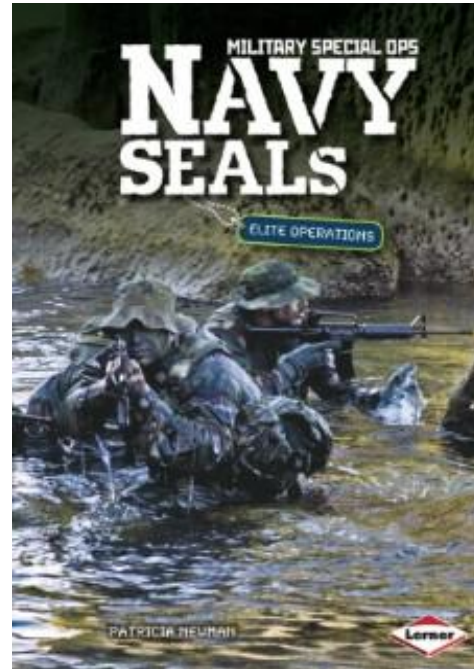
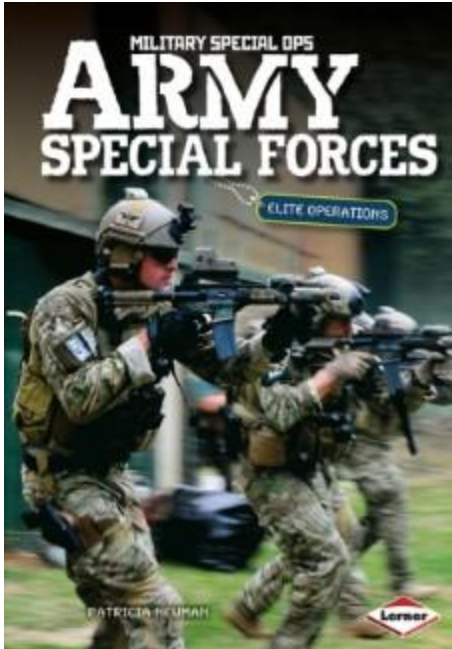


A Core Curriculum State Standards Annotated Discussion & Activity Guide for



Written by Patricia Newman

Published by Lerner Publishing Group, Inc.

Guide Created by Debbie Gonzales



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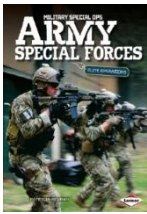
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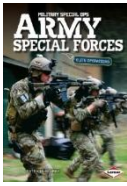
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Military Special Ops Army Special Forces: Elite Operations

Pre-Reading Discussion

1. Tell everything you know about Army Special Forces.
 - a. What kind of soldiers are they?
 - b. Tell why they are considered to be *special*.
2. Look closely at the book cover.
 - a. Describe the action taking place in the picture.
 - b. Describe the soldiers' uniforms and weapons.
3. Who or what are allies?
4. Tell what you know about the al-Qaeda. Who are they?
5. What is an ambush?
6. What is a chopper?
7. Who is a civilian?
8. Who is a diplomat?
9. What is intelligence? How is it used by the military?
10. What is ODA?
11. What does the word oppressed mean? Who are the oppressed?
12. What is recon?
13. What or who is the Taliban?
14. What or who are Green Berets?

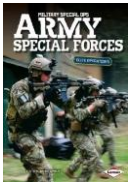


Army Special Forces Word List Reconnaissance

Use the grid provided on this and the following pages (4 - 9) to gather information regarding the words featured in the Pre-Reading Discussion exercise. Perform the following tasks for each word.

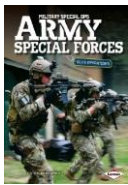
1. Predict the word's definition.
2. Find where the word is used in the book and cite the location.
3. Define the word based on its context usage in the book.
4. Use the glossary or dictionary to verify the context usage definition. Use the word in a sentence.

Word or Term		Pre-Reading Definition						
<i>allies</i>								
Page Number	Context Clue Definition							
The word or term used in a sentence								



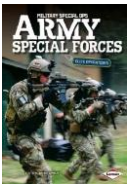
Word or Term		Pre-Reading Definition		
<i>al-Qaeda</i>				
Page Number	Context Clue Definition			
The word or term used in a sentence				

Word or Term		Pre-Reading Definition		
<i>ambush</i>				
Page Number	Context Clue Definition			
The word or term used in a sentence				



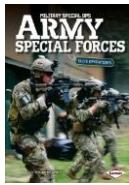
Word or Term	Pre-Reading Definition
<i>chopper</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	

Word or Term	Pre-Reading Definition
<i>civilian</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	



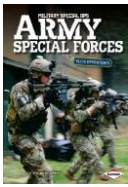
Word or Term	Pre-Reading Definition
<i>intelligence</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	

Word or Term	Pre-Reading Definition
<i>ODA</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	



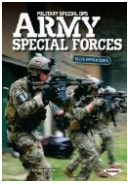
Word or Term	Pre-Reading Definition
<i>oppressed</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	

Word or Term	Pre-Reading Definition
<i>recon</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	



Word or Term		Pre-Reading Definition						
<i>Taliban</i>								
Page Number	Context Clue Definition							
The word or term used in a sentence								

Word or Term		Pre-Reading Definition						
<i>Green Berets</i>								
Page Number	Context Clue Definition							
The word or term used in a sentence								



The Path to the Green Beret: A Foldable Project

Objective: To identify the key steps to becoming a Green Beret in a concrete, manipulative manner.

Materials:

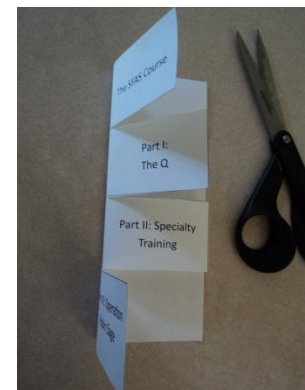
- Foldable found on page 11
- Pencil
- Scissors
- The book *Army Special Forces: Elite Operations*

Procedure:

- Trim around the border of the foldable.
- Fold in half along dotted line.

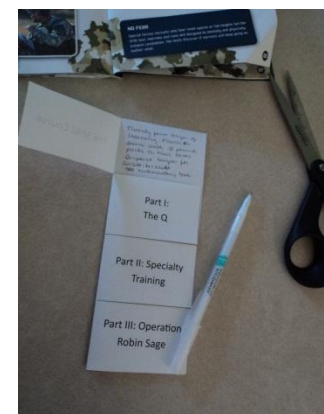


Fold in half on dotted line

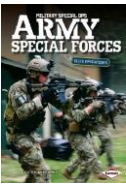


Creating tabs

- To create tabs, open folded sheet and cut along solid lines.
- Using the information found in Chapter 5, describe the skills or criteria necessary for recruits to pass each level to earn the honor of becoming a Green Beret. Cite the page number on which you found the information.



Skill or criteria description

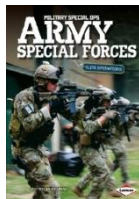


The SFAS Course

Part I: The Q Course

Part II: Specialty Training

Part III: Operation Robin Sage



Army Special Forces Notable Dates Matching Grid Instructions

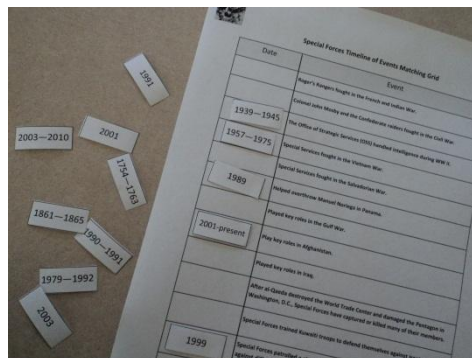
Objective: To identify when and where Army Special Forces have played important roles in history, doing so in a concrete manipulative manner.

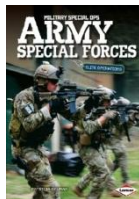
Materials:

- Special Forces Notable Dates Matching Grid (page 13)
- Special Forces Notable Dates Labels (page 14)
- Scissors
- Glue or tape
- The book *Army Special Forces: Elite Operations*
- Special Forces Notable Dates Answer Sheet (page 15)

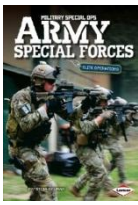
Procedure:

- Print the Special Forces Notable Dates Matching Grid and Labels.
- Cut around labels.
- Using the book as a reference, match the correct date label and event description.
- Use glue or tape to secure labels in place.

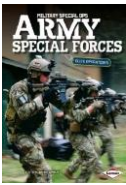


**Army Special Forces Notable Dates Matching Grid**

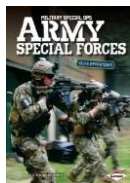
Date	Event
	Roger's Rangers fought in the French and Indian War.
	Colonel John Mosby and the Confederate raiders fought in the Civil War.
	The Office of Strategic Services (OSS) handled intelligence during WW II.
	Special Services fought in the Vietnam War.
	Special Services fought in the Salvadorian War.
	Helped overthrow Manuel Noriega in Panama.
	Played key roles in the Gulf War.
	Play key roles in Afghanistan.
	Played key roles in Iraq.
	Al-Qaeda destroyed the World Trade Center and damaged the Pentagon in Washington, D.C.
	Special Forces trained Kuwaiti troops to defend themselves against Iraqi attacks.
	Special Forces patrolled a city in Bosnia and Herzegovina where there was fighting against different ethnic groups.
	Special Forces helped to rebuild Diwaniya.

**Army Special Forces Notable Dates Matching Grid Word Labels**

2003	1754—1763	1999	1861—1865
1991	1939—1945	Sept. 11, 2001	1957—1975
2003—2010	1979—1992	2001-present	1989
1990—1991			

**Army Special Forces Notable Dates Answer Sheet**

Date	Event
1754—1763	Roger's Rangers fought in the French and Indian War.
1861—1865	Colonel John Mosby and the Confederate raiders fought in the Civil War.
1939—1945	The Office of Strategic Services (OSS) handled intelligence during WW II.
1957—1975	Special Services fought in the Vietnam War.
1979—1992	Special Services fought in the Salvadorian War.
1989	Helped overthrow Manuel Noriega in Panama.
1990—1991	Played key roles in the Gulf War.
2001—present	Play key roles in Afghanistan.
2003—2010	Played key roles in Iraq.
Sept. 11, 2001	Al-Qaeda destroyed the World Trade Center and damaged the Pentagon in Washington, D.C.
1991	Special Forces trained Kuwaiti troops to defend themselves against Iraqi attacks.
1999	Special Forces patrolled a city in Bosnia and Herzegovina where there was fighting against different ethnic groups.
2003	Special Forces helped to rebuild Diwaniya.



Army Special Forces Writing Prompts

“They’re not supermen. They’re just guys who won’t quit.”

- Larry, Special Forces team member (13)

Use the quote above as inspiration to write a narrative about the Special Forces team member who said it. Ask yourself:

- Who was this man?
- What message was he trying to convey in this statement?
- Why do you think he said that Special Forces soldiers aren’t “supermen”?
- Write a story about a Special Forces soldier who just wouldn’t quit. Be sure to be descriptive and imaginative.

“Our mission is not necessarily to outfight the enemy, although we can do that if we have to. We would rather outthink them.”

- J. J., an intelligence sergeant stationed in Afghanistan (14)

Use the quote above as a basis to formulate an opinion about the importance of outwitting the enemy. Ask yourself:

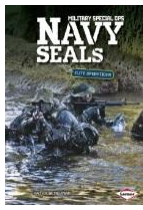
- What does it mean to “outfight”?
- What does it mean to “outthink”?
- Why is it better to outthink the enemy rather than outfight them?
- If this statement reflects the mission of all Special Forces members, what is the real meaning of warfare?
- Are these men more interested in peace than war? State your opinion.

“I will never surrender, though I be the last. If I am taken, I pray that I may have the strength to spit upon my enemy. My goal is to succeed in any mission – and live to succeed again.”

- Special Forces Creed excerpt (18)

Explain why this excerpt is meaningful to a member of the Special Forces. Ask yourself:

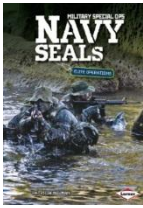
- What does it mean to surrender?
- What is meant by the phrase “and live to succeed again”?
- Explain what it means to “be taken”.
- Use some of the examples presented in the book to give a sense of what the life of a member of the Special Forces might be like. Tell why these men will “never surrender”.



Military Special Ops Navy SEALs: Elite Operations

Pre-Reading Discussion

1. Tell what you know about the Armed Forces.
 - a. Explain the difference between the Navy and the Army?
 - b. How is the Navy different than the Air Force?
 - c. How is the Navy different than the Marines?
 - d. Are there ways that the Armed Services are similar?
2. Explain what you know about the Navy SEALs.
 - a. What kind of soldiers are they?
 - b. Can you explain why the word SEAL is written in capital letters?
3. Look closely at the book cover.
 - a. Describe the action taking place in the picture.
 - b. Describe the soldiers' uniforms and weapons.
4. Describe a Trident.
5. What does DEVGRU mean?
6. Do you know what the acronym SERE stands for?
7. Explain what counterterrorism is.
8. What does it mean if someone is 'enlisted'?
9. Tell what it means to deploy a person.
10. Is a suppressor a person, a place, or a thing? Explain your answer.
11. What is an embassy?
12. What is a Zodiac?

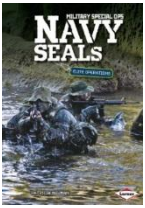


Navy SEALs Word List Reconnaissance

Use the grid provided on this and the following pages (17 - 22) to gather information regarding the word list featured in the Pre-Reading Discussion exercise. Perform the follow tasks for each word:

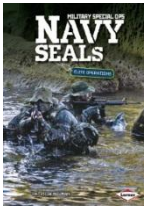
1. Predict the word's definition.
2. Find where the word is used in the book and cite the location.
3. Define the word based on its context usage in the book.
4. Use the glossary or a dictionary to verify the context usage definition. Use the word in a sentence.

Word or Term		Pre-Reading Definition						
SEAL								
Page Number	Context Clue Definition							
The word or term used in a sentence								



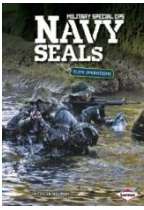
Word or Term	Pre-Reading Definition
<i>Trident</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	

Word or Term	Pre-Reading Definition
<i>DEVGRU</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	



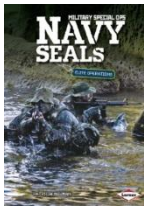
Word or Term		Pre-Reading Definition						
<i>SERE</i>								
Page Number	Context Clue Definition							
The word or term used in a sentence								

Word or Term		Pre-Reading Definition						
<i>counterterrorism</i>								
Page Number	Context Clue Definition							
The word or term used in a sentence								



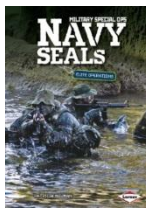
Word or Term	Pre-Reading Definition
<i>enlisted</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	

Word or Term	Pre-Reading Definition
<i>deploy</i>	
Page Number	Context Clue Definition
The word or term used in a sentence	



Word or Term		Pre-Reading Definition						
<i>suppressor</i>								
Page Number	Context Clue Definition							
The word or term used in a sentence								

Word or Term		Pre-Reading Definition						
<i>embassy</i>								
Page Number	Context Clue Definition							
The word or term used in a sentence								



Word or Term		Pre-Reading Definition						
<i>Zodiac</i>								
Page Number	Context Clue Definition							
The word or term used in a sentence								



Earning the Trident: A Foldable Project

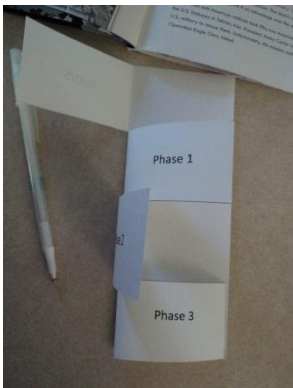
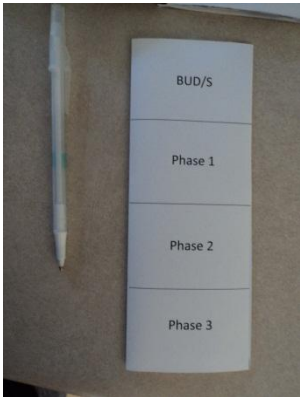
Objective: To identify the key steps to becoming a Navy SEAL in a concrete, manipulative manner.

Materials:

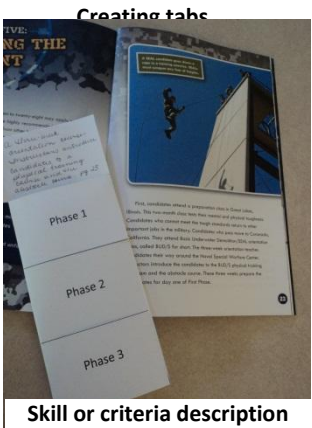
- Foldable found on page 25
- Pencil
- Scissors
- The book *Navy SEALs: Elite Operations*

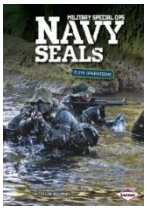
Procedure:

- Trim around the border of the foldable.
- Fold in half along dotted line.
- To create tabs, open folded sheet and cut along solid lines.

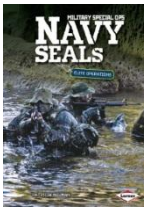


- Using the information found in Chapter 5, describe the skills or criteria necessary for recruits to pass each level to earn the honor of becoming a Navy SEAL. Cite the page number on which you found the information.





	BUD/S
	First Phase
	Second Phase
	Third Phase



Navy SEALs Timeline of Events Matching Grid Instructions

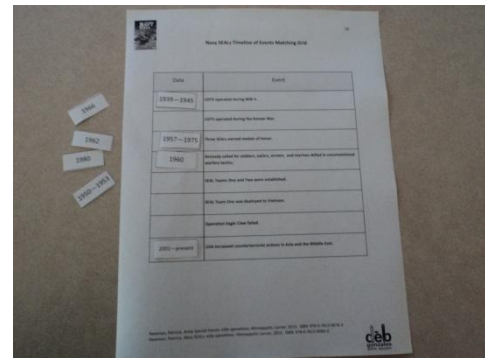
Objective: To identify when and where SEALs have played important roles in history, doing so in a concrete manipulative manner.

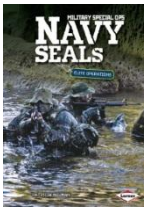
Materials:

- Navy SEALs Timeline of Events Matching Grid (page 27)
- Navy SEALs Timeline of Events Labels (page 27)
- Scissors
- Glue or tape
- The book *Navy SEALs: Elite Operations*
- Navy SEALs Timeline of Events Answer Sheet (page 28)

Procedure:

- Print the Navy SEALs Timeline of Events Matching Grid and Labels.
- Cut around labels.
- Using the book as a reference, match the correct date label and event description.
- Use glue or tape to secure labels in place.



**Navy SEALs Timeline of Events Matching Grid**

Date	Event
	UDTS operated during WW II.
	UDTS operated during the Korean War.
	Three SEALs earned medals of honor.
	Kennedy called for soldiers, sailors, airmen, and marines skilled in unconventional warfare tactics.
	SEAL Teams One and Two were established.
	SEAL Team One was deployed to Vietnam.
	Operation Eagle Claw failed.
	USA increased counterterrorist actions in Asia and the Middle East.

Navy SEALs Timeline of Events Matching Grid Labels

1939—1945

2001—present

1950—1953

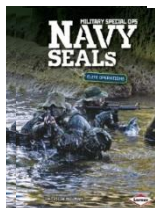
1980

1957—1975

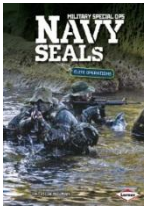
1966

1960

1962

**Navy SEALs Timeline of Events Matching Grid Answer Sheet**

Date	Event
1939—1945	UDTS operated during WW II.
1950—1953	UDTS operated during the Korean War.
1957—1975	Three SEALs earned medals of honor.
1960	Kennedy called for soldiers, sailors, airmen, and marines skilled in unconventional warfare tactics.
1962	SEAL Teams One and Two were established.
1966	SEAL Team One was deployed to Vietnam.
1980	Operation Eagle Claw failed.
2001 to present	USA increased counterterrorist actions in Asia and the Middle East.



Navy SEALs Writing Prompts

The only easy day was yesterday.

- The wooden sign at the SEAL training base in California (25)

Use the quote above as inspiration to write a narrative about the SEAL who wrote the message on the wooden sign at the training base. Ask yourself:

- Who was this man?
- What message was he trying to convey in this statement?
- Perhaps create a character that is going through SEAL training. Describe what a day is like for a person engaging in SEAL training.
- Why is yesterday easier than the day after? What does this mean?
- Use the book to inspire your story. Find facts that will make your story come alive. Use detail and vivid language. Maybe even place yourself in the starring role of the tale!

“The greatest compliment one SEAL can bestow on another is to call him a teammate.”

- Admiral William Raven, head of the U. S. Special Operations Command and a SEAL (15)

Use the quote above as a basis to formulate an opinion about the importance of teamwork, most especially as a SEAL. Ask yourself:

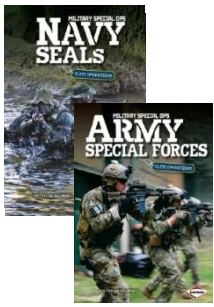
- What is your definition of teamwork?
- Why is teamwork such an important aspect of being a SEAL?
- Why is being called a teammate considered to be a compliment? Do you agree with this statement? Explain your position.

“My Trident is a symbol of honor and heritage...By wearing the Trident, I accept the responsibility of my chosen profession and way of life. It is a privilege that I must earn every day.”

- Navy SEAL Code excerpt (29)

Explain why the Trident is a symbol of honor and heritage. Tell why wearing the Trident is considered to be a privilege. Ask yourself:

- What is the meaning of the terms honor, heritage, responsibility, and privilege?
- Why does a SEAL have to earn the privilege to wear the Trident every day?

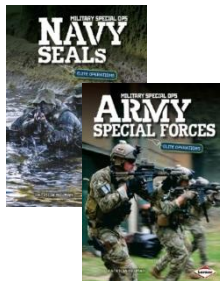


- Explain the real message of this quote in your own words.

Core Curriculum State Standards Annotations

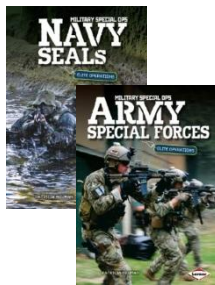
English Language Arts Standards: Reading – Informational Texts

		Discussion	Word List Recon	Foldable	Matching Grid	Writing Prompts
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓			
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	✓	✓	✓	✓	✓
RI.3.6	Distinguish their own point of view from that of the author of a text.					✓
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	✓	✓			✓
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	✓	✓	✓	✓	✓
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.					✓
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		✓			
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	✓				✓



English Language Arts Standards: Writing

		Discussion	Word List Recon	Foldable	Matching Grid	Writing Prompts
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.					✓
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					✓
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					✓
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					✓
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					✓
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					✓
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					✓
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					✓
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					✓
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					✓
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					✓
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					✓



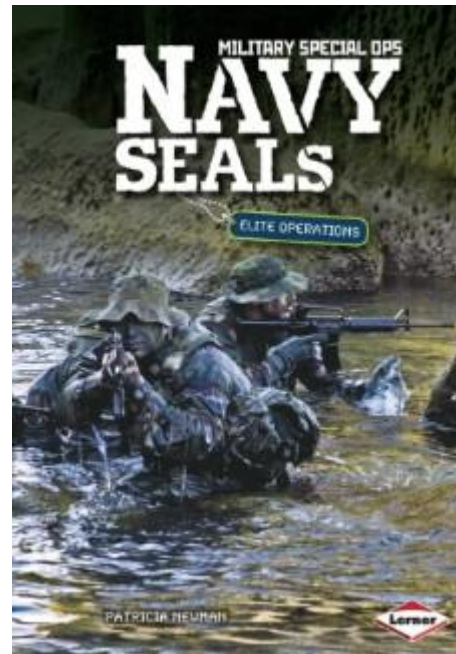
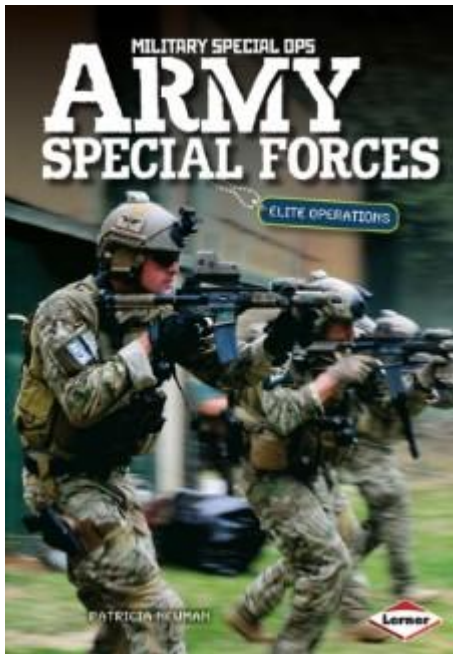
English Language Arts Standards: Writing (cont.)

		Discussion	Word List Recon	Foldable	Matching Grid	Writing Prompts
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					✓
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					✓
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					✓

English Language Arts Standards: History/Social Studies

RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).			✓		
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	✓	✓			
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			✓	✓	

Acknowledgements



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