

# CORE LET 1

## Unit 1: Citizenship in Action

### Chapter 1: Foundations Of Army JROTC and Getting Involved

#### Lesson 1: Army JROTC - The Making of a Better Citizen

**Time:** (a) 90-minute block with Part 1 and 2 or (b) 45-minute periods with activities for Days 1 and 2

**Competency:** Identify how Army JROTC can impact your future

**McRel Standards:** LW5. Makes general preparation for entering the work force; SR2. Performs self-appraisal

**Linked Program Outcomes:** Maximize potential for success through learning and self-management [self management, study skills, personal success, life skills]

**Lesson Question:** How can JROTC help cadets become better students and citizens?

### Thinking Processes

- Defining in Context – **Circle Map\*** (Alt. = Mind or Concept Map, Sunshine Wheel)
- Describing Qualities - **Bubble Map\*** (Alt. = Star Diagram, Brainstorming Web)
- Comparing/Contrasting - **Double Bubble Map\*** (Alt. = Venn Diagram)
- Classifying - **Tree Map\*** (Alt. = Matrix, KWL, T-Chart, Double T, P-M-I)
- Part-Whole - **Brace Map\*** (Alt. = Pie Chart)
- Sequencing - **Flow Map\*** (Alt. = Flow Chart, Linear String)
- Cause and Effect - **Multi-Flow Map\*** (Alt. = Fishbone)
- Seeing Analogies - **Bridge Map\*** (Alt. = Analogy/Simile Chart)

\* Thinking Map®

### Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect
- Apply critical thinking techniques

### Multiple Intelligences

- Bodily/Kinesthetic
- Visual/Spatial
- Logical/Mathematical
- Verbal/Linguistic
- Musical/Rhythmical
- Naturalist
- Interpersonal
- Intrapersonal

### Bloom's Taxonomy

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Structured Reflection**
- Metacognition
- What?  
So What?  
Now What?
- Socratic Dialog
- E-I-A-G

### Authentic Assessment

- Observation Checklist
- Portfolio
- Rubric
- Test and Quizzes
- Thinking Map®
- Graphic Organizer
- Notebook Entries
- Logs
- Performance
- Project

### Lesson Objectives

**Explain** the mission of Army JROTC  
**Identify** the challenges and opportunities in the Army JROTC program  
**Identify** the opportunities of the Army JROTC program  
**Define** the key words: cadet, challenges, JROTC, mission, motivate, opportunities, unique

### Legend:

- Indicates item is not used in lesson
- Indicates item is used in lesson

**Learning Materials:** Student Learning Plan, Videos #1 and #2, Student Text, Exercise #1, Thinking Map® samples, KWL Chart, Multi-Flow Map, Army JROTC - The Making of a Better Citizen Assessment Task

**Supplies:** Chart Paper, Markers, Index Cards, String, Scissors, Koosh Ball, Hole Punch

**Resources:** LET CM; Computer, Monitor, TV, Classroom Performance System (CPS), Overhead Projector, Cadet Notebook, Cadet Portfolio

**McRel Standards:** Grade-level benchmarks for the McRel Standards can be found in your JROTC Instructor's Desk Reference.

### Lesson Preview/Setup:

**Inquire** – Provide materials to make Identity Cards. Display KWL Chart. Cadets think about why they are in the JROTC program.

**Gather** – Prepare to show Video #1. Distribute Exercise 1: Matching and Visual 1: Key Word. Cadets investigate the mission, purpose and program outcomes of Army JROTC.

**Process** – Display Video #2. Cadets think about groups that are considered controversial. Develop appropriate teaching tool to show how they defend the qualities of these groups.

**Apply** – Display a Multi-Flow Map Sample and distribute Army JROTC - The Making of a Better Citizen Assessment Task. Cadets consider how JROTC can impact their future and move them in a direction they desire.

## Part 1: 45 minutes

### Phase 1 -- Inquire:

#### Setup:

1. Prepare to display multimedia items including: Focusing Question(s), Key Words, Koosh Ball, and KWL chart
2. Provide index cards for cadet use.
3. Assure that cadets have their Cadet Notebook.
4. Write identity card statements for cadets to think about on the board.
  - One word to describe myself is:
  - To me, success means...
  - One goal I have in JROTC is:
  - In my opinion, the purpose of JROTC is:

#### Direct Cadet Focus:

1. Guide cadets to preview the information in the Student Learning Plan including the competency, learning objectives, performance standards, key words, learning activities and assessment activities.
2. Guide cadets to student Learning Activities 1 and 2.
3. As you model the identity card, direct cadets to think about their response to the four statements written on the board.

#### Learning Activity: (addresses Student Learning Activities 1 and 2)

1. Display focusing question(s).
2. Display Key Word(s).
3. Guide cadets to create their own personal identity cards using the listed supplies.
4. Instruct cadets to write their last name, first name on the top of the identity card followed by their responses to the four statements written on the board. The cadet can write responses, draw symbols, or use a combination of both. Identity cards should reflect cadets' personalities.
5. Divide cadets into teams.
6. Guide cadets to walk around the room and meet others who; they don't know or don't know well, are wearing similar clothing (jeans, shorts, watches), similar colored clothing, similar physical characteristics (hair length or color, shoe size, eye color, etc.)
7. Instruct team members to introduce one of their members to the rest of the class. Begin the sharing by tossing a team member the Koosh Ball. When this cadet is finished, he/she tosses the Koosh Ball to someone else in the team. Continue by team, until everyone in the room has been introduced. This process should be done quickly so remind cadets to share just the name and one of the top entries on the identity card.
8. Remind cadets to record responses to the reflection questions into their Cadet Notebook.
9. Guide cadets to share some of their responses to reflection questions and add them to the KWL Chart.
 

**Note:** The K-Column will note what cadets *know* about the purpose of JROTC; W-Column will note *what types of goals* cadets have that JROTC can or might help them achieve and the L-Column will note what cadets hope *to learn* as a result of the JROTC program.

**Self-paced Option:** Guide cadets to create a KWL Chart to include what they know about the JROTC purpose; types of goals they have, how they anticipate JROTC helping them meet their goals. Remind cadets to record responses to the reflection questions into their Cadet Notebook.

#### Reflection:

Use these questions as tools to focus cadet discussion, reflection, and note taking:

- *What did you discover about some of your classmates?*
- *How did this activity help you feel more comfortable with members of our class?*
- *How can building friendships with your classmates improve your attitude and performance in this class?*
- *What do you think is the purpose of JROTC?*
- *What goals do you have for yourselves in this class?*

**Total Time:** 20 minutes

## Phase 2 -- Gather:

### Setup:

1. Prepare to use selected multimedia items including: Video #1: JROTC Today, Exercise #1, and Reinforcing Question(s)
2. Provide chart paper and markers for cadet use.
3. Assure that cadets have student textbook.
4. Assure that Cadets have their Cadet Notebook.

### Direct Cadet Focus:

1. Guide cadets to read student Learning Activities 3 and 4 in the Student Learning Plan.
2. Ask cadets to think about the following:
  - What are the benefits of belonging to an organization?
  - What aspects of the organizations make membership appealing?

### Learning Activity: (addresses Student Learning Activities 3 and 4)

1. Have cadets think about their present definition of each key word from this lesson.
2. Play Video #1: JROTC Today and instruct cadets that as they watch the video, to observe and write down their answers to the following questions:
  - What is the mission of JROTC?
  - How are some of the key words used in the video?
3. Guide cadet teams to select one key word, develop a definition of the word and define the mission of JROTC. Each team will present their key word definition and JROTC mission statement to the class.
4. Remind cadets to preview the key words, program outcomes, core abilities and course descriptions of the JROTC program by reading Lesson 1: Army JROTC – The Making of a Better Citizen from Chapter 1: Foundations of Army JROTC and Getting Involved in the student text.
5. Guide cadets to complete Exercise #1. Provide cadets with correct answers using Answer Key Exercise #1.
6. Display reinforcing question(s).
7. Instruct cadets to record responses to the reflection questions into their Cadet Notebook.

**Self-paced Option:** Cadets read Lesson 1: Army JROTC – The Making of a Better Citizen from Chapter 1: Foundations of Army JROTC and Getting Involved in the student text (If possible, view Video #1: JROTC Today). Cadets define, in their own words, the mission of JROTC. Cadets record responses to the reflection questions into their Cadet Notebook.

### Reflection:

Use these questions as tools to focus cadet discussion, reflection, and note taking:

- *What did you learn about the mission of JROTC?*
- *What are some characteristics of the JROTC program?*
- *What would you say to someone who asks: "Why are you taking a JROTC class?"*

**Total Time:** 25 minutes

## Part 2: 45 minutes

### Phase 3 -- Process:

#### Setup:

1. Prepare to use selected multimedia items including: Video #2: My Name is Drill and Reinforcing Question(s)
2. Provide chart paper and markers for cadet use.
3. Assure that cadets have student textbook.

#### Direct Cadet Focus:

1. Review with cadets where they are in the learning process. Brainstorm on the board the key concepts and supporting activities introduced during Part 1 of this lesson.
2. Direct cadets to read student Learning Activities 5 and 6 in the Student Learning Plan.
3. Ask cadets to think about groups that are considered controversial. How do they defend the qualities of these groups?

#### Learning Activity: (addresses Student Learning Activities 5 and 6)

1. Instruct cadet teams to produce a product that represents how they understand the mission of JROTC. Teams may:
  - Produce a skit
  - Create a graph, chart or another kind of visual
  - Prepare a humorous speech or poem
  - Write a song or rap
2. Guide cadets to prepare the product for an audience that is anti-JROTC. Remind cadets to include the lesson key words in their product. Cadet teams will present their product to the class.
3. Play Video #2: My Name is Drill.
4. Display reinforcing question(s).

**Self-paced Option:** Cadets independently complete the activity above.

#### Reflection:

Use these questions as tools to focus cadet discussion, reflection, and note taking:

- *How has your understanding of JROTC changed as a result of today?*
- *What excites you most about participating in the JROTC program?*
- *What will you do, as a cadet in this class, to help JROTC accomplish its mission?*

**Total Time:** 20 minutes

### Phase 4 -- Apply:

#### Setup:

1. Prepare to use selected multi-media items including: KWL chart, Multi-Flow Map, and Army JROTC - The Making of a Better Citizen Assessment Task
2. Provide chart paper and markers for cadet use.
3. Assure that Cadets have their Cadet Notebook.
4. Distribute Army JROTC - The Making of a Better Citizen Assessment Task.

#### Direct Cadet Focus:

1. Direct cadets to read student Learning Activities 7 and 8 in the Student Learning Plan.
2. Ask cadets to think about how the JROTC mission can motivate young people to become better citizens and attain their own goals for success.

#### Learning Activity: (addresses Student Learning Activities 7 and 8)

1. Bring closure to the lesson by revisiting the KWL chart created during the Inquire Phase of this lesson. Ask cadets what information they learned during this lesson that can help them reach their own success goals. Note some of the cadet ideas in the L-Column to complete the chart.
2. Guide cadet teams to create a Multi-Flow Map that illustrates how JROTC can affect your success goals.
3. Allow teams to present their maps. Lead a discussion comparing each teams map.
4. Remind cadets to record responses to reflection questions into their Cadet Notebook.

**Self-paced Option:** Cadets create a Multi-Flow Map illustrating how JROTC can affect your success goals. Cadets record responses to the reflection questions into their Cadet Notebook.

#### Reflection:

Use these questions as tools to focus cadet discussion, reflection, and note taking.

- *What can I do as a cadet in this class to help JROTC accomplish its mission?*
- *How have my personal goals been impacted by what I learned in today's lesson?*
- *Explain how the JROTC mission of motivating young people to be better citizens is encouraged throughout the JROTC program or curriculum?*

#### Assessment: (addresses Student Assessment Activities 1 and 2)

Guide cadet to complete Army JROTC - The Making of a Better Citizen Assessment Task. Lead cadets to use the Scoring Guide to self-assess their work.

Instruct cadet to consider adding this assessment task to their Cadet Portfolio.

**Self-paced Option:** Same as above.

**Time:** 25 minutes

#### Homework:

Guide cadets to make sure that all of their reflection questions have recorded responses in their Cadet Notebooks. The responses to that activity may be useful to cadets while completing the assessment task for this lesson.

#### Note on Cadet Portfolios:

As cadets work through the lessons in this chapter, remind them to add completed documents to their Cadet Portfolio. Portfolios can be arranged by topic, chapter, or LET depending on your needs. Refer to the Cadet Portfolio Assessment Task in your JROTC Instructor's Desk Reference for ideas on setting up and evaluating Cadet Portfolios.

#### Note on using the Classroom Performance System:

Use the Classroom Performance System (CPS) with cadets to ask questions during lecture, administer tests, quizzes and other class work, grade homework, and/or engage in team activities. Refer to the CPS Training for additional uses of this tool for learning and assessment.