



AIRBORNE & SPECIAL OPERATIONS MUSEUM

GRADE 6 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 sixth-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 6th grade students in the North Carolina Public Schools.

1. (This relates to competency goal 9 – learning to analyze the different forms of government developed in South America and Europe.)
 - a. Discuss with your students the role of major international organizations in Europe and the former Soviet Republics, incorporating the concept of “old Europe” and “new Europe.”
 - b. After the museum visit, talk with your students about how the world has changed since World War II, focusing on the geo-political changes in the countries where much of World War II was fought.
2. (This relates to competency goal 10 – learning to compare the rights and civic responsibilities of individuals in political structures in South America and Europe.)
 - a. Soldiers from Fort Bragg are currently on peacekeeping missions in the Balkans. Discuss with your class the recent history of the former Yugoslavia and the reasons for its disintegration. What effect did this have on Europe? On America?
 - b. How do the issues of ethnicity and religion affect life differently in European nations and nations from the former Soviet Republic?
3. (This relates to competency goal 8 – learner will assess the influence and contributions of individuals and cultural groups in South America and Europe.)
 - a. In World War II, the Soviet Union was an ally with American forces in fighting Germany. What happened to that alliance post-WW II?

- b. Discuss with your students how the Eastern bloc countries that were once part of the Soviet Union are now thought to be a part of the “new Europe.” How will this affect NATO (the North Atlantic Treaty Organization.)

The focus for sixth grade is on the continued development of knowledge and skills acquired in the fourth and fifth grade studies of North Carolina and the United States by considering, comparing and connecting those studies to the study of South America and Europe, including Russia. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national and global issues that concern them, for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

1. Ask your students to prepare a report on the current status of Bosnia and compare it with information from earlier eras.
2. Have the students prepare a detailed report on the Euro, the currency of several European Union nations. How does the Euro affect these nations, and how does it affect other European nations who are not included in the Union?
3. Assign an oral presentation on how American soldiers liberated Jewish prisoners from concentration camps at the end of World War II. Where were these camps? Why were Jewish citizens of Germany imprisoned in the first place?
4. American soldiers don't only fight battles, they often are part of peacekeeping operations. Encourage a discussion among your students on the pros and cons of having troops from another nation in your homeland.