



U.S. Army Airborne & Special Operations Museum

GRADE 1

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 first-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 first grade students in the North Carolina Public Schools.

TEACHER PREP:

Before your visit, review the museum schedule, restroom/lunch procedures, and expectations for walking safely with a group. Introduce students to the museum as a place where we learn from real objects, pictures, stories, and helpers. Preview important vocabulary such as museum, volunteer, veteran, community helper, symbol, and responsibility. Prepare students to listen respectfully, ask thoughtful questions, and share only what they feel comfortable sharing. If possible, bring name tags, a class roster, pencils, clipboards, and a simple drawing or reflection sheet for use during or after the visit.

COMPELLING QUESTION:

How can people use symbols, responsibility, and service to help their communities?

Before Your Visit

1. (Students will learn how people participate in and contribute to their community. For example, museum volunteers give their time to welcome visitors, answer questions, and help others learn.)
 - a. Discuss beforehand with your class their visit to the U.S. Army Airborne & Special Operations Museum. Inform them that the museum staff and volunteers are aware they are coming and that these new people are eager to meet them and help them have a good visit.
2. (Students will learn how individuals, families, and groups can be alike and different. For example, students can compare ways that volunteers share a commitment to helping the museum while having different backgrounds and experiences.)
 - a. Tell your students that the volunteers who will greet them at the museum are men and women much like their own grandparents. Some of the volunteers are veterans. Talk with the children about why these volunteers spend so many unpaid hours working at this museum.
3. (Students will learn how symbols can show a person's role, authority, and responsibilities. For example, rank insignia on a uniform can identify a leader who is trusted to guide others and make responsible choices.)
 - a. In the military, people wear symbols of their rank on their uniforms. Many examples of this can be seen in the museum. Discuss with the children the idea of authority and responsibility that is associated with rank. Explain that symbols on uniforms can show a person's job or leadership role and talk about how leaders help others and make responsible choices.

- b. Ask children to develop scenarios of soldiers behaving responsibly and irresponsibly. Talk about why it is important for soldiers and all community helpers to follow safety rules and make responsible choices.
- 4. (Students will learn why communities celebrate important holidays and special days. For example, Independence Day celebrates the nation's founding, while Memorial Day honors service members who died while serving the country.)
 - a. Ask the students to discuss why the 4th of July is an important holiday in America; let them plan a virtual birthday party for America that celebrates the founding principles of our nation. What patriotic holidays do other nations celebrate?
 - b. Discuss how important a strong military has been to our nation since it was founded. Discuss the significance of another American holiday, Memorial Day.
- 5. (Students will learn to use maps and location words to connect places in their community with places around the world. For example, students can locate the museum in relation to their school, then identify other places where military families may have lived or visited.)
 - a. Use a city map to describe the museum's location relative to the school location. Discuss the importance of a city's center to its identity and why a healthy city center is good for the entire community.
 - b. Inform children that Fayetteville is home to Fort Bragg and Pope Army Airfield and that people from those military installations are all over the world, protecting and defending America's interests. By the same token, people from all over the world call Fayetteville home. Invite students to share, only if they want to, places where they or their families have lived or visited.

First graders continue to develop concepts, generalizations, and skills introduced in kindergarten as they learn about their neighborhood and community and extend their knowledge of others throughout the world. Students explore characteristics of the local government while expanding their understanding of justice, authority, and responsibility. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities.

During Your Visit

- 1. (Students will learn how symbols communicate a person's role and responsibility. For example, patches, insignia, and the American flag all carry meaning.)
 - a. As your class walks through the galleries, ask students to point out places where they see the American flag or other symbols and badges on uniforms. Encourage them to guess what job, rank, or role a symbol might represent, and check their guesses with a volunteer or docent if one is available.
- 2. (Students will practice respectful, active listening and observation, key skills for learning from real objects, pictures, and stories.)
 - a. Remind students to use quiet voices, gentle hands, and listening ears in the galleries. Encourage them to look closely at photographs, uniforms, and artifacts and notice details before moving on.
- 3. (Students will learn how volunteers and veterans serve their community by sharing their knowledge and time.)
 - a. If a volunteer or docent is available and willing, invite students to politely greet them and ask a simple, prepared question, such as "Why do you volunteer here?" or "What is your favorite thing in the museum?"
- 4. (Students will use maps and location words to connect the museum's exhibits to places around the world.)

- a. Have students look for a map or globe among the exhibits and see if they can find places where soldiers and paratroopers from Fort Bragg and Pope Army Airfield have served or traveled.
5. (Students will record observations, connecting real objects to classroom learning.)
 - a. Give each student a clipboard with a simple drawing or checklist sheet. Ask them to draw or note one object that shows a symbol (like a flag, patch, or badge) and one object that shows someone being a helper or leader.

After Your Visit

1. Ask students, with help from an adult, to find a picture or simple story about a service member or community helper to share with the class.
2. Assist the children in conceptualizing other kinds of museums; what other kinds of museums are there? Could a museum be created in your classroom?
3. Ask the children to draw pictures or write a brief note to the volunteers at the museum who interacted with them.
4. Teach the children how to behave when the flag is raised or lowered. Discuss the symbolic importance of the American flag.