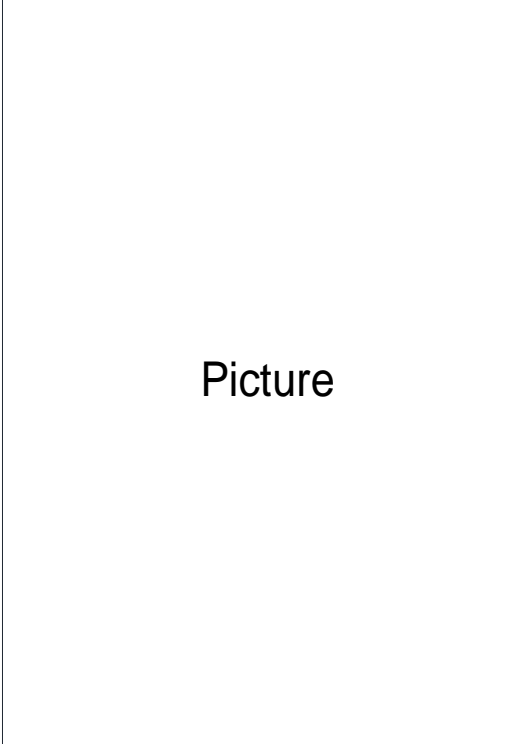


**CLASSIFIED**



Name: \_\_\_\_\_

Height: \_\_\_\_\_ Eye color: \_\_\_\_\_

Distinct Features: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Male or female      Date of birth: \_\_\_\_\_      Deceased date: \_\_\_\_\_

Where they served: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

When they served and for how long: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Did they die in action: Yes    No    What was their rank: \_\_\_\_\_

Where did they live after service: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Have they received any metals:    Yes    No

If so, how many, and for what: \_\_\_\_\_

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Where was your soldier born and raised: \_\_\_\_\_

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What did they do after their service: \_\_\_\_\_

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What can you learn about their family: \_\_\_\_\_

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# American Soldier Project

## Lesson plan for grades 3-5 Reading, English Language Arts, and Social Studies

### Introduction

Read the book "The Wall" by Eve Bunting.

This story helps students to understanding what it means to honor those who have given their lives for our freedom. It is used in a lesson leading up to the program. Have a discussion about the book and about soldiers who have fallen. Ask them how can we help remember those people today?

Students will choose an American soldier and research aspects of their life. Students will act as detectives as they put together and create a case file and timeline of their subject's life, with the end goal being a speech about their subject. The speech will emphasize how their soldier is remembered today. Students will present their speeches (at a parents' night event, if desired) by 'becoming' their subjects and speaking in the first person (reciting their speech). Students will also incorporate technology by making a digital story

### **Learning outcomes**

- Students will learn about what life was like for their soldier prior to war and after war.
- Students will develop a comprehensive understanding of the struggles, hardships, and challenges a soldier had to overcome.
- Students will gain a better understanding of honors that soldiers may receive.
- By researching specific attributes, students will gain enough knowledge of their subjects that they "become one" and tell their stories in the first person.
- Students will gain a better understanding of what it means to fight for the United States.

### **Teacher Preparation**

Allow students one week of regular classroom time to complete their research in school (case file). This will allow all students to have time on classroom computers or in the computer lab, and time to conference with you. Allow an additional week for the students to write speeches and create costumes and props.

## **Materials needed**

- research folders
- computers with internet access, CD/DVD players, and Microsoft Word, Excel, and PowerPoint (or similar applications)
- printer(s)
- overhead projector
- dictionaries and thesauruses
- highlighters
- clipboards
- paperclips, staplers
- encyclopedias
- paper
- pencils
- index cards
- Cemetery name scanner (app on ipads)
- Ipad
- Veteran's Legacy website: [www.bhveterans.omeka.net](http://www.bhveterans.omeka.net)

## **Activities**

For students' research and presentations, select a core group of soldiers from which students may choose. The option of doing a relative or known soldier is permissible. Allow the students to have a choice, but note to them they will need to be able to find sufficient information on the provided soldiers.

## **Standards**

### Second grade

2.H.1.2 Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past.

2.G.1.2 Explain how local communities are part of a larger region.

### Third Grade

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities.

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson.

### Fourth grade

4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota.

4.H.1.2 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

4.H.2.5 Describe how wars affected South Dakotans.

4.H.5.2 Use evidence to develop a claim about the past.

### Essential Questions for the Unit

Why do I research?

How can we know if we weren't there?

How am I connected to those in the past?

Can an individual make a difference in history?

Why do people fight?

Is conflict inevitable? Desirable? Avoidable?

What is worth fighting for?

What is revolution?

How do I know when I have enough information to answer my question thoroughly?

How do I determine the appropriate presentation format for my task and audience?

How do my actions impact others in my community?

How can I impact social change?

How does the evaluation of past events help us to make future decisions?

What makes places unique and different?

#### Reading

What impact do reading strategies have? Why do we need to evaluate what we read?

#### Writing

How does each step in the process impact your writing?

How does the audience influence the format of your writing?

What am I trying to achieve through my writing?

# Technology

Website for Project

**<http://soldierdetective.weebly.com>**

**Students will also make a digital story of their person they researched**

**Use <https://spark.adobe.com/about/page>**

1. Decide on the story you want to tell. Make it over the person you did your research on
2. Gather your materials.
3. Begin writing your script. (your speech)
4. Prep your equipment.
5. Create a storyboard.
6. Record a voice-over. (your speech)
7. Add music



## American Soldier Lesson Plan

3<sup>rd</sup>-5<sup>th</sup> grade

Targeted content: ELA Integrated Content: Social Studies

### State Content Standard and/or Common Core Standard(s):

Target Standard(s): CCSS-ELA -LITERACY-W.4.2.E Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4.H.3.1 Compare and contrast life today with life in historical time periods.

4.H.5.1 Infer the intended audience and purpose of a historical source from information within the source itself.

K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives.

K-12.H.5 Students will develop historical research skills.

Supporting Standard(s): SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Instructional Setting: Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers	<input type="checkbox"/>	Other (list)	<input type="checkbox"/>
Small Group	<input checked="" type="checkbox"/>	Workshop	<input type="checkbox"/>		<input type="checkbox"/>
Individual Student	<input checked="" type="checkbox"/>	Lab	<input type="checkbox"/>		<input type="checkbox"/>

Lesson Focus: In this lesson, students will choose American soldiers who have served our country and research aspects of their lives. Students will act as detectives as they put together a case file that can later be turned in to a timeline of their subject's life. Students will then write a speech about their subject, emphasizing how they are remembered today as the final project.

### Learning Outcome(s):

As a result of this lesson, students will be able to demonstrate their ability to conduct research and present the informational in a speech.

- Students will learn about what life was like for their soldier prior to war and after war.
- Students will develop a comprehensive understanding of the struggles, hardships, and challenges a soldier had to overcome.
- Students will gain a better understanding of honors and commendations soldiers may receive.
- By researching specific attributes, students will gain enough knowledge of their subjects that they “become one” and tell their stories in the first person.
- Students will gain a better understanding of what it means to fight for the United States.

Assessment Measures:

*Formative Assessment(s):* Questioning

Teacher observation

Student completed written speech

Confer with students

*Summative Assessment(s):* Students completed packet

Differentiation:

Struggling learners-Student(s) will pair with a buddy to write a letter or student can work one-on-one with the teacher or teacher’s assistant.

High ability learners-Students can research additional information about war heroes of their choice that fought in other wars.

Visual Learners- During demonstration, the teacher will write details on the board to help students formulate ideas for their speech.

Materials:

- research folders
- computers with internet access, CD/DVD players, and Microsoft Word, Excel, and PowerPoint (or similar applications)
- printer(s)
- overhead projector
- dictionaries and thesauruses
- highlighters
- clipboards
- paperclips, staplers
- encyclopedias
- paper
- pencils
- index cards
- Websites: Black Hills National Cemetery:  
<https://www.cem.va.gov/cems/nchp/blackhills.asp>

PART B: DELIVERY OF INSTRUCTION:

Introduction: Tell students that today they will act as detectives and use their “detective noses” to help them find research and information on a soldier of their choice.

Procedures of Teaching and Learning:

1. Demonstration- Show students a completed copy of the case file of a soldier.
2. Shared Demonstration- Allow students to share ideas of what else they think can be added to the case file. Allow students to share details. Explain to students the case files will help them gather information to add to their final product.
  - Write shared student ideas on the board.
  - Allow students to work in partners or in groups or three.
  - Inform students about the places they can use to help them in their research.
3. Guided Practice-
  - Hand out supplies for case file
  - For students’ research and presentations, select a core group of soldiers from which students may choose. The option of doing a relative or known soldier is permissible. Allow the students to have a choice, but note to them they will be able to find sufficient information on the provided soldiers.
  - Confer with students on their writing.
4. Independent Practice- Remind students about the different places to research information. Examples are: *Black Hills National Cemetery*, *Veteran’s Legacy*  
*Website:* [www.bhveterans.omeka.net](http://www.bhveterans.omeka.net)  
Student will write speeches independently

Closure:

Come back together as a whole group to allow students to share their speeches. During share time, highlight what was discussed by some of the students during their research and summarize what was said. Ask students what they learned about research. Select two or three notable speeches to share with the group. For a real world application, ask students to think about if they were being researched, what type of information they think someone could find about them.

Additional: To follow up with this lesson, students could visit the Black Hills National Cemetery to visit the gravesite of the soldier they chose to research

SUBJECT: History  
TOPIC: U.S. Soldier  
GRADE LEVEL: 3-5  
CREATORS: Marti Herber  
Unit Plan Road Map

Day 1 Introduction

Day 2 Field trip to Black Hills National Cemetery

Day 3 Begin soldier detective project

Day 4 Research

Day 5 Begin to put their speeches together

Day 6 Live museum final project

Day 1 Introduction

"The Wall" by Eve Bunting.

This story helps students to understanding what it means to honor those who have given their lives for our freedom. It is used in a lesson leading up to the program. Have a discussion about the book and about soldiers who were killed in action.

Day 2 Field trip to Black Hills National Cemetery

Black Hills National Cemetery is a United States National Cemetery in South Dakota, located three miles southeast of Sturgis in Meade County.

The Benefits of a Museum/Field Trip:

1. Students are energized by the excitement and anticipation of leaving the school environment.
2. The transportation to and from the museum/site is often a pleasant open-social time.
3. Students have the opportunity to see new things and learn about them in a more unstructured way.
4. Students have the opportunity to determine what they learn and how they learn it. Said differently, student learning can be interest-driven, not teacher and curriculum driven.
5. Students will experience a more holistic, integrated picture of the information that, in the classroom, may have only been presented in a textual and abstract way.

Day 3 Begin soldier detective project and start research

This will take up the next 3 days

Day 4 Research

Utilize the Black Hills Veteran's Legacy website: [www.bhveterans.omeka.net](http://www.bhveterans.omeka.net)

Day 5 Begin to put speeches together

They take the information they found and put it into their speech

## Day 6

Students will also make a digital story of their person they researched

USE <https://spark.adobe.com/about/page>

- Decide on the story you want to tell. Make it over the person you did your research
- Gather your materials.
- Begin writing your script. (your speech)
- Prep your equipment.
- Create a storyboard.
- Record a voice-over. (your speech)
- Add music

Day 7 Live museum final project.

This can be done for parents' night.

Students take the speeches they made, dress as the person they chose and they present

Concept Map

