



U.S. Army Airborne & Special Operations Museum

GRADE 2

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 second 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 2nd 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 are communities connected to one another through geography, government, and the economy?

Before Your Visit

1. (Students will learn to evaluate relationships between people and their government.)
 - a. Discuss before your visit what a museum is. Ask the children to consider how different a museum is from a school, a library, or a theater. How is a museum like a school, a library or a theater?
 - b. Discuss with your students the various kinds of museums we have in our community as well as others in different cities.
2. (Students will learn to identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.)
 - a. Discuss with your class the role of tax money in building a community. This museum was built with millions of dollars of private money and tax money. What other institutions in our community receive funding from tax money?
3. (Students will learn to understand the relationship between people and geography in various communities.)
 - a. Discuss with the children how important maps are to soldiers. Identify how many countries on the globe are referred to in the museum displays.

b. In discussions of weather, talk about how weather affects military operations. The D-Day invasion was determined with much consideration of weather conditions. Why was this important?

4. (Students will learn to apply basic economic concepts and evaluate the use of economic resources within communities.)

a. Discuss how war and military conflict can produce a scarcity of basic commodities in other countries.

b. In discussions about money, illustrate the difference in American money from the money of other nations. What do other coins and bills have in common with American coins and bills?

The second-grade study emphasizes community life in a variety of contexts with a major focus on geography. Students examine how communities may be linked to form larger political units, and how there are cultural geographic and economic ties. Through their study of various patterns of community living, the students begin to understand that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and human traditions. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic and economic factors that help bind communities together through both time and space.

During Your Visit

1. Ask students to notice which parts of the museum might have been built or supported with tax dollars, and to look for any signs describing how the museum was funded.
2. Have students find maps in the galleries and count how many different countries they can identify; look for any exhibit about weather conditions, such as D-Day, and discuss how weather may have affected the operation.
3. If a display shows foreign currency, ask students to compare it with American money.
4. Encourage students to greet a museum volunteer and ask what their job involves.

After Your Visit

1. Ask your students to summarize a movie or television show about soldiers and the military.
2. Have the students plan (and construct a replica of) a healthy community, including the various institutions that would contribute to the well-being of its people.
3. Ask the children to share their feelings about conflict, leading them to understand the actions of individuals and the governments of nations.
4. In discussions of good citizenship, remind the students of the volunteers they meet at the museum. Where else do they encounter volunteers? How important is volunteerism to our society?