carolina Public Schools.

1. (This relates to competency goal 2 – learning to identify and exhibit qualities of good citizenship . . .)
  - a. Discuss beforehand with your class their visit to the Airborne & Special Operations Museum. Inform them that the museum staff and volunteers are aware they are coming and that these new people are eager to meet them and help them have a good visit.
  - b. If you can arrange your visit so that you arrive shortly before museum opening, the children can see the flag being raised. This can lead to discussing the concept of patriotism and how to display flag courtesy.
2. (This relates to competency goal 1 – analyzing how individuals, groups and families are similar and different)
  - a. Tell your students that the volunteers who will greet them at the museum are men and women much like their own grandparents. Some of the volunteers are veterans. Talk with the children about why these volunteers spend so many unpaid hours working at this museum.
  - b. In the museum theater, your students will see a 14-minute film, *Descending From the Clouds*. Back at school, ask why it is important for people to be quiet in a movie theater.
3. (This relates to competency goal 1 – learner will analyze how individuals, families and groups are similar and different)
  - a. In the military, people wear symbols of their rank on their uniforms. Many examples of this can be seen in the museum. Discuss with the children the idea of authority and responsibility that is associated with rank.

- b. Ask children to develop scenarios of soldiers behaving responsibly and irresponsibly. Considering that soldiers have weapons, what are the possible consequences of irresponsible behavior?
  
- 4. (This relates to competency goal 4 – the learner will explain different celebrated holidays and special days in communities.)
  - a. Ask the students to discuss why the 4<sup>th</sup> of July is an important holiday in America; let them plan a virtual birthday party for America that celebrates the founding principles of our nation. What patriotic holidays do other nations celebrate?
  - b. Discuss how important a strong military has been to our nation since it was founded. Discuss the significance of another American holiday, Memorial Day.
  
- 5. (This relates to Competency goal 5 – the learner will express geographic concepts in real life situations)
  - a. Use a city map to describe the museum’s location relative to the school location. Discuss the importance of a city’s center to its identity and why a healthy city center is good for the entire community.
  - b. Inform children that Fayetteville is home to Fort Bragg and Pope AFB and that people from those military installations are all over the world, protecting and defending America’s interests. By the same token, people from all over the world call Fayetteville home. Ask if any of the children were born in far-away places, or have family in far-away places, and show them that place on the map.

First graders continue to develop concepts, generalizations, and skills introduced in kindergarten as they learn about their neighborhood and community, and extend their knowledge of others throughout the world. Students explore characteristics of the local government while expanding their understanding of justice, authority, and responsibility. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities.

1. Ask your students to find a picture or story about soldiers from an outside source and share it with the class.
2. Assist the children in conceptualizing other kinds of museums; what other kinds of museums are there? Could a museum be created in your classroom?
3. Ask the children to draw pictures or write a brief note to the volunteers at the museum who interacted with them.
4. Teach the children how to behave when the flag is being raised or lowered. Discuss the symbolic importance of the American flag.