

# MILITARY SUBMARINES

## Lesson Plan

### Sneaky Subs

Lesson Plan for *Military Submarines*

Grade 2

#### Objective

To help students trace the development of an idea throughout a text.

#### Things Needed

- Several copies of the *Military Submarines* book
- Sneaky Subs questions (attached)

#### Before the Activity

Divide the class into groups of three or four students. Print a copy of the Sneaky Subs questions for each group.

#### Activity

Militaries often use submarines to sneak up or spy on enemies. New technologies help make submarines quieter and faster than ever before. Today, students will take a closer look at these technologies and the benefits they provide. Divide students into their groups, giving each group a copy of the Sneaky Subs questions. Students should read the *Military Submarines* book in their groups and use the text to answer the questions. Remind students to write their answers as complete sentences.

#### Evaluation

Collect each group's answers and use the attached answer key to give students 1 point for each correct answer.

#### Standards

This lesson plan may be used to address the Common Core State Standards' reading standards for informational texts, grade 2 (RI 2.1, 2.3).



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# Sneaky Subs

Write your answers as complete sentences.

1. Until 1800, how did some submarines get power?
2. In 1900, the US Navy created a new kind of submarine. How did these subs get power?
3. Some subs got power from batteries. What two limits did these subs face?
4. What new power source did the US Navy begin using in 1954?
5. What were two advantages this power source provided?
6. What two challenges did this power source create?
7. How did navies solve these two challenges?
8. In the 1980s, the US Navy built submarines that used new propellers. What advantage did this change create?
9. Why do navies try to create quieter submarines?
10. What is one way that modern navies work to make submarines quieter?



## Sneaky Subs Answer Key

1. Until 1800, how did some submarines get power?

**They got power from oars or propellers (p. 10).**

2. In 1900, the US Navy created a new kind of submarine. How did these subs get power?

**The new subs got power from electricity, and they used batteries or engines (p. 12).**

3. Some subs got power from batteries. What two limits did these subs face?

**The submarines could only stay underwater for a limited time before their batteries needed charging (p. 16).**

**The submarines had to move slowly so they didn't use up their batteries (p. 19).**

4. What new power source did the US Navy begin using in 1954?

**The US Navy built a submarine that used nuclear energy (p. 18).**

5. What were two advantages this power source provided?

**Nuclear submarines could stay underwater for several months at a time (p. 18).**

**Nuclear submarines could move at top speed for long periods of time (p. 19).**

6. What two challenges did this power source create?

**Crew members needed air to breathe and fresh water to drink (p. 20).**

7. How did navies solve these two challenges?

**They used air tanks (p. 21).**

**They used machines to remove salt from the ocean water (p. 21).**

**[Note: the photo caption on p. 21 mentions a machine that removes carbon dioxide from the air, so that would also be an acceptable answer.]**

8. In the 1980s, the US Navy built submarines that used new propellers. What advantage did this change create?

**The new propellers made less sound (p. 22).**

9. Why do navies try to create quieter submarines?

**Quieter submarines are harder for sonar and enemies to find (p. 22).**

10. What is one way that modern navies work to make submarines quieter?

**They cover the submarines in air bubbles (p. 26).**

