



AIRBORNE & SPECIAL OPERATIONS MUSEUM

GRADE 5 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 5th 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 5th grade students in the North Carolina Public Schools.

1. (This relates to competency goal 2 – learning to analyze the political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior)
 - a. Several military campaigns in recent history have involved nations in Latin America. See if your students can name them after visiting the museum.
 - b. Discuss with your students the reasons why the United States has an interest in the stability of Latin American countries.
2. (This relates to competency goal 1 – learning to apply key geographic concepts to the United States and other countries of North America.)
 - a. At the museum, children have an opportunity to see how soldiers' uniforms are related to the physical environment in which they serve. See if the children can differentiate among the various uniforms of soldiers who serve in very cold northern regions of the Western Hemisphere, in very warm tropical regions and in the temperate regions.
 - 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 soldiers use and adapt to the physical environment in carrying out varying missions.
3. (This relates to competency goal 2 – learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and judicial functions.)
 - a. Several military campaigns have taken place in recent history in the Western Hemisphere – Panama, Grenada, etc. Have the children research

why these operations happened and how it changed the lives of the people of those places.

- b. Ask the children to research what other nations have airborne troops in their military services. Do they have special operations troops? What kinds of missions are they used for?

Fifth grade study extends the focus to geographic regions of the United States, Canada, Mexico, and Central America. Students learn about the people of these nations and the physical environments in which they live. As they examine social, economic, and political institutions, students analyze similarities and differences among societies. Concepts for this study are drawn from history and the social sciences, but the primary discipline is cultural geography. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

1. Ask your students to research the military campaigns that have included forces from other Western Hemisphere nations allied with the United States.
2. Currently, American military forces are located in a number of Latin American nations, including Columbia. How is the military serving in the War on Drugs?
3. Ask the children to share their feelings about conflict, leading them to understand the actions of individuals and the governments of nations. Apply this view of conflict to those that occur among Western Hemisphere nations.
4. Establish a pen-pal connection with your students and those in another Western Hemisphere nation. Encourage the students to frankly communicate about similarities and differences in our way of life and theirs.