

Tour Outline:Kindergarten

General Themes

- Patriotic Holidays
- Customs, symbols, & celebrations that represent American beliefs and principles and contribute to the national identity
- Contributions of historical people
- Comparison of family traditions and customs

Selected Knowledge & Skills

- Introduction of the concept of chronology. Use of vocabulary related to time (before, after, next, first, last)
- Concept of location. Use of vocabulary to describe location (over, under, near, far, left, right)
- Understands purpose of rules
- Identify flags of the United States and Texas

Tour Outline for Groups of 50 or less

⇒ Rotate among:

1. Talking about museum manners with Millie puppet and reading the book
2. The tour. Two groups may be in the museum exhibits at the same time, while one group is in the classroom.

⇒ For groups who utilize the Millie puppet, these are your exhibit stops:

- Seal
- family wall
- WWII
- Studebaker
- elephants
- White House & video wall
- Mrs. Bush and books

Tour Outline and Content for Kindergarten

⇒ **Seal:** eagle and stars – do not get into arrows and olive branch. A fun game is to have the kids look for the seal on other items as you go through the museum.

⇒ **Family Wall:**

- Focus on sports GB enjoys and those he played as a child. (“What sports do you play? Do people still play the same sports that GB played as a boy?”)
- Talk about his siblings, kids, and grandkids – use photos to illustrate; importance of family gatherings for holidays, vacations, summers at Kennebunkport

⇒ **WWII:**

- Plane he flew many years ago during his job as a soldier – omit story of shootdown
- Models of ships – observe, look for flags, demonstrate wingspan

⇒ **Jukebox:**

- Listen to music and make observations, such as:
 1. This is music GB & BB listened to when he was a young man
 2. People have listened to music for hundreds of years before you and I were ever born
 3. “Do you listen to/play music? Does your music sound the same or different than the music played by the jukebox? How is it the same or different? Do we listen on jukeboxes? Now, we use CD players and MP3 players”

⇒ **Marriage:** KEEP IT BRIEF; USE AS TRANSITION

- After his job of flying the plane was finished, GB married his girlfriend Barbara

⇒ **Studebaker:** KEEP IT BRIEF; USE AS TRANSITION

- After GB and BB got married, they bought a car just like this one.
- Ask for comparisons between Studebaker and cars of today.

⇒ **US Flags** (in the UN exhibit):

- “What is that object?”
- “What do the stars represent? What do the stripes represent?”

⇒ **Elephants** (RNC exhibit)

- Kids can look for a small elephant, big elephant, or an elephant of a specific color. Ask a child to point out her big, small, or colored elephant. Then ask another child.

⇒ **White House Video Wall**

- Stop in front of the WH façade and talk about who lives there. Use discussion to lead into how GB was president before they were born.
- Let them watch some video as you explain what they are seeing

⇒ **Mrs. Barbara Bush Exhibit/Books**

- Emphasize the importance of reading

Time permitting...

⇒ **Gifts of State** are fun to look at!!

General Themes

- Concepts of time and chronology – past, present, and future events
- Anthems and mottos of the US and Texas
- Value of work
- Good citizenship

Selected Knowledge and Skills

- Distinguish among past, present, and future. Use of related vocabulary.
- Locate places using the 4 cardinal directions
- Locate US and Texas on maps
- Describe job requirements and characteristics of a job well done
- Identify leaders in community, state, and nation
- Describe roles of governor and president
- Explain national and state patriotic symbols and flags
- Understand how technology has changed communication, transportation, and recreation
- Understand voting as a decision-making process
- Identify the purpose of government and government services in the community
- Compare ways in which people around the world meet needs for gov't, education, transportation, communication, and recreation
- Understand how individuals change communities over time
- Identify historic figures and ordinary people who have started new businesses
- Identify heroic deeds of national and state heroes
- Identify examples of cultural heritage from communities around the world
- Identify the impact of technology on photography

Tour Outline and Content for 1st – 3rd

⇒ Seal:

- As symbol of presidency
- Significance of eagle, stars, arrows, and branches

⇒ Family Wall: BRIEF

- Siblings, kids, grandkids, sports GB enjoys (“Are they the same sports we enjoy today?”)
- Look at family photos (some b/w, some color): “Which are the older photos? Why?”
- Point out photo of GWB and ask kids to identify him!

⇒ WWII:

- Have kids use large wall panel to locate US and Texas; then you direct them with cardinal directions until they locate Chichi Jima
- Use story of shoot-down and completion of mission as example of heroic deed (service to country = good citizenship). Radio towers used for communication.
- Use of aerial photography in WWII to get info about enemy (show GB’s camera)

- Look closely at Avenger and make observations (You will later ask them to compare jets of Desert Storm to this plane).

⇒ **Jukebox:**

- “What is this object?”
- “Do jukeboxes still exist? How do you listen to music – on a jukebox, or on the radio?”
- “Does the music you listen to sound the same as this music?”
- Use discussion about the jukebox to conclude how music has always been an important type of fun/recreation for people.

⇒ **BRIEF TRANSITION:** sum up (2-3 sentences, how GB and BB married, GB went to Yale)

⇒ **Studebaker:**

- Basic info
- Compare to cars today (style of top line, tires, lack of air conditioning, etc.)

⇒ **BRIEF TRANSITION:** GB had many jobs after college. He worked very hard to get better and better jobs. He even started his own business working with oil. His jobs took him to live in many different places.

⇒ **China:**

- One job took the Buses around the world to live in China
- Look at photos on wall. “Can you guess how the Bushes got around in China? In the United States, how do we get to school, to work, to the grocery store?”
- Why do they use a different means of transportation in China?

⇒ **CIA:**

- Very brief, very basic job description of the CIA
- Satellite uses: photography and communication
 - “Who can remember how GB took photos of bad guys in WWII?”
 - “How would GB’s job in WWII have been different if they had satellite photography and communication then?” (No need for pilots to take photos, could be done by satellite. Maybe there would not have been a radio tower for communications on Chichi Jima).

⇒ **Presidency & the White House:** (stop kids in front of WH for discussion)

- “What is this building? Where is it located? Why is it important? Who lives here?”
- For discussion: What is a president? What is his job? Who chooses and how? (voting)
- For discussion: What are the qualities of a good president?
- Tell them of the constitutional requirements for a president?
- Ask them to name our current president.
- View a short portion of the video wall (2 minutes). Explain as they watch.

⇒ **Air Force One:**

- Focus on technology in the real plane. Possibly have kids compare equipment on this plane with Avenger

⇒ **Gulf War** - - - focus on technology

- View photos of jets and compare them to Avenger. Conclude how technology has changed transportation.
- Night vision goggles
- View photos in newspapers: how were photos taken one day in the Middle East and published the next day in papers here in the US - - - how did they get halfway around the world so fast? (Ability to scan images and e-mail)
- Discuss how the war was broadcast on CNN. Video footage sent back to US using satellites, similar to the one they saw earlier

General Themes

- Issues, events, and individuals in Texas, from past and present
- Location, distribution, & patterns of economic activities
- Contributions of people from various racial, ethnic, and religious groups
- Impact of science and technology on life in Texas

Skills and Knowledge

- Battle of San Jacinto
- Growth and development of cattle and oil industries
- Identify the impact of important issues, event, and individuals of the 20th century in Texas (urbanization, increased use of oil and gas, growth of aerospace industry)
- Accomplishments of notable individuals (Barbara Jordan, Henry Cisneros, John Tower)
- Compare regions of Texas with regions of other parts of the world
- Understand how Texas, the US, and the world are economically interdependent
- Understand importance of voluntary participation in civic affairs at state & local levels
- Identify state and local government leaders
- Identify Texans who have been president, and their political party

Tour Outline and Content for 4th Grade

Give a GENERIC tour, with specific Texas information thrown in where appropriate

In your pre-tour meet & greet, be sure to mention the following:

1. GB & BB are now Texans, living in Houston
2. What a presidential library and museum is – what it does
3. Ask if any other Texans have been made president (Eisenhower, LBJ), and see if they know where those libraries are (Eisenhower – Abilene, KS and LBJ – Austin).

⇒ Family Wall:

- Prescott Bush's public service – USO, Senate
- Large, close-knit family (family vacations, holidays together)
- What sports GB enjoys
- Photos of Bush children - - - identify George W. Talk about GWB's 2 terms as governor and 2 terms as presidency. Identify Jeb as governor of Florida.
- Conclude that Bush family has a legacy of public service

⇒ WWII:

- Briefly describe GB's *voluntary* enlistment and motives for doing so
- Part of his flight training was in Corpus Christi
- Avenger was restored in Hawkins, TX
- Discuss the USS San Jacinto:
 1. named to honor the 1836 battle where Texan forces led by Sam Houston won independence for TX
 2. ship was paid for by the citizens of Texas and so therefore
 3. flew the Lone Star State flag
- Brief story of the shutdown

⇒ **TRANSITION:** Sum up in a few sentences how he got married, the war ended, he went to Yale. May show GWB baby photo and glove

⇒ **Studebaker:**

- What is it? Why is it in the museum? The usual...
- Identification of Studebaker leads to next major discussion

⇒ **West Texas Years:**

- "Why would the Bushes move to Midland, TX in 1948?"
- discuss how oil industry developed in Texas
- Discuss how GB started at the bottom of the oil business as a parts salesman and eventually worked his way up to become the founder of his own company (Bush-Overby)
- Point out photos of oil rigs and equipment
- Discuss Zapata Offshore. Show photos.
- You may want to add human-interest anecdotes (chicken-friend steak story – see notebook, Robin, growing family, Agnes' Café)

⇒ **Congressman:**

- Dominance of Democratic Party in Texas ever since end of Reconstruction; slow growth of Republican Party
- 1964 senate race defeat: Texas was largely Democratic; his opponent helped by popularity of LBJ, who was elected president that year
- 1966 victory in congressional campaign
- 1968 re-elected
- 1970 Senate race – lost to Lloyd Bentsen, who remained one of the senators from TX for over 20 years

⇒ **TRANSITION:** UN through CIA

- Sum up with a few sentences about GB's many jobs/posts

⇒ **VP and 1988 election**

- Keep it basic. Spend just enough time to tell them GB was the VP for 8 years, then elected president for 4 years

⇒ **Presidency**

- Can ask length of VP and Presidential terms
- May also discuss: qualifications of a president, how presidents are chosen, what does a president do from day to day? (Use this last as build-up to watching video wall, if you plan to stop and view it)

⇒ **Desert Storm**

- Set the region of the world – the countries, climate and vegetation. Have students compare/contrast that with Texas. “Are there any regions of Texas similar to a desert?”
- “Kuwait and Texas have a natural resource in common. What is it?” (Draw on discussion above to guide them to the answer.)
- Causes of Gulf War and why the Allies intervened:
 1. Use of oil and world impact of Iraq controlling 21% of reserves - - - this is an example of economic interdependence between TX, US and the world - - - this is one reason Allies went to war.
 2. Discuss how much \$\$ Iraq had poured into building a large army and how she had been working to develop nuclear, biological, and chemical weapons. Discuss how this is a threat to the rest of the world. May also mention Iraq’s repeated human rights violations.
- Courses of the War
 - may watch part of sound/light show and look through night vision goggles
 - point out the Aggie soldier’s gear as an example of the many Texans who served (from Ft. Hood, Nat’l Guard and Reserves)
 - photo of state capitol with yellow ribbon

⇒ **Fires of Kuwait**

- Saddam Hussein’s war on environment
- Firefighters: point out the Texas-based companies (see helmets) like Boots & Coots, Red Adair Co., Jow Bowden’s Wild Well Control Inc. “Why were there so many Texas companies there?” (Oil industry in TX has led to well fighter companies)

⇒ **Speedboat** - - - view briefly, no long discussions

⇒ **Barbara Bush Foundation for Family Literacy**

- Besides the obvious, you can use this to stress volunteerism at the local level

General Themes

- Major events and significant individuals
- Free enterprise system
- Importance of effective leadership in a democratic society
- Identifying important leaders in national government
- Fundamental rights guaranteed in the Bill of Rights

Knowledge and Skills

- Analyze recurring or ongoing issues and events of the 20th century (to include increase in use of oil & gas, and World Wars)
- Accomplishments of individuals in areas of civil rights, women's rights, military actions and politics (e.g. Colin Powell)
- Explain purposes of the Declaration of Independence & Bill of Rights
- Identify and explain the basic functions of the 3 branches of gov't
- Explain how art, music and literature reflect the times in which they were created
- Identify how scientific discoveries and technological innovations have advanced the economic development of the US (e.g. oil industry)
- Explain how scientific discoveries and technological innovations in medicine, communication and transportation have benefited individuals and society in the US

Tour Outline and Content for Grade 5

⇒ Family Wall

- Use as a BRIEF introduction
- See how much the students know. Ask what was WWII? What countries were fighting and why? What event caused the US to enter WWII?
- Tell story of GB's enlistment
- His duty station (*San Jacinto*, Pacific Ocean, island-hopping)
- Story of shoot-down and rescue
- End of war

⇒ Jukebox

- Identify artifact and explain how it worked
- Have students gather around and listen to some of the music. Have 1 or 2 of the students read a few of the song titles aloud
- "Is this music the same or different than the music you listen to today? How is it the same or different? Can we learn anything about the world during the 1940s by listening to this music?"

Marriage and Yale



- Wedding invitation as example of war weddings
- GI Bill
- Babe Ruth. “Can you name any famous baseball players of the past? What about famous players today? Who broke the home run record recently?”

⇒ **West Texas:** Summarize BRIEFLY in 2-3 seconds

⇒ **Congress:**

- Can you identify the dome?
- “Why works in this building? What do they do/what is the function of Congress? What are the other 3 branches of government?”
- GB’s service in Congress: mention hot issues of the day – Vietnam and civil rights, and his role in both of these

⇒ **UN, RNC, China:** BRIEFLY summarize all these areas at least once

⇒ **CIA**

- “What does CIA stand for? What does the CIA do?”
- Why GB was chosen by President Ford to head the CIA
- Satellite technology – then and now

⇒ **Vice Presidency**

- “Who was president when GB was VP?”
- “What is the VP’s job as set forth in the Constitution?”
- GB’s work as VP

⇒ **Presidency** (Discuss “outside the White House façade”)

- Define role of the president. Get their input
- 1988 election
- Two broad areas of presidential policy are : foreign and domestic - - - use this to transition to Berlin Wall

DO NOT WATCH WHITE HOUSE VIDEO WALL

⇒ **Berlin Wall**

- Ask if they know what the slab of concrete is, where it stood and why it dates back to end of WWII and Allied occupation of Germany and the 4 sectors of Berlin.
- Explain East Germany and West Germany division as well as East Berlin and West Berlin
- Tell the story of the Wall
- Allow students to view photos and video
- “Why is this piece of the Berlin Wall in the Bush Library?”

⇒ **American with Disabilities Act (ADA)**

- Use as an example of domestic policy

⇒ **Gifts of State**

- Talk about the president's role as ceremonial leader
- Restrictions on keeping gifts
- View gifts

⇒ **Barbara Bush, First Lady Exhibit**

- Role/function of the First Lady
- BB's cause of literacy. Explain importance

⇒ **Camp David**

- Brief history
- Importance of Camp David during the Bush administration

⇒ **Air Force One** – walk through and keep it brief

⇒ **Desert Storm**

- Include the following:
 - Mention the role of oil as a cause of invasion and of our response
 - Role of women in Gulf War
 - Colin Powell (if not for civil rights laws, Powell likely would never have risen to the Chairman of the Joint Chiefs of Staff)
 - Our many Allies, including old nemeses such as USSR/Russia, reflect a big change in the world
- May mention the role of technology in the war – stealth bombers, smart bombs, night vision

⇒ **Fidelity** – brief

⇒ **Kuwaiti Door** – brief

Grade 7 – Texas History

Grade 8 – US History thru 1876

General Themes – Grade 6

- People and places of the contemporary world
- Describe the influence of individuals and groups on historical and contemporary events in societies
- Identify locations and geographic characteristics of selected societies
- Identify different ways of organizing economic & governmental systems
- Compare gov't, education, and religious institutions in different societies
- Explain how the level of technology affects development of societies

Knowledge and Skills – Grade 6

- Analyze historical background of contemporary societies to evaluate the relationship between past conflicts and current conditions
- Locate major historical & contemporary societies on a map
- Understand how geographic factors influence economic development and the political relationships & policies of societies
- Limited vs. unlimited gov't
- Understand the relationship that exists between artistic, creative, and literary expressions and the societies that produce them
- Identify examples of art, music and literature that transcend societal boundaries and convey universal themes

General Themes – Grade 7

- Same as the 4th grade, but more in-depth

Knowledge and Skills – Grade 7

- Explain the political, economic and social impact of oil industry and the development of West Texas
- Define impact of the “boom & bust” cycles of the 20th century
- Trace civil rights and equal rights movements in Texas; identify key leaders such as LBJ
- Political, economic and social impact of major wars on Texas
- Trace emergence of the two-party system in Texas, 1950s-present
- Interdependence of Texas economy with the US & the world
- Identify leadership qualities of elected & appointed leaders of Texas, including Texans who have been president

General Themes – Grade 8

- “Presidents of the United States” books available upon request

Tour Outline: 6th - 8th Grades

This should be a generic tour, focusing on the basic story of GB

⇒ **Family Wall**

- What is important to GB?
- What sports he enjoys
- His family

⇒ **WWII:** the general story of service, crash, rescue, and end of war

- For 7th grade, point out the San Jacinto and its Texas ties

⇒ **Marriage and Yale:** BRIEF

⇒ **West Texas:** you may spend extra time here with 7th grade

- Studebaker
- Oil industry and GB's successes therein
- Robin; advances in treatment of leukemia

⇒ **Congress:** spend extra time here with 7th grade

- GB's place in the emergence of two-party system
- GB's elections and defeats
- GB's vote on Open Housing Bill
- GB's relationship with LBJ

⇒ **UN and RNC:** summarize BRIEFLY

⇒ **China:** spend extra time here with 6th grade

- GB's specific job in China
- Bush's efforts to learn Chinese culture
- Role of bicycles in China

⇒ **CIA and role as VP**– summarize briefly

⇒ **Presidency / White House** – BRIEF

- May ask what they know of Texans who have been President (GWB, GB, LBJ, Ike)
- Do not watch entire video

⇒ **Berlin Wall**

- See if they can identify it
- Discuss division of Germany and Berlin after WWII
- Discuss different types of government in east vs. west
- Story of the wall
- “Why is there a piece of the Wall here?”
- Allow them to view photos and video

⇒ **Gifts of State:** move with students and focus attention on specific gifts

- Pick a gift (you or student may pick)
- Observe gift without looking at the label
- Have students guess what part of the world the gift is from. Have them explain their answers.

OR, TRY THE FOLLOWING:

- “What does this gift tell us about the country who gave it? Why do you say that?”
- Allow a few moments for students to look on their own and find a gift that they believe transcends the boundaries of the donor country and conveys some universal theme or emotion. When they find such a gift, they should stop and stand by it. Call on a few kids to share.

⇒ **Camp David – BRIEF**

- “Can anyone find in this office an object that is very Texan in nature?”
- “Can anyone find an object that is worldly – something that could be found in any office, anywhere in the world? Or maybe you can find something that could be found only in the office of another world leader?”

⇒ **Air Force One – BRIEF**

⇒ **Gulf War**

- Why?
- What?
- May watch sound and light show

⇒ **Fidelity – BRIEF**

⇒ **Kuwaiti Door - BRIEF**

Tour Outline: High School (9th – 12th Grades)

General Themes: Grade 9 – US Geography

- Examine the people, places and environment from a geographic perspective
- Examine the influences of geography on events of the past & present

General Themes: Grade 10 – World History

- Emphasis is on the study of significant people, events and issues from earliest times to present

Skills and Knowledge: Grade 9 - 10

- Summarize significant events related to the spread and fall of communism
- Identify and explain causes and effects of the Cold War
- Impact of geographic factors on major world events
- Identify examples of political, economic and social oppression and of violations of human rights
- Identify examples of religious influence on world events
- Analyze examples of how art, architecture, literature, music and drama reflect the history of the cultures they represent
- Identify examples of art, music and literature that transcend the creating culture and convey universal themes

General Themes: Grade 11 – US History Since 1876

- Focus is on the political, economic and social events and issues related to:
 - Industrialization and urbanization
 - Major wars
 - Domestic & foreign policies of the Cold War and post-Cold War eras
 - Reform movements
- Use of a variety of rich primary and secondary sources is encouraged

Skills and Knowledge: Grade 11

- Evaluate impact of third party candidates, such as H. Ross Perot
- WWII – reasons for US involvement, major issues and events
- US response to Soviet aggression after WWII, including the Truman Doctrine, Marshall Plan, NATO, and the Berlin Airlift
- Describe impact of GI Bill
- Analyze reasons for Western victory in the Cold War and the changing relationships among nations
- Identify origins of major domestic and foreign policy issues currently facing the US
- Impact of Cold War on defense spending

- Evaluate effects of political incidents, such as Watergate, on the views of US citizens concerning the role of the federal gov't

General Themes: Grade 12 – Government

- Compare US system of government with other political systems
- Examine strategic importance of places to the US
- Analyze impact of individuals, political parties, interest groups and the media on the American political system
- Evaluate importance of voluntary participation in a democratic society
- Analyze and evaluate the process of electing the president
- Evaluate the role of third parties
- Identify opportunities for citizens to participate in political party activities at local, state, and national levels
- Analyze changes in American culture brought forth by gov't policies, such as the GI Bill and racial integration

1. Treat them like adults
2. Allow time for them to look on their own at each exhibit on the tour
3. Don't expect them to show open amazement or interest – that's not “cool”
4. Make sure your tour incorporates:
 - ✓ GI Bill
 - ✓ Cold War
 - ✓ Significance of geography as
 - I. An influence on world events and
 - II. As an influence on US foreign policy (often relates back to the Cold War theme)

Tour Content: Grades 9 - 12

⇒ Family Wall

- ✓ Be brief in this area
- ✓ Choose content at your own discretion
- ✓ One thing that works well with all-girl groups: Telling the story of how GB and BB met at the winter dance, how they fell in love, and the secret engagement. With groups of guys and girls, abbreviate the story, then let the guys look at the models while the girls read the love letter in the WWII exhibit.

⇒ WWII

- ✓ Again, use your judgment in regards to content in this area
- ✓ Point out love letter to Barbara and the censored letters home to his parents
- ✓ Let them look at some on their own

⇒ Marriage & Yale

- ✓ Pick up the love story angle. Girls are usually interested in the wedding invitation with the handwritten date and the reason for that
- ✓ Talk about the GI Bill and how it changed college education (as well as its importance for GB)
- ✓ Guys still like the Babe Ruth story and the glove

⇒ West Texas

- ✓ Don't spend much time here
- ✓ Maybe point out that GB started at bottom rung as a salesman, despite graduating Phi Beta Kappa
- ✓ Maybe mention Robin

NOTE: A good strategy for this entire room (Marriage, Yale, West Texas) is to briefly sum it up, point out a few items of interest, and then allow students to look on their own for a couple of minutes.

UN



- ✓ If they don't know what it is, explain in basic detail



RNC

- ✓ Point out the handwritten, draft letter
- ✓ Possible discussion topic: How did Watergate scandal affect citizen's view of the gov't and gov't officials. You may even compare it to the Lewinsky scandal. (Remember – Let students make their own conclusion and judgment)



China

- ✓ Bush's role in establishing formal diplomatic ties
- ✓ The Bush's experiences in China
- ✓ How Bushes are viewed by Chinese, even today



CIA

- ✓ See how much they know about the CIA's creation and function. Remember, Cold War and espionage were escalating while GB was at the CIA
- ✓ Why Ford chose GB as Director



VP and Presidency/White House

- ✓ keep it BRIEF!!
- ✓ Sum up the VP & White House area with only a few sentences, then allow them awhile to look on their own, reconvening at the Berlin Wall.



Berlin Wall

- ✓ Make the connection between post-WWII division of Germany/Berlin and the Cold War
- ✓ As a symbol of Cold War; its fall symbolized end of the Cold War
- ✓ Allow to look at photos and video
- ✓ Possible discussion:
 1. Communism vs. Democracy
 2. Was the Wall a violation of human rights or just social oppression?



Cold War / Timeline

- ✓ Use at discretion or as group interest dictates



Domestic Policy

- ✓ What should our domestic policy center on?
- ✓ What domestic policies was the Bush administration known for?



Gifts of State – sum up; allow them to view on their own. Possibly discuss symbolism of some gifts as well as what a gift conveys about the country giving it.

NOTE: A good strategy is to stop near the Domestic Policy wall and talk about the domestic policy, gifts of state, and Barbara Bush exhibit all at once, then allow students a few minutes to view on their own



Camp David

- ✓ History of Camp David
- ✓ Importance of Camp David in Bush administration
- ✓ Allow to look and listen

⇒ **Foreign Policy Wall**

- ✓ Mention a few, or all, of these events
- ✓ Tiananmen Square is a good tie to GB's days in China as Liaison
- ✓ There is frequent interest in the cardboard target

⇒ **Air Force One**

- ✓ Usually, just a walk-through is enough for older students. They aren't as amazed as younger kids.
- ✓ Mention that GB was the first president to use the jumbo Boeing 747 version
- ✓ A good lead-in to the Gulf War exhibit is mentioning that GB made decisions about the war while on AF1

⇒ **Gulf War**

- ✓ Reasons & Outcome
- ✓ Any of your favorite anecdotes
- ✓ Point out some of the primary documents (GB's letter to his kids, newspapers, letters from soldiers and their families, captured Iraqi map)
- ✓ Let them look on their own

If time permits:

Kuwaiti Door

Fidelity