



AIRBORNE & SPECIAL OPERATIONS MUSEUM

SECONDARY GRADES (GRADES 9-12) 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 high school students, 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 high school students in the North Carolina Public Schools.

1. (This relates to World History, Goal 5 – the learner will analyze the causes and results of twentieth century conflicts among nations.)
 - a. At the Airborne & Special Operations Museum, you will see displays reflecting armed conflict in many parts of the world. Discuss with your students how the cultures of Europe and Japan influenced World War II; how the culture of Southeast Asia affected the Vietnam conflict; and how culture plays a role in the War on Terror in which the United States is currently engaged.
 - b. Engage the students in a discussion of the United Nations and assess the degree to which it is capable of resolving conflict among nations.
2. (This relates to World History, Goal 8 – the learner will assess the influence of ideals, values, beliefs, and traditions on current global events and issues.)
 - a. Ask your students to identify various languages spoken in the world. Where is Farsi spoken? Urdu? What is the most widely spoken language in the world? Why are language skills important to today's soldiers?
 - b. Cultures develop within organizations as well as within societies. Discuss how American military culture was affected by racial integration and the changing role of women in our society.
3. (This relates to American Government competency goal 4 – explain the creation of political interest groups and their influence on the political process.)
 - c. Discuss with your students the influence of social groups within a society on the makeup of their military forces. For example, some believe that the elimination of the draft has caused our military forces to be largely

comprised of an American underclass. Is this an accurate perception? Investigate the military services of other nations – who serves in other nations?

- d. Ask your students to analyze the structure of a large military organization, such as the Army. How does such a large organization, one that must react swiftly in time of conflict, avoid becoming a bureaucracy?
2. (This relates to World History competency goal 8 – analyze problems and assess prospects of an interdependent world –1945 to the present)

The Airborne & Special Operations Museum tells the story of airborne and special operations from 1940 to the present. After visiting the museum, your students will have seen displays depicting the various world conflicts from World War II to the current War on Terror. Engage the students in a discussion of how the very nature of international conflict has changed since World War II.

At the secondary level, grades 9-12, students expand their understanding of history and the social sciences. Following the geographic and historic perspectives of the elementary and middle grades, the secondary level moves to a formal study of world and United States history; links civics and economics in a course intended to provide students with the knowledge, skills, and attitudes to enter effectively into adult citizenship and suggests a variety of social studies electives.

1. Report on the difficulties America faced in fighting World War II on two separate fronts, in Europe and in the Pacific.
2. Compare and contrast the accounts of any battle in World War II, as recounted by opposing forces. For example, the attack on Pearl Harbor probably reads very differently from the Japanese point of view, as would the bombing of Dresden, Germany as seen from the German perspective.
3. Interview people of opposing points of view about the War on Terror and how it should be waged. Identify the areas of agreement and the points on which they are diametrically opposed.
4. Write a letter to the editor supporting or opposing an initiative in which the US military is currently involved.