

## **Branches of the Military Lesson Plan**

Grade Level: \_\_\_\_4th\_\_

Targeted Content: Social Studies      Integrated Content: Speaking and Listening, Writing

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

*Target Standard(s):* K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.

*Supporting Standard(s):* 4. W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Instructional Setting: This lesson is for a whole group of individual students

Lesson Focus: Students will learn about the six branches of military, explain their differences, and evaluate which branch would be the best fit for them, should they serve in the future.

### Learning Outcome(s):

As a result of this lesson, students will be able to prepare a speech for the class about why they would do best in a particular branch of government, providing at least 4 supportive reasons from the PowerPoint and discussion, personal experience, and/or individual research.

### Assessment Measures:

List assessments that will be used during and/or after the lesson. Divide them into the following two types of assessment:

*Formative Assessment(s):* word generator, list of possible ideas of reasons why, audience paper

*Summative Assessment(s):* rubric for speech

### Differentiation:

If students complete their speech early, or within class time, can continue learning about the history of the branches using this  
handout: <http://www.lessonsnips.com/docs/pdf2/armedforces.pdf>

Students who struggle with presenting in front of the class may decide to give their speech at a separate time, one-on-one with the teacher. Students who struggle with writing their ideas down on paper can provide a bulleted list of reasons why instead of just writing out their whole speech. You can challenge kids to memorize their speech or use an outline of major points.

### Materials:

Word generator, computer, PowerPoint, rubric, paper, pencil, possibly notecards and tape recorder

### Introduction:

Ask the students “What words do you know that are related to the military?” You may use any online word generators (wordart.com, wordle.com, worditout.com) to make a word generator over the words that your students mention in whole-class discussion. After word ideas start slowing down, you can use this as a formative assessment over what your students already know.

### Procedures for Teaching and Learning:

1. Start the lesson with the introduction or word generator
2. Teach the branches of the military using the PowerPoint as an illustrative aid.
3. At the end of the lesson, ask students to:
  - a. Recall the six branches of the military

- b. Recall specific information on each of the six branches
4. Once students have a solid grasp on the information and the differences and similarities between the branches, introduce the assignment.
  - a. Discuss with the students that they will be required to write and deliver a **speech** detailing which branch they would choose to serve in, should they ever decide to join the military. Students will have to think about their experiences, their personalities, and their skills and talents when thinking about where they might fit. Students should come up with ideas on **why** they would do well in a particular branch, citing evidence from the PowerPoint, their own experiences and knowledge, and extra information they researched (if needed). Students will need to have at least 4 reasons why they would pick that branch.
    - b. Example: I would choose to be in the Coast Guard because I think I would really enjoy the idea of protecting and enforcing safety within our waters. I have taken swimming lessons for five years and would be able to continue that training and help with rescues. I think the coast guard really stood out to me because they do the most volunteer work connecting with different people and communities. I also like the idea of protecting our oceans from pollution and making sure they stay healthy.
5. Students in the audience will practice careful listening and analysis. When students present their speech to the class, their peers will be the recorders. Each student will pick 5 classmates and those classmates will write down the student's name, what branch that student picked, and listen and record 2 reasons they picked that branch.
6. The speech and listening assignments will be graded using the attached rubric.

Closure: We are lucky in America to have such a strong military force protecting us on land, at sea, and in space. The six branches of the military work together to provide protection during wartime and conflict, but also to ensure the safety of Americans every day. Each branch has a different mission and requires a different skill set from its members.

As Americans we likely know a number of people who are in the military or whose family members serve. Perhaps you will serve in the future or you will serve this country in a different way; either way, we can be thankful for the protections provided to us by our military.