



The First Division Museum's
Main Exhibit

Teachers' Guide

If you have questions or comments regarding educational programs at the First Division Museum,
please contact the Education Department Phone: (630) 260-8274.
E-mail: MTyer@firstdivisionmuseum.org. Web Site: <http://www.firstdivisionmuseum.org>

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Introduction



The main exhibit hall at the First Division Museum chronicles the history of the Army's 1st Infantry Division. Here, students have the opportunity to explore pieces of American military history from the perspective of this single army unit. Interactive galleries within the exhibit provide further insight into the thoughts and feelings of individual soldiers.

Tours of the main exhibit hall will:

1. Identify the 1st Infantry Division's role within each war.
2. Analyze the changes in military operations, military units, equipment and technology over time and geographic space.
3. Provide insight into the personal experiences of 1st Infantry Division soldiers throughout the unit's history.

This teachers' guide will:

1. Provide information and instructions for booking, preparing and executing a successful visit.
2. Provide activities for integrating main exhibit hall tours with classroom study of various military conflicts.
3. Provide information and resources for teachers preparing military history lessons and students studying related topics.

A teacher packet provides a teacher's guide to the main exhibit hall, as well as, a listing of Educational Programs and brochures containing general museum information.

Visiting Cantigny's First Division Museum



Arranging a Visit

The First Division Museum welcomes school groups interested in taking guided tours of its main exhibit hall. Reservations are required and must be made in advance online at www.Cantigny.org or with Cantigny's Visitor's Services Department, at (630) 260-8162.

Fourth grade and older are eligible for guided tours. We are unable to accommodate groups of children who are under the age of ten. All school groups must be accompanied through the main exhibit hall by a museum docent. The museum also requires that schools provide one chaperone per every ten students.

School tours are approximately 45 minutes in length. Your school group may need to be divided for multiple tours. When booking your tour, Visitor Services will determine if your group will need to be split in half, based on your predicted attendance figures. Those groups may be split into smaller subgroups by museum staff, based on the actual number and physical size of the groups.

Visit Guidelines for Teachers and Chaperones

- Your school is scheduled for a specific tour time. Please be on time for your tour. School groups who arrive on time will be given preference over those that arrive late.
- Groups with over twenty-five students who arrive for a single tour time at the museum should be prepared to split the group in half if requested to do so by the museum staff.
- Due to the number of subgroups which may develop, please make sure that all teachers and chaperones are aware of their specific tour times and destinations.
- Please inform your tour guide of special time constraints before beginning a tour. If you don't have time for a full tour, a shorter tour will be given.
- Students should use pencils instead of pens for observation notes or quizzes that your group completes at the museum. Also, notebooks or clipboards are preferable to loose-leaf paper. Propping papers against walls for writing is prohibited.
- Videotaping and photography are not allowed inside the museum.
- Students are only allowed in the main exhibit hall while on a guided tour with a museum docent. They will not be permitted to go back through the main exhibit hall after the tour.
- Food, beverages and gum are not allowed inside the galleries.

Making the Most of Your Visit

Preparing your students for their visit to the First Division Museum will help them better understand and retain the material they encounter. To make the most of your visit, the museum recommends integrating your field trip into the study of the particular wars fought by the 1st Division, rather than using the field trip as an introduction to war.

Pre-Visit lessons should reflect coverage of world political situations surrounding World War I, World War II, Vietnam and the Gulf War. Specifically, students should be aware of world political conditions leading to each conflict, factors contributing to American entry into each war, the major combatants, and the general outcomes, before visiting the museum. This will enable museum staff and volunteers to effectively focus tours on the specifics of military operations such as D-Day.

Pre-Visit activities are included within this teachers' guide. Designed at an intermediate level, these activities can be adjusted to more advanced or elementary level when integrated into your lessons. Currently, the pre-visit activities reflect coverage of the causes of each war fought by the 1st Infantry Division. Teachers are welcome to provide feedback concerning the activities within this guide, or even to submit their own successful pre-visit or post-visit activity ideas for review and possible use within this guide.

If you are interested in submitting your related activities for possible use in teachers' guides, please send a written description to:

Education Department
First Division Museum at Cantigny
1 S 151 Winfield Road
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Illinois Learning Standards



The activities included in this teachers' guide apply to at least one benchmark for the following Illinois Learning Standards. For a more detailed analysis of relevant learning standards, please refer to the Illinois Learning Standards published by the Illinois Board of Education.

Pre-Visit Activities

World War I

- 5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
- 5.B. Analyze and evaluate information acquired from various sources.
- 5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats.
- 14.B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.
- 16.A. Apply the skills of historical analysis and interpretation.
- 16.B. Understand the development of significant political events.

World War II

- 3.A. Use correct grammar, spelling, punctuation, capitalization and structure.
- 3.B. Compose well-organized and coherent writing for specific purposes and audiences.
- 3.C. Communicate ideas in writing to accomplish a variety of purposes.
- 5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
- 5.B. Analyze and evaluate information acquired from various sources.
- 5.C. Apply acquired information, concepts and ideas to communicate in a variety of formats.
- 16.A. Apply the skills of historical analysis and interpretation.
- 16.B. Understand the development of significant political events.
- 16.C. Understand the development of economic systems.

The Vietnam War

- 14.B. Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- 14.E. Understand United States foreign policy as it relates to other nations and international issues.
- 16.A. Apply the skills of historical analysis and interpretation.

- 16.B. Understand the development of significant political events.
- 16.D. Understand Illinois, United States, and world social history.

The Gulf War

- 14.E. Understand the United States foreign policy as it relates to other nations and international issues.
- 15.C. Understand that scarcity necessitates choices by producers.
- 16.A. Apply the skills of historical analysis and interpretation.
- 16.B. Understand the development of significant political events.

Post-Visit Activities

Letters Home

- 3.A. Use correct grammar, spelling, punctuation, capitalization and structure.
- 3.B. Compose well-organized and coherent writing for specific purposes and audiences.
- 3.C. Communicate ideas in writing to accomplish a variety of purposes.

Journal Writing

- 3.A. Use correct grammar, spelling, punctuation, capitalization and structure.
- 3.B. Compose well-organized and coherent writing for specific purposes and audiences.
- 3.C. Communicate ideas in writing to accomplish a variety of purposes.

Interview a Veteran

- 4.A. Listen effectively in formal and informal situations.
- 16.A. Apply the skills of historical analysis and interpretation.

Classroom Discussion Guide

- 5.A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
- 16.A. Apply the skills of historical analysis and interpretation.

Main Exhibit Hall Overview



I. Introduction

What follows is a brief description of the museum's galleries. It provides a better understanding of what students will experience while on a guided tour. It is only intended to serve as a tool. All school groups are shown the Omaha Beach video. Other audio-visual programs are only shown if time permits.

II. Main Exhibit Hall

The main exhibit hall was first opened to the public on 27 August 1992. It chronicles the history of the U.S. Army's 1st Infantry Division within the general context of American military history. The main exhibit hall focuses on the various conflicts that involved the 1st Division. As a result, there is very little information on the Pacific during World War II and the Korean War.

Gallery One: Forming the Division

consists of the lobby area near the entrance to the main exhibit hall. This is where all school tours begin. The gallery is dominated by four pedestals that cover the early history of the various regiments that would one day become part of the 1st Division.

Highlights:

- Life-cast figures featuring uniforms and equipment from the Revolutionary War, Civil War, Philippine Insurrection and Mexican Punitive Expedition.
- Military banners, suspended from the ceiling, and oil paintings depicting historical battles fought by the 1st Division or its predecessor units.

Gallery Two: The Beginning of World War I

is the first of the World War I galleries. It covers America's entry into the Great War, the formation of the 1st Division in 1917, the Battle of Cantigny and the military career of Colonel Robert R. McCormick, former editor and publisher of the Chicago Tribune. McCormick served with the 1st Division during the war and his great respect for the unit led to the establishment of the museum after his death.

Highlights:

- Display showing American uniform and equipment.
- An authentic road sign from the village of Cantigny, France.

Gallery Three: World War I and the Battle of Cantigny

starts the environmental galleries. These galleries give students an idea of what it would have been like to step back into a certain period and place in history. In this gallery, students walk down a back alley in the battered village of Cantigny, observe the devastated countryside known simply as *no man's land*, make their way through a World War I trench and seek shelter in an underground dugout complete with field phones, bunks and a wounded soldier.

Highlights:

- Sound effects ranging from roosters crowing to an artillery barrage.
- A replica of a French Schneider tank looming over the top of the trench.
- A World War I doughboy manning a field phone inside the bunker.

Gallery Four: Interwar and Barracks

begins the interwar period of the 1920's and 1930's. Students then move into a replica of the barracks at Fort Devens, Massachusetts where the 1st Division trained prior to entering World War II. The barracks contain a life-cast figure of Sergeant Belinski, a typical drill sergeant, along with a soldier's bunk, footlocker and gun rack.

Highlights:

- A lighted map display showing how America was drawn into World War II.
- Sergeant Belinski lays down the ground rules for the new recruits.

Gallery Five: North Africa and Sicily

covers the 1st Division's involvement in the North Africa and Sicily campaigns. The first part of the gallery contains a camouflaged gun emplacement complete with a 50mm German field gun manned by a life-cast figure of a soldier from Rommel's Afrika Korps. The remainder of the gallery is set amid the crates and canvas of a supply tent.

Highlights:

- A touch screen featuring interviews with 1st Division veterans, descriptions of period vehicles and equipment and combat situations.
- An audiovisual program on "Operation Husky," the invasion of Sicily. Actual field phones from the war period are used to listen to this presentation, which was made from authentic film and newsreels.

Gallery Six: Landing Craft and Omaha Beach

focuses on D-day, the massive invasion of Europe that took place on 6 June 1944. During this invasion, the 1st Division landed on Omaha Beach in Normandy, France. In this gallery, students sit in a replica of a landing craft and watch an audio-visual program on the invasion. When the program ends, the screen rises, and students walk out onto a replica of Omaha Beach, the day after the invasion. From there, they proceed through an abandoned German bunker.

Highlights:

- The audio-visual program begins with a letter from a soldier who landed on Omaha Beach and is accompanied by a video made from actual footage filmed during the D-day invasion.
- The hedgehogs, barbed wire obstacles and abandoned equipment that make up the wreckage on Omaha Beach.
- A case with one Medal of Honor and two Distinguished Service Crosses.

Gallery Seven: Winter 1944-1945

covers the Normandy to VE-Day period. Students find themselves standing on a cobblestone path near the ruins of an abandoned German factory. Moving up on the factory are 1st Division troops supported by an actual World War II Sherman tank. Sitting at a typewriter, amid the factory's rubble, is a replica of Jack Thompson, war correspondent for the Chicago Tribune.

Highlights:

- A Nazi flag captured from a factory in the German city of Aachen, the first major German city to fall to the Allies.
- A Sherman tank.
- A bullet ridden wall featuring the famous chalk drawing "Kilroy was Here."
- An audio-visual program covering the 1st Division's activities during the Normandy to VE-Day period.

Gallery Eight: Occupation

deals with the early cold war era. It covers the end of the war in Europe on 8 May 1945 through the 1st Division's ten years of occupation duty in Germany and the period leading up to the division's eventual deployment to Vietnam.

Highlights:

- A photographic mural showing American and Russian troops celebrating VE-Day along the Elbe River in Germany.
- A photograph of 1st Division soldiers serving as prison guards during the Nürnberg War Crimes Trials.
- A small chunk of the Berlin Wall brought back from West Germany.

Gallery Nine: Vietnam

is a recreation of the jungles of South Vietnam, an environment in which the 1st Division spent five long years fighting, from 1965 to 1970. Upon entering the gallery, students find themselves walking down a narrow path through a dense jungle. As the path veers off to the right, they come across a replica of a helicopter landing zone (LZ) with ammunition crates.

Highlights:

- Medal of Honor
- Life-cast figures of American and Vietcong soldiers from the Vietnam era.
- Long Range Reconnaissance Patrol (LRRP) mannequin and communications display.
- A ten minute, award-winning, audiovisual presentation on the Big Red One in Vietnam.

Gallery Ten: The Gulf War

is the last gallery in the main exhibit hall. It covers the 1st Division's involvement in the Gulf War, highlighting Operation Desert Storm, the 100 hour ground war that took place in 1991. In the gallery, a life-cast figure of an American soldier in his desert battle dress uniform stands guard behind a sandbag wall.

Highlights:

- A photographic mural showing a 1st Division soldier standing on top of a destroyed Iraqi tank.
- A three part video showing dramatic footage of the 1st Division during the Gulf War.

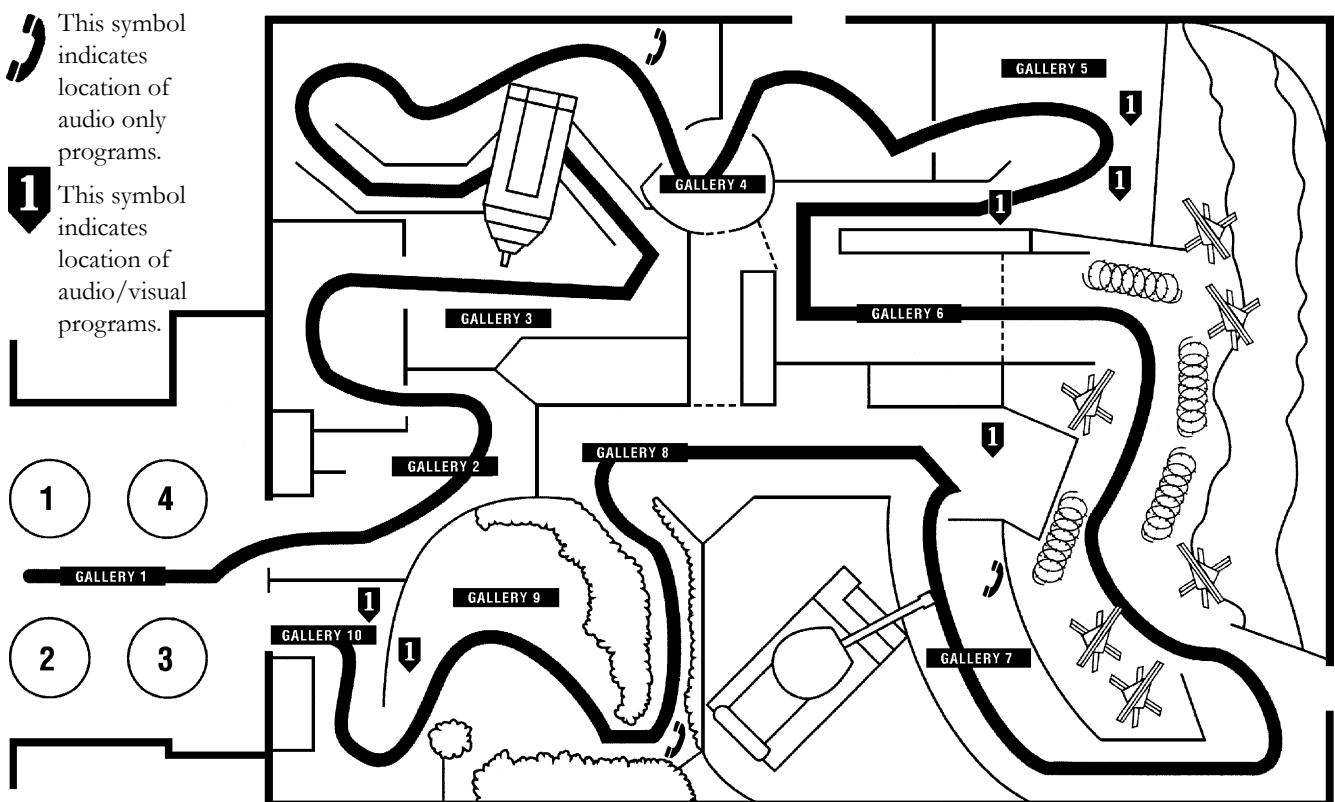
III. Traveling Gallery

Temporary exhibits are displayed in the museum's traveling gallery and are typically on display for a period of one to two years. Past exhibits include; *Chicago Goes to War: 1941-1945*; *Art Goes to War: Images and Uses*; *Saddles and Spurs: Cavalry in the U.S. Army*; *The Dream of Chicago: 150 years of Chicago history*; and *Ready For Duty: American Women Answer The Call*. The 2007 exhibit is *Requiem: Combat Photography in Vietnam*.

Unfortunately, we are unable to provide guided tours of traveling gallery exhibits. However, students may have an opportunity to spend a few minutes in the gallery either before or after their tour.

Note: The traveling gallery is closed during conferences and other special events.

IV. Main Exhibit Hall Map



World War I



Objective:

1. Students will analyze and explain the causes of WWI.
2. Students will familiarize themselves with the geographical location of countries that would participate in WWI.

Materials:

General reference material and a classroom map
Paper and pencils

Instructions:

1. Instruct students to define nationalism, imperialism, militarism, and alliances.
2. Lead a discussion on the meaning of the words above, making sure to ask for examples of each elsewhere in history, or in today's world. Also, discuss their pros and cons.
3. Instruct students to use textbooks or other reference material to research the growth of nationalism, imperialism, militarism and alliances in the late 19th and early 20th Century.
4. Instruct students to draw political cartoons or write skits to explain how nationalism, imperialism, militarism and alliances contributed to World War I. It may be possible for group skits to address all topics at once, however it may help to assign specific topics for the skits as well as the cartoons. To show the concept of distinct perspectives, allow students to create their project from a specific country's perspective (a country that participated in the war).
5. Students should perform their skits or present and explain their political cartoons in front of the class upon completion. Using a map as a visual aid, they should point out the country whose perspective they take.

Background:

World War I began in 1914 after Archduke Franz Ferdinand, the heir to the Austrian Hungarian throne was assassinated by a Serbian nationalist. This event set off a chain reaction as follows:

1. Austria-Hungary declared war on Serbia.
2. Serbia's ally Russia, declared war on Austria-Hungary.
3. Austria-Hungary's ally Germany, declared war on Russia, Russia's ally France, as well as, Serbia.
4. To strike a quick blow at France, Germany invaded France by moving first through Belgium, bringing Belgium into the war against its invaders.
5. In turn, Belgium's ally Britain, declared war on Germany and Austria-Hungary.

This chain reaction of events took place because multiple pre-war agreements among the nations promised military alliances if one country went to war with another.

Why did the European nations weave such a sticky web of alliances? During the late 19th and early 20th Century, the European nations engaged in a race to establish colonies throughout third world regions, such as Africa and Asia. Such imperialism provided them with increased world influence, power and wealth. To protect their interests and gain additional influence abroad, many of the imperialistic powers engaged in military buildups. Watchful of each other's growing military strength, they continued to build their own militaries eventually forming alliances for protection.

The countries of Europe were not necessarily seeking war, but they prepared themselves for possible attacks. Nationalist movements actually ignited war, as was the case when the Austrian-Hungarian Empire went to war with Serbia. From that point, the string of alliances built for defense, brought most of Europe into war.

World War II



Objectives:

1. Students will analyze the causes of World War II.
2. Students will familiarize themselves with the geographical locations of the major countries affected by the outbreak of World War II.

Materials:

General reference material
Worksheet

Activity Description:

Students will take the perspective of the American media in 1939, by writing a newspaper or magazine cover story concerning the events leading up to September 1, 1939. This activity may be completed by individuals or by small groups. The goal is for students to define some key vocabulary words and research specific events piecing together a “cover story” to update Americans on events in Europe and Asia. Their cover story should not only update Americans on the events they may have missed, but the articles should also express the American need for concern and further attention to the world political situation. The cover stories should include maps, which further illustrate the situation, particularly in Europe.

The following key words and events must be identified and discussed by the students within their cover stories:

- Key words: Fascism, Nazism, militarism, economic depression, dictator, appeasement and blitzkrieg
- Key events: Treaty of Versailles, Manchukuo (1932), Anschluss, Munich Agreement, and invasion of Poland (1939)

Background:

Economic depression swept across the world in the 1920s and 1930s. Desperate, nations began to embrace radical political movements, which promised economic relief. During this time, fascism, Nazism and militarism took root and flourished in Italy, Spain, Germany, and Japan. Nazi Germany and militarist Japan were particularly interested in territorial expansion. By the end of the 1930's, both countries had aggressively extended their military presence and political influence well beyond their original borders.

Territorial expansion began in 1931, with the Japanese establishment of the government of Manchukuo within the Chinese region of Manchuria. In 1938, Germany began its own expansion by annexing Austria, an act known as the Anschluss. Citing its interest in uniting all German speaking people, the Anschluss was followed by the occupation and annexation of Czechoslovakia's Sudetenland.

Calming fears of another European war, Adolf Hitler promised European leaders that Germany had no further interest in expanding its borders beyond the Sudetenland. Despite Hitler's promise, Germany soon moved to occupy all of Czechoslovakia. On September 1, 1939, Germany invaded Poland. Having promised assistance to Poland if attacked by Germany and recognizing a threat to their own security, the United Kingdom and France declared war on Germany. By the end of 1940 however, Denmark, Norway, the Netherlands, Belgium, Luxembourg and France had fallen to Germany, and the United Kingdom was under attack.

The Vietnam War

**Objectives:**

1. Students will analyze the causes of the Vietnam War.
2. Students will familiarize themselves with some Vietnam geography facts.

Materials:

Roots of the Vietnam War activity sheet

Instructions:

1. Distribute the “Roots of the Vietnam War” worksheet. Students should read the material and complete the questions and activities. You may want students to use a separate sheet of paper for more detailed answers.
2. Review answers as a class, making sure to discuss the nature of division within society. Some questions have been included as a guide.

Discussion Questions:

1. What are some examples of divisions within our own society? (Answers should indicate understanding of political, religious, racial, ethnic or linguistic divisions within our country.)
2. How can divisions help or hurt a society? Where in the world have divisions within society regularly caused bloodshed? (Possible answers...religious or cultural differences in Ireland, Baltic nations...)
3. How is a political division different from religious or ethnic divisions? (There are many possible answers. Highlight the fact that political affiliations are more fluid and less conspicuous than other types of division.)
4. The Vietnam War was fought mostly as a guerilla war by communist troops until 1968. How is this type of war different from other wars? (As an unconventional war, there were fewer boundaries. Communist troops could live among their enemy without being identified as a communist.) Brainstorm and discuss how this affects the dynamics of war and politics.

Background:

The First Indochina War was fought primarily for Vietnamese independence from France, while the Second Indochina War (Vietnam War) was largely caused by Vietnamese political division over communism. The worksheet provides a quick review of the results of the First Indochina War, which when analyzed helps to explain the cause of the Vietnam War. It is important to remember that the Vietnam War is a war in which the United States gradually took part. This activity will provide as transition to studying American involvement, but will not address the topic of U.S. involvement itself.

Roots of the Vietnam War

Name _____



During the early the 20th Century, Vietnam and its neighbors, Laos and Cambodia, were controlled by France. Known at the time as Indochina, many in the region sought independence. In 1945, one Vietnamese nationalist and communist, named Ho Chi Minh, declared independence for Vietnam. Because the French opposed independence, Ho Chi Minh led his communist troops, known as the Vietminh in a guerilla war against the French government in Vietnam. Operating from Hanoi, the Vietminh gained control of the northern three quarters of Vietnam, in what became the First Indochina War.

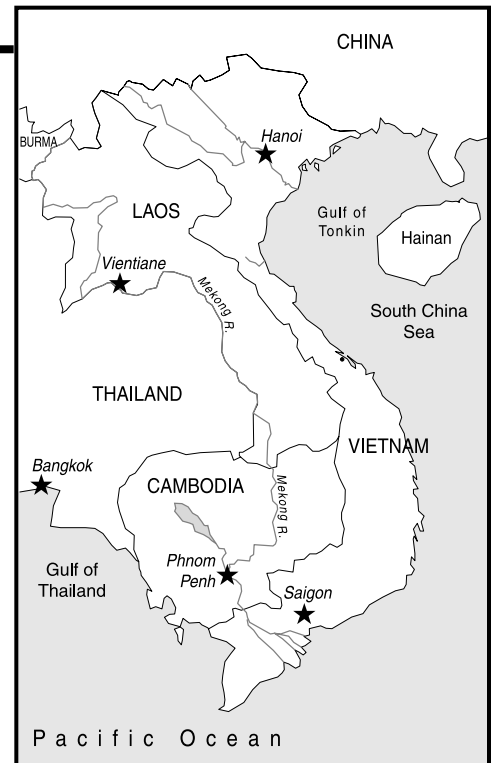
Following French defeats, a peace conference was held in Geneva in 1954. France, Cambodia, Laos and communist controlled northern Vietnam agreed that:

- French troops would leave Vietnam, beginning with a withdrawal of troops to the south of the 17th parallel, and the Vietminh to the north of the same line.
- Free elections would be held for a united Vietnam in 1956. Until that point, the north of Vietnam would be ruled by the communist government of Ho Chi Minh and the south of Vietnam by the U.S. backed government of Ngo Dinh Diem.
- Cambodia and Laos would move towards self government in 1955.

Notably, the government of Ngo Dinh Diem did not approve of the agreements. American representatives observing at the conference also voiced disapproval.

Answer the following questions, using the map and text for reference.

1. Define *guerilla war*. Explain how it contrasts with other wars.
2. What caused the First Indochina War?
3. Based on the results of the Geneva Conference, do you think that free elections would take place in Vietnam in 1956? Why or why not?
4. Was the division of Vietnam meant to be permanent? How do you know?
5. The Vietnam War, also known as the Second Indochina War began in 1959. Who do you think will fight in this war? Why do you think this war will be fought?



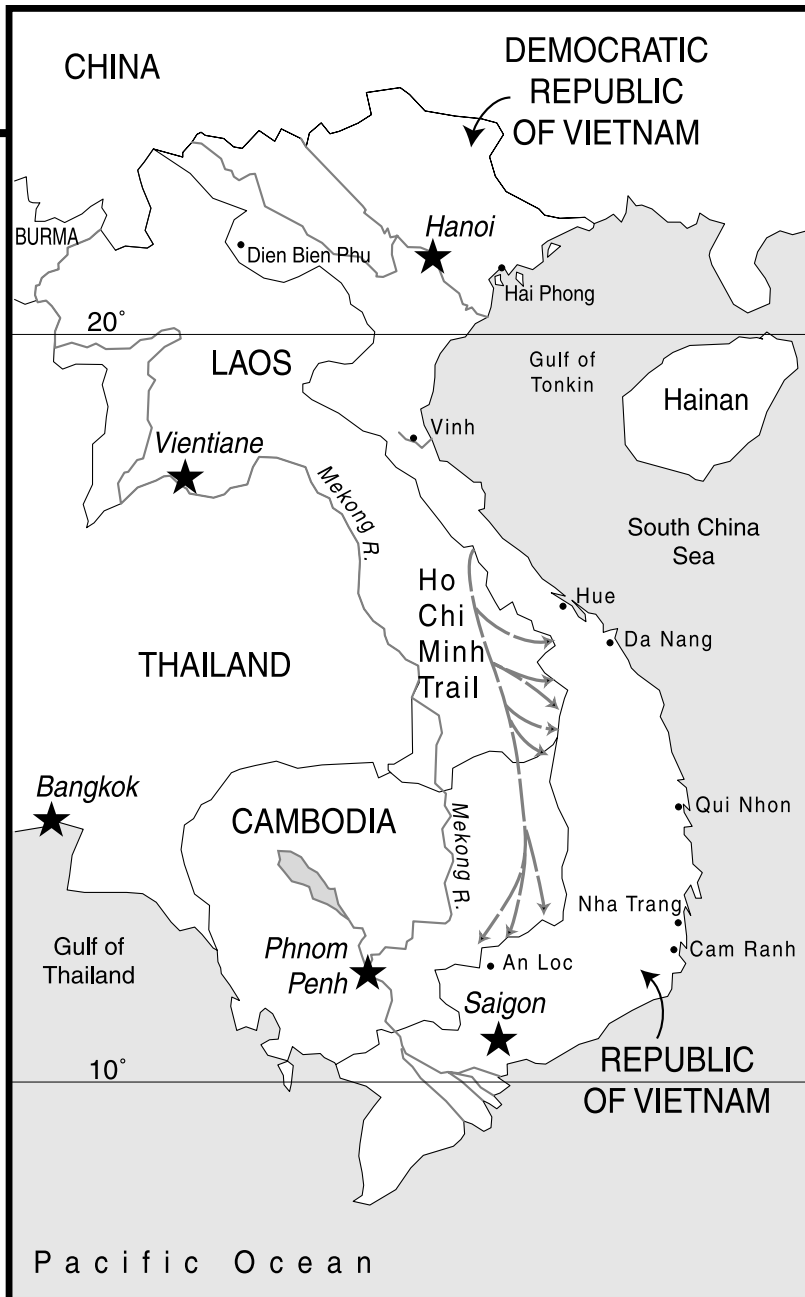
Roots of the Vietnam War



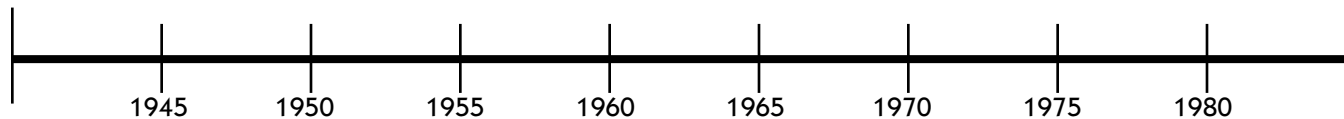
A. Use the map to demonstrate estimates of:

- Where Vietnam was divided after the Geneva Conference.
- The location of communist troops prior to the Geneva Conference.

B. Fill in the timeline underneath the map to show the start and end of the First Indochina War, as well as the beginning of the Vietnam War (Second Indochina War). Refer to question #5 for dates.



Timeline



Causes of the Persian Gulf War



Objectives:

1. Students will analyze the causes of the Persian Gulf War.
2. Students will familiarize themselves with the geography of the Persian Gulf region.

Materials:

- Gulf region map
- Role playing and discussion guide

Instructions:

1. Divide the class into three groups. Assign each group the identity of Kuwait, Saudi Arabia, Israel or the Western Powers of NATO.
2. Distribute maps for reference and note taking.
3. Use “Role Playing and Discussion Guide” to prepare groups to discuss the invasion of Kuwait.
4. At the conclusion of small group discussions, groups should select several representatives to discuss their concerns within a full group setting known as the U.N. Security Council.
5. The “Council” will discuss possible courses of action, choosing between options presented by the teacher.
6. After each stage of action chosen by the council, discuss the actual historical decision.
7. Review major points touched on in discussion.

Background

After a prolonged military buildup of personnel and sophisticated weaponry (including biological and chemical weapons) Iraq, led by Saddam Hussein, invaded neighboring Kuwait on August 2, 1990. Presumably, the motivation was Kuwait’s vast supply of oil reserves, wealth and its access to the Persian Gulf. Due to its own quantity of oil and wealth, it was feared that Saudi Arabia would be the next target of an invasion. To deter an attack, the United States and its western European NATO allies rushed troops to Saudi Arabia, an event known as Operation Desert Shield.

The United Nations, an organization pledged to maintain international peace and security in the aftermath of World War II, demanded Iraq’s withdrawal from Kuwait, imposing a trade embargo on the country. Despite the embargo, Iraq remained. In November, the U.N. threatened to use force if Iraq did not withdraw by January 15, 1991. Iraq refused and in turn, threatened to attack Israel, a move Hussein hoped would draw them into the war, breaking the Arab alliance against Iraq. (Traditionally, Arab countries would not ally themselves in combat with Israel.) On January 16, the war began with Operation Desert Storm. The war’s objective was to remove Iraq from Kuwait, establish a demilitarized zone along sensitive borders and eliminate Iraq’s weapons of mass destruction.



CHAD

SUDAN

Khartoum

EGYPT

Cairo

Mediterranean Sea

ISRAEL

LEBANON

CYPRUS

TURKEY

Ankara

Istanbul

Black Sea

ROMANIA

MOLDOVA

SLOVAKIA

HUNGARY

UKRAINE

RUSSIA

Volgograd
(Stalingrad)

GEORGIA

ARMENIA

AZERBAIJAN

SYRIA

IRAQ

Baghdad

JORDAN

KUWAIT

Kuwait City

Al Basrah

IRAN

Tehran

Caspian Sea

Aral Sea

TURKMENISTAN

Ashkhabad

UZBEKISTAN

Tashkent

KAZAKHSTAN

Frunze

Dushanbe

TAJIKISTAN

AFGHANISTAN

Kabul

Islamabad

PAKISTAN

INDIA

Bombay

SAUDI ARABIA

Makkah (Mecca)

Riyadh

QATAR

U.A.E.

OMAN

Gulf of Oman

Arabian Sea

Indian Ocean

Gulf of Aden

DJIBOUTI

ERITREA

Sanaa

ETHIOPIA

SOMALIA



Role Playing and Discussion Guide



Part 1- Small group discussion.

A. Inform students of the following:

It is 1990 and Iraq, led by Saddam Hussein has just invaded neighboring Kuwait. Potential motives for the invasion could be acquisition of Kuwait's vast oil reserves, wealth and greater access to the Persian Gulf.

B. Groups will discuss the invasion, using the questions below as a guide.

1. How does this event affect our government(s) and our people?
2. Does history teach us anything about how we might proceed?
3. What course of action should we take, if at all?

Part 2 – For full group discussion as “U.N. Security Council”

Taking the perspectives of the small groups into consideration, the “council” will decide how to handle the crises. For guidance, provide the following options to the students, asking them to agree on one.

- A. As the U.N. Security Council, what do you think is the most appropriate action to take towards Iraq, considering the perspectives reviewed in your discussions.
 1. Do nothing.
 2. Place a trade embargo on Iraq, demanding their removal from Kuwait in exchange for the lifting of sanctions.
 3. Declare war on Iraq.
- B. After several months of the trade embargo, which has left many of Iraq's people starving, Iraq still refuses to leave Kuwait. How does the council wish to proceed?
 1. Keep embargo and wait.
 2. Use force to remove Iraq (declare war).
 3. Lift embargo for humanitarian purposes, and let Kuwait fight for its own liberation.
- C. You are a multi-national force that has decided to use force on Iraq. What are your objectives?
 1. Liberate Kuwait by pushing Iraqi forces out of the country, establishing a demilitarized zone (DMZ) as a buffer.
 2. Defeat Iraq by liberating Kuwait, invading and occupying Iraq, and removing Saddam Hussein from power.

Visit Observation Activities



Two on site activities, a multiple choice quiz and “Where in the World Was the 1st Infantry Division?” are included in this guide. If you choose to use one of these activities during the tour, please make sure to tell your tour guide which one you have selected.

Quiz

This activity requires no preparation time and is relatively easy for students to complete during the tour. Students should bring pencils and a notebook or clipboard to circle the correct answers on this multiple choice quiz. If you choose to use the quiz as a post visit activity, you should inform your guides, so they can make sure to cover the appropriate information. Students who are paying attention, should have no problem answering the questions.

“Where in the World Was the 1st Infantry Division?”

This activity requires at least a few minutes of preparation time. The goal of this activity is to keep track of time and the location of the 1st Infantry Division during each war. If you choose to use this activity, please make sure your students have basic map reading and timeline reading skills before implementing its use. Make sure to review the map activity with the students ahead of time.

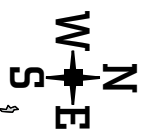
On the map activity, you will see that the map key has been left partially blank. Students or classes should develop their own system of dashes, dots, lines, colors or shades to keep track of the 1st Infantry Division within each war. As students move through the galleries, they should mark the 1st Infantry Division’s location on the map and write the location name on the timeline. It may help for students to do a “draft” on one copy of the activity while they visit the museum, and do a polished final version on another copy as a post-visit activity within the classroom.

FDM Quiz Answer Key

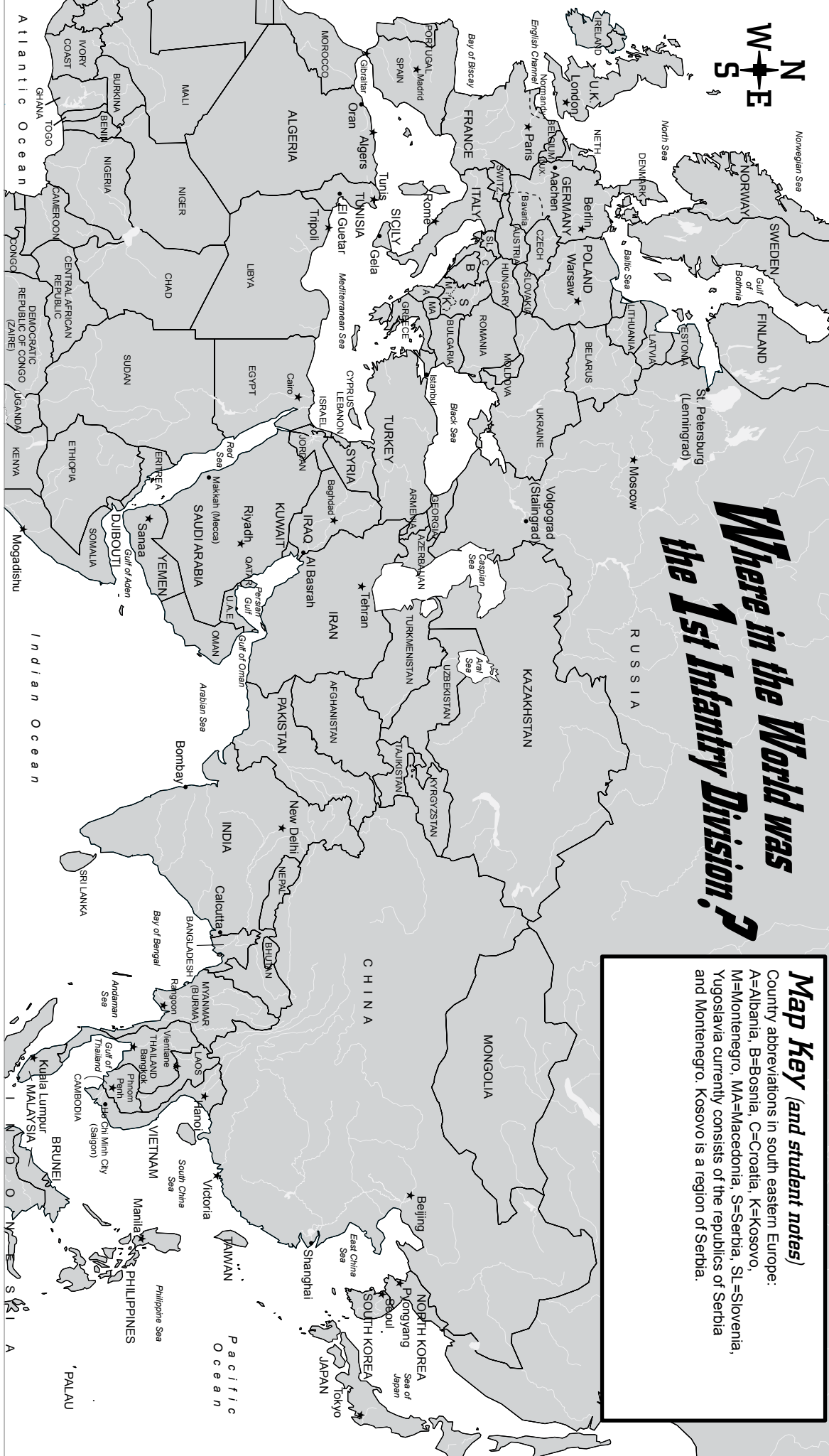


Circle the letter of the best answer.

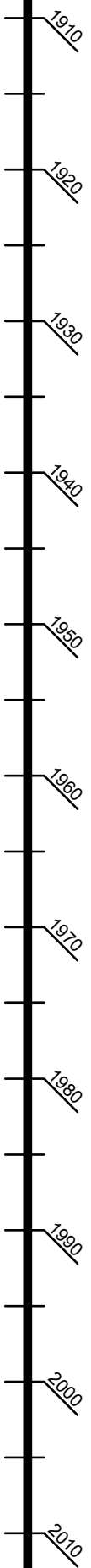
- The First Division was formed in:
a) 1914 b) 1917 c) 1920
- The Battle of Cantigny took place in:
a) Belgium b) France c) Italy
- During World War I, the soldiers spent most of their time living and fighting in the:
a) Jungles b) Pacific c) Trenches
- Prior to fighting in World War II, the 1st Division trained at:
 a) Fort Devens, MA b) Fort Knox, KY c) Fort Sumter, SC
- The invasion of Sicily was known as Operation:
 a) Husky b) Roundup c) Sledgehammer
- During the D-Day invasion of France, the 1st Division landed on:
a) Gold Beach b) Omaha Beach c) Utah Beach
- The tank in the battle of the Bulge gallery is a:
a) Stuart b) Sherman c) Chaffee
- The day fighting in World War II ended in Europe is often called:
a) V-J Day b) Armistice Day c) V-E Day
- The 1st Division arrived in Vietnam in:
 a) 1965 b) 1968 c) 1970
- The firearm used by the Communists that is remembered for its distinct sound is the:
a) BAR b) AK-47 c) M-16
- The Vietnam War has been called the:
 a) "Television War" b) "Forgotten War" c) "Great War"
- The Persian Gulf War ground war lasted:
a) 2 hours b) 100 hours c) 24 hours
- The 1st Division's nickname is the:
a) Fearsome First b) Dangerous "D" c) Big Red One



Where in the World was the 1st Infantry Division?



Timeline



Map Key (and student notes)

Country abbreviations in south eastern Europe:
A=Albania, B=Bosnia, C=Croatia, K=Kosovo,
M=Montenegro, MA=Macedonia, S=Serbia, SL=Slovenia,
Yugoslavia currently consists of the republics of Serbia
and Montenegro. Kosovo is a region of Serbia.

Letters Home



Objectives

1. Students will empathize with a soldier from one of the wars represented in the main exhibit hall.
2. Students will create a letter home as if they are a soldier during one of the wars.

Instructions

1. Instruct students to reflect on what they observed as they were passing through the various galleries. Ask them to think about how the lives of the soldiers must have changed, leaving family, friends, jobs, school... to go and fight overseas. Remind them of life in the trenches, bunkers, or jungles.
2. After this, ask the students to imagine themselves in the place of a soldier in one of the wars: how they would have felt, what they think life would have been like. Then instruct them to write a letter home to a loved one, expressing how they feel: what they are thinking, their fears and anxieties, who or what they miss, what they have seen.
3. After the students have written their letters allow them time to exchange letters with their classmates.

Interview a Veteran



Objectives:

1. Students will be able to analyze a veterans experience by questioning and listening to first hand accounts.

Materials:

Interview a Veteran question sheet
Paper
Tape recorder or video recorder (optional)

Instructions:

1. Instruct the students to ask veterans the included questions. (Possible places to locate veterans is through students' relatives or local veterans' associations)
2. Instruct the students as to how they should behave during the interviews. The students need to be respectful of the veteran's feelings while conducting the interview. Subjects may come up that are too painful for the person to discuss. Students should be courteous if this happens. They can offer to move on to another question or ask the interviewees if they would like to take some time to collect their thoughts.

In addition, inform the students to be patient when interviewing people. They should allow the person time to reflect, as veterans may at first be guarded with their stories.

Also, provide students with background information. If they are interviewing a World War II veteran, they should know some history of the time period. Make sure that they are prepared for the interview. It will be much more meaningful to them to hear the personal stories if they can place it into the larger framework of history.

3. Have the students take notes and record (if possible) the interviews.

Also, if students are planning to record the interviews, they should ask the veteran in advance if this is acceptable. Please do not assume that tape recorders or video cameras are welcome. You do not want this to be a surprise for the student or the veteran.

Even if recording the interview, tell the student to take some notes. Technical problems do happen and notes may be the only record of the interview.

4. Have the students share the interviews with each other in class.
5. If you are going to use the interviews beyond classroom presentations, you must have permission. There can be legal copyright issues surrounding any publication or posting of oral history interviews.

Interview a Veteran



Questions:

- What is your name?
- When did you serve?
- With what branch did you serve?
- How old were you when you joined the service?
- Were you drafted or did you volunteer?
- Where did you serve?
- How long were you in the service?
- What rank did you achieve?
- What was basic training like?
- What did you miss the most about home while you were in the service?
- How did you react to your first field experience?
- What types of things did you do when you were not fighting?
- Were you wounded or did you have to take care of somebody close to you who was?
- What was the first thing you did when you returned home?
- What would you like to pass on to future generations about your experiences?

Journal Writing



Objectives:

1. Students will analyze their pre- and post-visit perceptions about war and the characteristics or virtues displayed by those who fought.
2. Students will create a pre- and post-visit journal about these topics.

Instructions:

1. Prior to visiting the First Division Museum ask the students to write a journal entry about their perceptions of war: What does “war” mean? What does it mean to be a soldier? What types of things do they associate with war?

Ask them to define what they think it means to sacrifice. What does it mean to be brave or courageous? What is valor? What do the words duty and service mean? What does it mean to be devoted? What does it mean to show humility and compassion? What does it mean to be a humanitarian? What is honor? Which of these virtues or characteristics should a soldier display? How can soldiers display these characteristics during a war?

You can instruct your students to watch for examples of these characteristics as they are touring the main exhibit hall.

2. After they visit the First Division Museum, ask them to write about these same topics and consider how their ideas may have changed from seeing the exhibits. How do they now define war? If their perceptions have changed, how so and what changed them? What characteristics did the soldiers represented in the exhibit show?

Optional question: What can be learned from the behavior of the soldiers represented in the exhibits? How can these virtues be applied in everyday life?

Optional: Have students talk to a relative or a neighbor who served about what their experiences were like and incorporate this into their second journal entry or possibly as a separate journal entry.

3. You can collect the journal entries or allow the students to share their thoughts in a class discussion.

Classroom Discussion Guide



Following your visit, discuss student observations.

The following questions may be used as a guide.

1. What did you like about the museum exhibit?
2. What did you learn from visiting the museum?
 - How does this help you in your current topic of study?
3. Did you gain any new perspectives concerning war?
 - How?
 - Does it change how you think about war?
4. What new vocabulary words did you encounter at the museum?
 - What do these words mean?
 - How were these words used in the exhibit?
 - What is the importance behind these words?
5. Based on what you saw, how did technology and equipment change over time?
6. How did uniforms and equipment change according to the geographical location of the troops?
 - How does weather and climate affect the uniforms and equipment?
7. What did you see at the museum that you would like to learn more about? (This question may be used to assist students in brainstorming on a topic for research, another idea for a post visit activity.)

First Division Museum Teachers' Guide Evaluation



Please help us improve our program by filling out this form and mailing it to:
Education Program, First Division Museum, 1 S 151 Winfield Road, Wheaton, IL, 60189

Date:

Name:

School:

School address:

1. In what grades and courses was the guide used?
2. What section(s) of the guide did you use?
3. How did you implement the suggestions or activities?
4. How would you rate effectiveness of implemented activities on student understanding?
5. What did you like about the teachers' guide?
6. How would you improve the teachers' guide?
7. What books or movies related to military history does your school use within its curriculum?

If you have questions or comments regarding educational programs at the First Division Museum,
please contact the Education Department Phone: (630) 260-8274.

E-mail: MTyer@firstdivisionmuseum.org. Web Site: <http://www.firstdivisionmuseum.org>