



U.S. Army Airborne & Special Operations Museum

GRADE 7

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 seventh 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 7th 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 do culture, government, and economics shape life across Africa, Asia, and Australia?

Before Your Visit

1. (Students will learn to recognize the common characteristics of different cultures in Africa, Asia, and Australia.)
 - a. Several military campaigns depicted in the museum took place in various parts of Asia. See if your students can identify those campaigns. How was fighting the Japanese in WW II different from fighting the North Vietnamese in the Vietnam conflict?
 - b. Africa is a continent that has seen great conflict. How do the past conflicts engaged in by African nations differ from those of Asian nations?
2. (Students will learn to identify significant patterns in the movement of people, goods, and ideas over time and places in Africa, Asia, and Australia.)
 - a. Islam is a world-wide religion. Roughly 60-70% of the world's Muslims live in the Asia-Pacific region. Have your students research where the number of people who practice Islam is growing most rapidly.
 - b. Assign an oral report on the country of Vietnam, to contrast life there during the Vietnam conflict and how the country is faring today.
3. (Students will learn to analyze the different forms of government developed in Africa, Asia, and Australia.)
 - a. Talk with your students about the history of Korea, including the division of the peninsula into North and South Korea, and place that history in the context of the world situation today.

b. Analyze the structure of the United Nations and discuss how that international organization affects African nations and Asian nations. (Hint: Look carefully at the make-up of the Security Council.)

4. (Students will learn to recognize the relationship between economic activity and the quality of life in Africa, Asia, and Australia.)

a. Discuss how war and military conflict can affect the economy of Asian and African countries. What are the valuable resources to be found in African countries? Asian nations?

b. Discuss the concept of "vital interests," as it relates to military action undertaken by any nation. Debate what are America's vital interests and predict what might be considered a vital interest of a particular African nation or a particular Asian nation.

The focus for seventh grade is on the continued development of knowledge and skills acquired in the fourth, fifth, and sixth grade studies of North Carolina, the United States, and Europe and South America by considering, comparing and connecting those studies to the study of Africa, Asia and Australia. 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.

During Your Visit

1. Ask students to find exhibits about World War II in the Pacific and the Vietnam conflict and compare the terrain and tactics shown.
2. Have students look for exhibits mentioning Korea and discuss how the division into North and South Korea is represented.
3. Ask students to find any references to the Montagnard people or other ethnic groups from Vietnam.
4. Encourage students to note economic or resource-related information in exhibits about Africa or Asia.

After Your Visit

- a. Using a map of Vietnam, determine where the Montagnard tribes lived. Learn about the role that the Montagnard tribes, which means "Mountain People" in French, played during the Vietnam War.
- b. Study the conflict in Rwanda in the 1990s between the two tribes, the Tutsis and the Hutus. How was this conflict resolved? Another option can be the Eastern Congo (DRC), and how the displacement of many has caused ethnic and regional divisions.
- c. When the government of any specific nation changes, why is this important to the United States of America?