



AIRBORNE & SPECIAL OPERATIONS MUSEUM

GRADE 8 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 eighth-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 8th grade students in the North Carolina Public Schools.

1. (This relates to competency goal 6 – learning to judge the extent to which North Carolina and the nation shared in the problems of the Great Depression and World War II.)
 - a. Discuss with your students how drastically Fayetteville was changed by World War II and the attendant build-up at Fort Bragg.
 - b. Have your students submit a report on General William Lee, “The Father of the Airborne” who was born in Dunn, North Carolina. What was his role in the development of airborne operations?
 - c. Study the effect of World War II on North Carolina. What was our state’s contribution to the war effort?
2. (This relates to competency goal 7 – learning to analyze changes in North Carolina during the postwar period to the 1970s.)
 - a. Teach your children about the 555th Parachute Infantry Battalion, also known as the Triple Nickles. They were the first black parachute unit. How does life differ for a black soldier when comparing today’s Army to the Army in 1945?
 - b. How has the Army itself changed since 1945, particularly the Army installation of Fort Bragg, North Carolina?
 - c. Have your students submit a report on the effect school segregation had on Fort Bragg’s students. When were the Fort Bragg schools integrated?

Eighth grade students examine the roles of people, events, and issues in North Carolina history that have contributed to the unique character of the state today. Building on the fourth grade introduction, the time frame for this course emphasizes revolutionary to contemporary times. The organization is primarily chronological and reference is made to the key national phenomena that impacted North Carolina throughout these periods. Although the value and methods of historical study as a way of learning about people are stressed, key concepts of geography, civics and economics are incorporated throughout the course for a fuller understanding of the significance of the people, events, and issues. Inherent to the study of North Carolina history is a continuing examination of local, state, and national government structure.

1. Ask your students to interview with older North Carolinians about their service in the military. How did it affect their subsequent lives?
2. Explore the concept of civilian control of the military. Why are the armed services apolitical?
3. A number of well-known military leaders have come from North Carolina. Ask your students to list them, along with their most significant achievement while serving in the armed forces.
4. Discuss with your students the privilege of voting, and why it is important to vote even when one is a servicemember, serving a period of time far from North Carolina.