



# AIRBORNE & SPECIAL OPERATIONS MUSEUM

## GRADE 2 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 second 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 2<sup>nd</sup> grade students in the North Carolina Public Schools.

1. (This relates to competency goal 2 – learning to evaluate relationships between people and their government)
  - a. Discuss before your visit what a museum is. Ask the children to consider how a museum is different from a school, a library, or a theater. How is a museum like a school, a library or a theater?
  - b. Discuss with your students the various kinds of museums we have in our community as well as others in different cities.
2. (This relates to competency goal 1 – learning to identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.)
  - a. Discuss with your class the role of tax money in building a community. This museum was built with millions of dollars of private money and tax money. What other institutions in our community receive funding from tax money?
  - b. In the museum theater, your students will see a 14-minute film, *Descending From the Clouds*. “Ben Franklin” is the narrator. Discuss with the children how our government has evolved since Ben Franklin lived.
3. (This relates to competency goal 5 – learner will understand the relationship between people and geography in various communities.)
  - a. Discuss with the children how important maps are to soldiers. Identify how many countries on the globe are referred to in the museum displays.

- b. In discussions of weather, talk about how weather affects military operations. The D-Day invasion was determined with much consideration of weather conditions. Why was this important?
4. (This relates to competency goal 7 – the learner will apply basic economic concepts and evaluate the use of economic resources within communities.)
  - a. Discuss how war and military conflict can produce a scarcity of basic commodities in other countries.
  - b. In discussions about money, illustrate the difference in American money from the money of other nations. What do other coins and bills have in common with American coins and bills?

The second grade study emphasizes community life in a variety of contexts with a major focus on geography. Students examine how communities may be linked to form larger political units, and how there are cultural geographic and economic ties. Through their study of various patterns of community living, the students begin to understand that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and human traditions. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic and economic factors that help bind communities together through both time and space.

1. Ask your students to summarize a movie or television show about soldiers and the military.
2. Have the students plan (and construct a replica of) a healthy community, including the various institutions that would contribute to the well-being of its people.
3. Ask the children to share their feelings about conflict, leading them to understand the actions of individuals and the governments of nations.
4. In discussions of good citizenship, remind the students of the volunteers they meet at the museum. Where else do they encounter volunteers? How important is volunteerism to our society?