

Lesson Plan: General George C. Marshall Gallery

Author: The National Museum of Military Vehicles



Mission:

This Lesson Plan has been developed by the National Museum of Military Vehicles (NMMV) to facilitate scholastic visits to our institution. This Lesson Plan provides instructors with the framework to develop a detailed lesson plan for a field trip to the NMMV, by providing references to Wyoming State educational standards. This Lesson Plan is intended to serve as a starting point, recognizing that every School District has different standards and formats for their Lesson Plans.

-Lesson plan for incoming students broken down by grade-range

Education Core Standards: K-2, 3-5, 6-8, 9-12

According to the Wyoming Social Studies Content and Performance Standards, students are expected to know and master certain benchmarks by the time they graduate¹. The staff, exhibits, and text at the NMMV will help students acquire knowledge that they can use in complex and abstract situations to analyze, synthesize, and communicate information and ideas².

Cross-Curricular Connections³

K-2

- English Language (Speaking & Listening; Reading Foundation)
Tours, encouraging questions, text panels and exhibits
- Mathematics (Measurement and Data)
Different sizes and uses of equipment, considering their weights, heights, capacities.

3-5

- Science (Engineering, Technology, and Applied Science)
Early automobiles, manned rockets, chainsaws used here

6-8

- English Language Arts (Reading for Informational Text)
Examples of how ideas influence individuals, groups, communities, or events.

9-12

- English Language (Reading for Information; Writing)
Concrete examples of research and how to write to a wide audience

¹ 2014 with 2018 additions Wyoming Social Studies Content and Performance Standards; pg 6

² Ibid.; pg 6

³ Ibid.; pg 8

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For grade-range specific resources please refer to the following pages. Included are the social studies content standard numbers for ease of reference.

Pre-Tour Discussion Grades K-2

Subject Area/s: US History and World History

Essential Question/s: [Questions asked to students, prior to beginning their Museum experience, intended to develop curiosity and interest regarding vehicles and interpretation in the NMMV]

1. *Why do we have rules at school and in our country, and what happens if people don't follow them?*

This supports SS2.1.1 and introduces consequences by connecting classroom behavior to international events in a simple, age-appropriate way.

2. *Can you find and name some symbols like flags or medals that show someone helped during a war?*

Supports SS2.1.2 and SS2.1.3; allows for visual exploration with museum artifacts, uniform patches, and photos.

3. *What is the difference between something we need and something we want? What did people use ration stamps to get?*

Supports SS2.3.1 and offers a chance to discuss needs during war time in ways that feel relevant and tangible to young learners.

4. *How can a new invention—like a chainsaw or a fast car—make life easier for people?*

Supports SS2.4.2 with exciting connections between historical objects and students' everyday experiences.

Goals/Objectives: Students will be able to:

1. Students will understand that rules help keep communities safe and fair, and describe what can happen when rules are not followed.
2. Students will recognize symbols such as flags, medals, and uniforms that represent countries and their helpers in wartime, and identify people who made a difference
3. Students will understand how troops received supplies while in battle.

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4. Students will explain how people at home helped during wartime, including growing food and recycling, and explore how music and art shared important messages.
5. Students will distinguish between needs and wants, identify wartime goods and services, and describe how machines and inventions made work faster.
6. Students will describe how a single event or invention can change the future, and explain how tools like cars and chainsaws helped people during hard times.

Social Studies Content Standards, K-2

1. Citizenship, Government, and Democracy
 - Rules that we need to follow (SS2.1.1)
 - What happens when countries don't follow rules? Japan invaded and annexed East Asia and bombed Pearl Harbor; Germany invaded most of Europe*
 - Identify symbols (SS2.1.2)
 - American and other countries' flags, vehicle markings, patches, medals, uniforms*
 - Identify people and events (SS2.1.3)
 - Leaders and soldiers (FDR, George C Marshall, Chance Phelps), WWI, WWII, D-Day*
2. Culture and Cultural Diversity
 - How groups meet needs and concerns (SS2.2.1)
 - War to protect us. Home Front to help win, victory gardens, recycling, rationing*
 - Music, symbolism, and art (SS2.2.2)
 - Patriotic posters, sheet music, flags, art, badges, sweetheart pins*
3. Production, Distribution, and Consumption
 - Examples of needs, wants, goods, and services (SS2.3.1)
 - Ration stamps, Home Front, Singer Sewing building handguns*
 - How science and technology affect production (SS2.3.3)
 - Examples of assembly-line production*
4. Time, Continuity, and Change
 - How an event changes the future (SS2.4.1)
 - Bunker Hill musket, Pearl Harbor, Atomic Bombs*
 - Tools and technology helping life (SS2.4.2)
 - Mercury chainsaw, automobiles, BA-349*
5. People, Places, and Environments
 - Similarities and differences between groups (SS2.5.2)
 - Red Ball Express, Women in service*

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6. Technology, Literacy, and Global Connections

-Distinguish between fact and fiction (SS2.6.2)

-Real vehicles vs movie set pieces: Type-95 Japanese tank

Pre-Tour Discussion Grades 3-5

Subject Area/s: US History and World History

Essential Question/s: [Questions asked to students, prior to beginning their Museum experience, intended to develop curiosity and interest regarding vehicles and interpretation in the NMMV]

1. *Why might people choose to join the military or help on the home front during wartime, and how does this show responsibility as a citizen?*

Supports SS5.1.1 by guiding students to reflect on civic duties like volunteering, rationing, and patriotic actions.

2. *How can beliefs like patriotism or nationalism lead to both helpful and harmful actions in history?*

Supports SS5.2.2 and SS5.2.4 by prompting analysis of cultural expression—from positive community support to negative consequences like racism or expansionism.

3. *How did wartime needs affect what people could buy or use at home, and how did scarcity change choices?*

Supports SS5.3.1 and SS5.3.4 by combining economic factors like rationing and budgeting with real-life examples from the WWII era.

4. *How does a small invention, like a car engine, help spark bigger changes in technology—like the design of tanks?*

Supports SS5.4.1 and SS5.4.2 with a STEM-friendly historical exploration, perfect for linking innovations across time.

5. *If you had a photo from World War II and a textbook entry about the same event, how would you tell which one gives a more accurate story?*

Supports SS5.4.5, SS5.6.1, and SS5.6.2 by encouraging comparison of primary and secondary sources and practicing source validation.

Goals/Objectives: Students will be able to:

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1. Students will be able to analyze and observe a historical artifact
2. Students will draw comparisons to historical artifacts with that of modern ones.
3. Students will understand how troops received supplies while in battle.
4. Students will describe the responsibilities of citizenship during wartime, including military service, civic support, and contributions on the home front.
5. Students will examine how cultural beliefs and expressions—such as nationalism, patriotism, and racism—can positively or negatively influence societies and historical outcomes.
6. Students will compare primary and secondary sources to evaluate historical accuracy, using artifacts, photographs, and written records to draw conclusions.

Social Studies Content Standards, 3-5

1. Citizenship, Government, and Democracy
 - Citizenship rights and responsibilities (SS5.1.1)
 - Volunteer military, the draft, home front rationing, patriotic support*
 - Origins of Constitution (SS5.1.3)
 - Bunker Hill musket, Second Amendment*
2. Culture and Cultural Diversity
 - Personal safety and daily life (SS5.2.1)
 - How the military protects us and how we can support them*
 - How do expressions of culture influence others (SS5.2.2)
 - Good/bad: Holocaust; nationalism; expansionism; patriotism; racism*
 - Describe positive and negative interactions (SS5.2.4)
 - Treaty of Versailles vs. Marshall Plan*
3. Production, Distribution, and Consumption
 - Examples of needs, wants, goods and services, scarcity, and choice (SS5.3.1)
 - Need to fight a war vs. want a new car, rationing, quantity vs. quality of tanks*
 - Basic economic concepts (supply and demand...) (SS5.3.2)
 - Red Ball Express vs. Germany at Battle of the Bulge*
 - How science and technology affect production and distribution (SS5.3.3)
 - Advancement in anti-tank: 37mm – M36 vs Pershing tanks*
 - Budgeting effecting society (SS5.3.4)
 - Rationing, can't buy a civilian car '42- '44*
4. Time, Continuity, and Change
 - Small changes leading to large changes (SS5.4.1)
 - Dodge Brothers touring car leading to tanks*
 - Tools and technology impacting history (SS5.4.2)

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-Atomic weapons, sulfonamides, BA-349

-Different groups and how they change over time (SS5.4.4)

-Red Ball Express, Code Talkers

-Difference between primary and secondary sources (SS5.4.5 & SS5.6.4)

-Photographs and field messages vs. history books

5. People, Places, and Environments

-How local decisions create global impacts (SS5.5.1)

-Pearl Harbor, Treaty of Versailles, Ford making Sherman tanks

6. Technology, Literacy, and Global Connections

-Use resources to address a question (SS5.6.1)

-Photographs, Patton's AAR, look at an artifact

-Identify validity of information (SS5.6.2)

-Compare artifacts

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Pre-Tour Discussion Grades 6-8

Subject Area/s: US History and World History

Essential Question/s: [Questions asked to students, prior to beginning their Museum experience, intended to develop curiosity and interest regarding vehicles and interpretation in the NMMV]

1. *How do decisions like volunteering for the military, participating in rationing, or supporting war efforts reflect the values and responsibilities of citizenship during times of national crisis?*
2. *What economic and technological shifts occurred when American factories changed from producing civilian goods to manufacturing military equipment, and how did this affect daily life?*
3. *How might post-World War I history have unfolded differently if global leaders had embraced the Marshall Plan instead of the Treaty of Versailles?*
4. *How can the actions and service of different cultural groups during wartime show both pride in their heritage and challenges they faced because of discrimination?*

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5. *When different authors or historians write about the same event, how can you tell whether their account is biased or trustworthy?*

Goals/Objectives: Students will be able to:

1. Students will evaluate how individuals have demonstrated civic responsibility through wartime actions, and explain the relationship between personal choice and national service.
2. Students will analyze how cultural groups contributed to wartime efforts while experiencing discrimination, and interpret how identity shaped historical experiences and social outcomes.
3. Students will investigate how wartime demands influenced American economic production, and describe how shifts from civilian to military manufacturing impacted society.
4. Students will explain how decisions made during key historical events can affect long-term outcomes, and assess alternative possibilities through evidence-based reasoning.
5. Students will evaluate multiple historical sources to detect author bias, distinguish between fact and opinion, and support arguments with credible primary and secondary evidence.

Social Studies Content Standards, 6-8

1. Citizenship, Government, and Democracy
 - Rights and Responsibilities of Citizens (SS8.1.1)
 - Volunteer military, the draft, home front, patriotic support*
 - Historical development of the Constitution (SS8.1.3) and Bill of Rights (SS8.1.5)
 - Bunker Hill musket and the Second Amendment*
 - World politics (SS8.1.6)
 - World Wars*
2. Culture and Cultural Diversity
 - Describe how people contribute to identity, situations, and events (SS8.2.1)
 - *Mike Shiosaki Uniform 442nd RCT,*
 - How human expression contributes to cultural development (SS8.2.2)
 - *Patriotic themed expression, art, national prejudices*
 - Unique cultural characteristics (SS8.2.3)
 - The Code Talkers*

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- Cultural contributions and tensions between groups (SS8.2.4)
 - Racial segregation, Red Ball, Code Talkers*
- 3. Production, Distribution, and Consumption
 - Basic economic concepts (supply and demand...) (SS8.3.1)
 - Transferring manufacturing from civilian to military*
 - How science and technology affect production and distribution (SS8.3.3)
 - 37mm – M36; assembly-line production, streamlined uniform logistics*
- 4. Time, Continuity, and Change
 - How do historical events impact the future (SS8.4.1)
 - Treaty of Versailles*
 - How might events have played out differently (SS8.4.3)
 - Marshall Plan vs. Treaty of Versailles*
 - Identify historical interactions (SS8.4.4)
 - Bunker Hill musket*
 - Compare and contrast different sources treating the same subject (SS8.4.5)
 - Sherman tanks: Nicholas Moran vs. Belton Cooper*
- 5. People, Places, and Environments
 - How physical features influence historical events (SS8.5.2)
 - Commanders, soldiers, battlefields*
 - Consequences of technology on the environment (SS8.5.4)
 - Marshall Plan, atomic weapons*
- 6. Technology, Literacy, and Global Connections
 - Use and evaluate multiple sources of information (SS8.6.1)
 - Photos, memos, letters, official reports, secondary sources*
 - Distinguish between fact, opinion, and reasoned judgment (SS8.6.2) and use accurate, sufficient, and relative information from primary and secondary sources to support writing (SS8.6.4)
 - Historiography & understanding author bias, multiple sources, developing a critical eye*

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Pre-Tour Discussion Grades 9-12

Subject Area/s: US History and World History

Essential Question/s: [Questions asked to students, prior to beginning their Museum experience, intended to develop curiosity and interest regarding vehicles and interpretation in the NMMV]

1. *How do you design a vehicle for an amphibious assault that meets tactical demands, environmental challenges, and troop protection? What historical designs succeeded or failed, and why?*
2. *Why is battlefield resupply critical to the success of military operations, and what logistical strategies or vehicles have been used historically to overcome hostile terrain and active combat zones?*

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3. *How do different types of military vehicles—such as reconnaissance, transport, armored, and amphibious—contribute uniquely to battlefield missions, and what are the trade-offs between mobility, firepower, and protection?*
4. *Imagine serving inside a military vehicle during WWII. What personal and psychological challenges might you face, and how would wartime technology, daily life, and societal expectations differ from your experiences today?*

Goals/Objectives: Students will be able to:

1. Students will design and justify the features of military vehicles suited for amphibious assaults by evaluating historical models and battlefield requirements.
2. Students will analyze the role of supply logistics in military operations and determine the types of vehicles and infrastructure needed to sustain troops in combat zones.
3. Students will compare various military vehicle types, evaluating their advantages and disadvantages in relation to mission objectives, terrain, and combat roles.
4. Students will reflect on the lived experience of young people serving in WWII-era vehicles, exploring differences in technology, culture, and personal impact between past and present.
5. Students will synthesize historical data with modern insights to propose advancements in military vehicle design and assess how historical lessons inform future innovation.

Social Studies Content Standards, 9-12

1. Citizenship, Government, and Democracy

-Freedoms and responsibilities of living in a democracy (SS12.1.1)

-Volunteer military, the draft, Home Front, patriotic support

-Compare and contrast world political systems (SS12.1.6)

-Authoritarian vs. democracy

2. Culture and Cultural Diversity

-Ways groups contribute to identity and events (SS12.2.1)

-Red Ball and Code Talkers

-Conflicts from cultural assimilation and cultural preservation (SS12.2.4)

-WWII (Sudetenland, holocaust, Greater East Asia Co-Prosperity Sphere)

3. Production, Distribution, and Consumption

-Impact of supply, demand, scarcity, etc on distribution and consumption (SS12.3.1) and how people organize production, distribution, and consumption (SS12.3.2)

-Transition of US production from civilian to military, rationing

-How technologies impact global interdependence (SS12.3.3)

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-Lend/Lease program

4. Time, Continuity, and Change

-How past events affect future events (SS12.4.1)

-Nationalism and isolationism (WWI, WWII, Cold War...)

-How tools and technology shaped and influenced the world (SS12.4.2)

-37mm – M36; assembly-line production, worldwide logistics, atomic technology

-Describe historical interactions and their impact on historical events (SS12.4.4)

-Treaty of Versailles

-Apply historical research methods to interpret and evaluate events (SS12.4.5)

-Photos, memos, letters, official reports, secondary sources

5. People, Places, and Environments

-Use reference materials to understand patterns and interconnectedness (SS12.5.1)

-Eisenhower's Transcontinental Motor Convoy, sequential TMs/FMs

-Regionalization and development for immediate and long-term problems (SS12.5.2)

-Treaty of Versailles

-How conflict affects sense of place (SS12.5.3)

-Pearl Harbor, Bunker Hill

6. Technology, Literacy, and Global Connections

-Analyze, evaluate, and synthesize diverse formats to address a question (SS12.6.1)

-Vietnam exhibit: still and motion photos, audio, official reports, oral histories

-Does the evidence support the author's claim? (SS12.6.2)

-Sherman tanks: Nicholas Moran vs. Belton Cooper

-Evaluate and integrate primary and secondary sources supporting writing (SS12.6.4)

-Entire museum: all our text panels and research

Suggested Key Vocabulary:

1. Axis Powers
2. Allied Powers

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3. Fireside Chats
4. Anti-Semitism
5. Holocaust
6. Internment Camp
7. Concentration Camp
8. Prisoner of War
9. Rationing
10. Draft
11. Lend Lease
12. Liberty Ships
13. Amphibious Operations
14. Treaty of Versailles
15. D-Day
16. LCVP "Higgins" Boat
17. Battle of Bataan
18. Hell Ships
19. Tanks
20. Artillery
21. Red Ball Express
22. Logistics
23. Battle of the Bulge
24. Victory in Europe
25. Casualties of War

Assessment of Museum student experience Grades K-12:

Assess Students Knowledge:

During: Students will be asked various questions during and after the tour to check for understanding and comprehension.

After: Selection of one of the questions to elaborate on as a writing prompt. Within the writing prompt have students use museum references .

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NMMV Reflection

1. What was your favorite artifact in the museum?
2. What story does the artifact tell you about the past?
3. What groups of people would these artifacts be most strongly connected to and why?
4. What new information does this give you about soldiers' lives, especially during WWII?
5. What significant event from WWII plays a role in the present?

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Appendix A-

2014-2018 Wyoming Social Studies Content and Performance Standards Benchmarks

Grades K-2-

SS2.1.1 Understand that schools, tribes, communities, and the United States have rules that have to be followed.

SS2.1.2 Identify the symbols and traditional practices, including those of indigenous tribes of Wyoming (e.g. Arapaho and Shoshone flags, songs, and pledges), that honor patriotism in the United States.

SS2.1.3 Identify people and events that are honored on United States holidays.

SS2.2.1 Name the way groups (e.g. families and schools), including indigenous tribes of Wyoming, meet human needs and concerns (e.g. belonging and personal safety) and contribute to personal identity and daily life (e.g. compare features of modern-day living [food, shelter, clothing, transportation] to those of the past).

SS2.2.2 Recognize and describe unique ways in which expressions of culture influence people including indigenous tribes of Wyoming (e.g. language, sign language, stories, music, symbolism, and art).

SS2.3.1 Give examples of and/or identify needs, wants, goods, and services.

SS2.3.3 Identify how science or technology affects production (e.g. assembly line, robots, and video streaming).

SS2.4.1 Identify how an event could change the future (e.g. moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).

SS2.4.2 Identify tools and technology, including those of indigenous tribes of Wyoming, that made or make life easier and sustainable (e.g. cars for getting from one place to another, washing machines for washing clothes, flashlights to see in the dark, and usage of bison and natural resources).

SS2.5.2 Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community (e.g. neighborhoods, schools, towns, and reservation communities).

SS2.6.2 Distinguish between fiction and non-fiction.

Grades 3-5-

SS5.1.1 Describe the basic rights and responsibilities of citizenship.

SS5.1.3 Understand the basic origins of the United States Constitution and treaties (e.g. 1868 Ft Bridger Treaty) and how they have shaped the United States, Wyoming, and tribal government.

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SS5.2.1 Identify and describe the ways groups, including indigenous tribes of Wyoming (e.g. families, communities, schools, and social organizations), meet human needs and concerns (e.g. belonging, self-worth, and personal safety) and contribute to identity (e.g. personal, tribal, ethnic) and daily life (e.g. traditions, beliefs, language, customs).

SS5.2.2 Describe, compare, and contrast ways in which unique expressions of culture (e.g. tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.

SS5.2.4 Identify and describe positive and negative interactions (e.g. withholding of Native American U.S. citizenship until 1924), the tensions among cultural groups, social classes, and/or significant individuals in Wyoming and the United States (e.g. Martin Luther King Jr, Helen Keller, Sacagawea, Chief Washakie,

SS5.3.1 Give examples of needs, wants, goods, services, scarcity, and choice.

SS5.3.2 Identify basic economic concepts (e.g. supply, demand, price, and trade).

SS5.3.3 Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g. trains and natural resources).

SS5.3.4 Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.

SS5.4.1 Describe how small changes can lead to big changes (cause and effect) (e.g. introduction of horses to the plains tribes, discovery of gold and minerals in the region, discovery of electricity, impact of the Homestead Act and Dawes Act, establishment of water rights and resource management).

SS5.4.2 Describe how tools and technology make life easier; describe how one tool or technology evolved into another (e.g. telegraph to telephone to cell phone or travois to horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g. ships allowed for discovery of new lands, boiling water prevented spread of disease, railroads and industrial revolution led to devastation of bison population, and impact of mineral and oil development in the region).

SS5.4.4 Discuss different groups that a person may belong to, including indigenous tribes of Wyoming, (e.g. family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

SS5.4.5 Identify differences between primary (e.g. historical photographs, artifacts, and documents, including treaties) and secondary sources. Find primary and secondary sources about an historical event (e.g. creation of reservations, Sand Creek Massacre, and creation of national parks). Summarize central ideas in primary and secondary resources.

SS5.5.1 Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.

SS5.6.1 Use various media resources in order to address a question or solve a problem.

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SS5.6.2 Identify validity of information (e.g. accuracy, relevancy, fact, or fiction)

SS5.6.4 Identify the difference between primary and secondary sources)

Grades 6-8-

SS8.1.1 Explain the rights, duties, and responsibilities of a United States citizen.

SS8.1.5 Describe the structures of the United States and Wyoming Constitutions (e.g. Articles, Bill of Rights, amendments).

SS8.1.6 Understand the basic structures of various political systems (e.g. tribal, local, national, and world).

SS8.2.1 Compare and contrast the ways various groups, (e.g. ethnic communities, and indigenous tribes of Wyoming), meet human needs and concerns (e.g. self-esteem, friendship, and tribal heritage), and contribute to identity, situations, and events.

SS8.2.2 Evaluate how human expression (e.g. language, literature, arts, architecture, traditions, beliefs, and spirituality), contributes to cultural development, understanding, and continuity (e.g. oral tradition, pow wows, ceremonies, and assimilation).

SS8.2.3 Analyze the cultural characteristics of various groups within Wyoming and the nation, including indigenous tribes of Wyoming (e.g. language, traditions, spirituality, art, and lifestyle).

SS8.2.4 Explain the cultural contributions of tensions between groups in Wyoming, the United States, and the world (e.g. racial, ethnic, social, and institutional).

SS8.3.1 Identify and apply basic economic concepts (e.g. supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).

SS8.3.3 Describe the impact of technological advancements on production, distribution, and consumption (e.g. businesses and/or corporations in the United States and the world).

SS8.4.1 Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g. spread of industrial revolution or causes of the Civil War, impacts of Manifest Destiny, aftermath of the French and Indian War, and progression of the Indian Removal Act).

SS8.4.3 Analyze the way current events affect all people, including indigenous tribes of Wyoming. Investigate the history leading up to those events and suggest alternative ways such events may have played out.

SS8.4.4 Identify historical interactions between and among individuals, groups, and/or institutions (e.g. family, neighborhood, political, economic, religious, social, cultural, and workplace).

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Lesson Plan: General George C. Marshall Gallery

Author: The National Museum of Military Vehicles



SS8.4.5 Identify relevant primary (e.g. historical photographs, artifacts, and documents, including treaties) and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources, which may include oral history and traditional storytelling.

SS8.5.2 Analyze and evaluate how physical features and changes influence historical events (e.g. route of the Union Pacific railroad, location of the Wind River Indian reservation, state and national monuments and parks) and participate in collaborative problem solving and decision making in the selection of professional and personal choices.

SS8.5.4 Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.

SS8.6.1 Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS8.6.2 Distinguish among fact, opinion, and reasoned judgement in a text.

SS8.6.4 Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

Grades 9-12-

SS12.1.1 Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationship.

SS12.1.6 Compare and contrast various world political systems (e.g. ideologies, structure, and institutions) with that of the United States.

SS12.2.1 Analyze and evaluate the ways various groups (e.g. social, political, and cultural) meet human needs and concerns (e.g. individual needs and common good) and contribute to identity (e.g. group, national, and global) situations and events.

SS12.2.4 Analyze and critique the conflicts resulting from cultural preservation in Wyoming, the United States, and the world (e.g. racial, ethnic, social, and institutional).

SS12.3.1 Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.

SS12.3.2 Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g. capitalism, communism, and socialism).

SS12.3.3 Analyze and evaluate the impact of current and emerging technologies at the micro- and macroeconomic levels (e.g. jobs, education, trade, and infrastructure) and their impact on global economic interdependence.

SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.

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SS12.4.2 Analyze the development and impact of tools and technology and how they shaped history and influenced the modern world.

SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g. family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.

SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

SS12.5.1 Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.

SS12.5.2 Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.

SS12.5.3 Analyze, interpret, and evaluate how conflict, demographics, movement, trade transportation, communication, and technology affect people's sense of place.

SS12.6.1 Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS12.6.2 Assess the extent to which the reasoning and evidence in a text supports the author's claims.

SS12.6.4 Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing.