



# Lesson Plan

1. □ Prepare for this lesson by preprinting the following ACTIVITIES pages:

8: One copy per student

9 - 32: One classroom copy

33 - 45: One classroom copy, two-sided

46: One copy per student

47: Copy, as needed

Labels can be purchased at [www.onlinelabels.com](http://www.onlinelabels.com)

48: 1" Round, #OL1025

49: 1" x 1" Square, #OL5425

50: 1.5" x 1.299" Triangle, #OL1058

2. □ Ask students to think about -- and make suggestions of -- what they could do, as a kid in the United States, to help out our soldiers who are fighting overseas. After suggestions have waned, ask them if they have a pet dog. Is there any way it could help in the war? If so, would you send it off to war?

5 minutes

3. □ Explain that during World War II there were not only human soldiers, but also soldier dogs.

\* □ Discuss World War II in age-appropriate terms.

- □ A six-year war that the United States and our Allies (friends or team, the good guys) fought in against Germany and the Axis (the opposite of Allies, enemies or bad guys).

□ Use the Background Briefing (page 5) to instruct students about the overall purpose and creation of Dogs for Defense. Hand out the Keywords (page 8) activity sheet to each student.

15 minutes

4. □ Read Chips the Hero Hound (pages 9 - 32), about a German Shepard, Collie and Husky mix that became a great American hero during World War II.

\* □ Point out a few of the illustrations, which are primary sources, while reading the story.

10 minutes

5. □ After reading the story, ask students a few questions. Use the Flashcards (pages 33 - 39) to discuss preferred breeds and different dog jobs.

\* □ Who was the story's hero?

- □ Chips

\* □ What type of dog was he?

- □ German Shepard, Collie and Husky - a mix of three preferred breeds. Use Preferred Breeds (pages 33 - 39) to show and discuss others.

\* □ What was Chips' job?

- □ Sentry Duty - he guarded posts, detecting and sometimes attacking any intruders Use Dog Jobs (pages 40 - 45) to show and discuss others.

5 minutes

6. □ Hand out the Build a Hero Hound (page 46) activity sheet to each student and explain the Directions (page 47).

\* □ Direct students to begin by choosing a name for their hero hound and writing it on the collar.

\* □ Direct students to view Primary Source 2.5 and discuss what they see. (What is it? Where do you think it was used? What kind of information does it tell?)

\* □ Have students place Stickers (pages 48 - 50) on the hero hound's blanket to show their military branch, duty, and award.

15 minutes

7. □ If there is extra time, have students share their Hero Hound with the class.