



AIRBORNE & SPECIAL OPERATIONS MUSEUM

GRADE 4 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 4th 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 4th grade students in the North Carolina Public Schools.

1. (This relates to competency goal 4 – learning to analyze social and political institutions in North Carolina, such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.)
 - a. Military units at Fort Bragg have been a part of North Carolina life since 1918. It began training airborne soldiers in 1942 and still do today. Discuss with your students the way Fort Bragg has changed over time. The changes in the world have affected how that military institution has changed – how has that affected North Carolina?
 - b. Discuss with your students how Fayetteville has changed just in the time period the museum focuses on – 1940 to the present. How has Fort Bragg affected that change?
2. (This relates to competency goal 1 – the learner will apply five themes of geography to North Carolina and its people.)
 - a. Fort Bragg is an important training post. In WW II, North Carolina trained more soldiers than any other state. Why is Fort Bragg’s physical environment a good place for soldiers to learn how to be better soldiers? What is the greatest disadvantage Fort Bragg’s physical environment poses to training of soldiers?
 - b. Protecting our natural environment is important. Discuss how compromises between modern land usage and protecting wildlife can be achieved.
3. (This relates to competency goal 5 – learner will examine the impact of various cultural groups on North Carolina.)

- a. General William Lee of Dunn is known as the “Father of the Airborne.” Your students will learn about him and his accomplishments at the museum. Discuss with the children how many soldiers live in North Carolina. How are they different from other North Carolinians? How are they just like everyone else?
- b. In discussing the people of Fayetteville, talk about how life in our city has been affected by people who came here from other places. For example, the International Folk Festival was begun by a group of people most of whom were from other places. How do military people affect life in Fayetteville?

Fourth grade students proceed from the study of individuals who make a difference in their communities and the world to a study of North Carolina. Students explore geographic regions, landforms, climate and resources of the state. They learn about the state’s social, economic, and political institutions and how these institutions respond to the needs of North Carolinians. Students build a base of knowledge about economic principles and technological developments, about past experiences in the state and about present day practices. They study the land and its people analyzing the diverse groups that have contributed to the development of North Carolina beginning with the American Indians up to the Revolutionary period. Additionally, students have the opportunity to draw parallels between contemporary issues and their historical origins.

1. Ask your students to make an oral report on the Airborne & Special Operations Museum, following a visit there. They can draw from their memories of the exhibits, the printed material they get there, and other sources of information, including the museum’s web site.
2. Have the children design a bumpersticker that communicates their feelings about the role the military plays in our state; have them consider the economic impact, the effect on the environment, and other relevant factors.
3. Permit the children to invite a military representative to the classroom to discuss the role of the military in our nation’s history and that of North Carolina.
4. In discussions of good citizenship, encourage a discussion of voting rights as they apply to members of the military. Do they vote in their home state or in the state they live in while on active duty? Should they vote in North Carolina while they are living elsewhere on active duty?