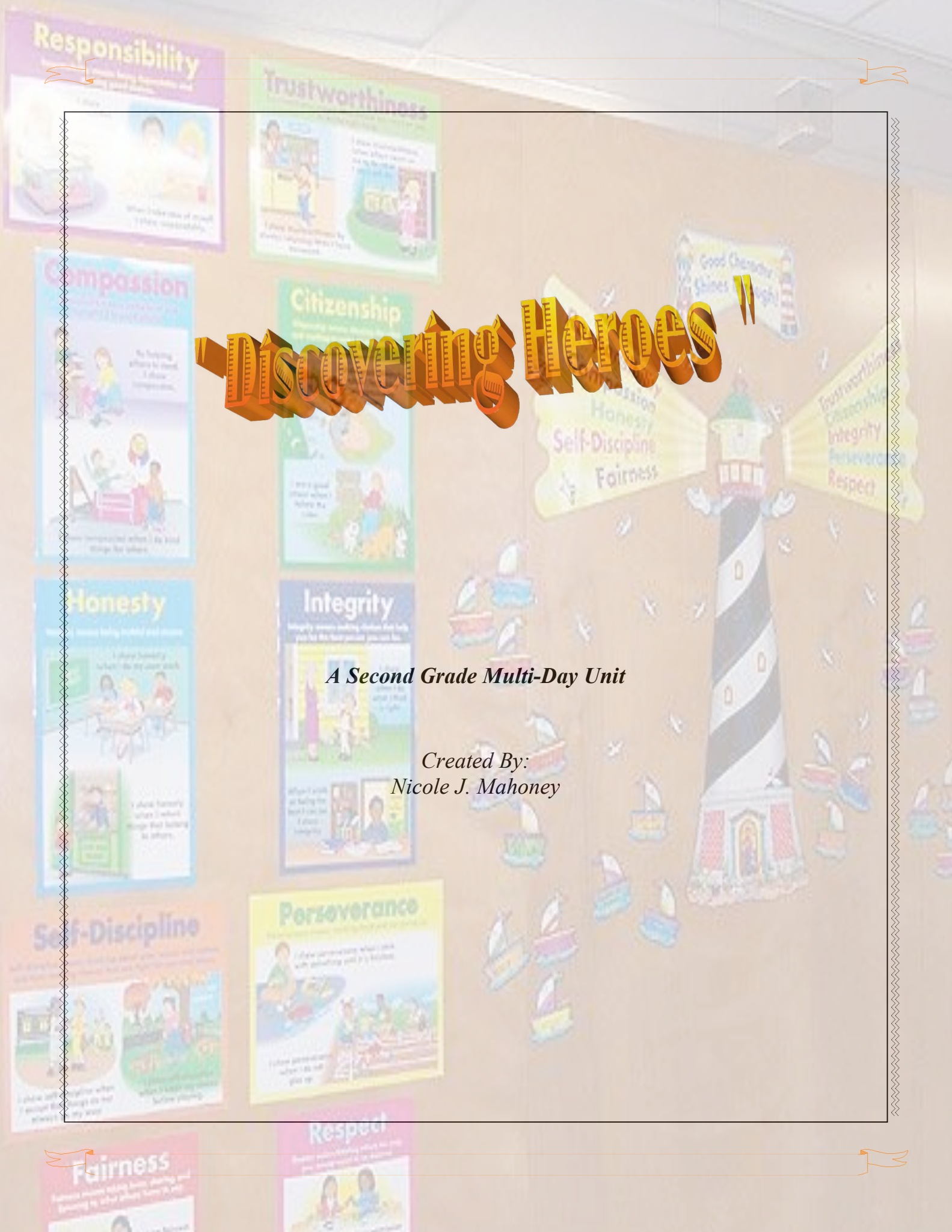


Discovering Heroes

A Second Grade Multi-Day Unit

*Created By:
Nicole J. Mahoney*



II. Title Page / Unit Overview.

History-Social Science Standard:

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Sample Topic this unit addresses: (There are no sample topics to address with standard 2.5.)

Alignment to Open Court Themes: (I am not using Open Court in my teaching.)

Suggested number of class periods: This unit can be covered in 12 class periods.

III. Significance of the Topic.

Rationale:

The *purpose* of this unit is to engage students in the work of historians through the exploration and discovery of heroes. Students will learn how to use both primary and secondary sources, interviewing techniques, and other vehicles for researching heroes from both the present and past. Through inquiry, students will create connections between historical, political, and social events to the behaviors and actions of heroes. This unit is *important* because it provides the learners with hands on activities that assist in their understanding of how the study of history is relevant to their own lives. The unit develops research and critical thinking skills that will allow students to evaluate how the people of the past and present make a difference in our global community as well as our individual lives.

Focus Questions:

1. What is a hero?
2. What common characteristics do heroes possess?
3. Who are some famous and everyday heroes from the past and present?
4. What can we learn from the behaviors and character traits of heroes?
5. How am I like my heroes?

Connections:

Previously students will have studied the genre of biographies and the concept community and idea of present and past through the study of family and community stories. They will build on these concepts as they learn about heroes throughout this unit. Students will continue to learn about how history impacts their own lives as they proceed to the next unit that addressing mapping and geographic features within their own community.

Framework:

This Discovery of Heroes Unit addresses the historical literacy strand of the History Social Science Framework by helping students develop research skills and sense of historical empathy and chronological thinking as they discover and analyze cause and effect relationships and events found in their everyday and historical heroes lives. Students use technology and library research skills to locate primary source documents. They will enrich their understandings of ethical and cultural literacy by incorporating their learning of the facts of historical heroes lives through multiple perspectives. Students will develop geographical awareness of place and location through a map study of the birthplace of their historical heroes. Human movement is frequently addressed as students learn about where their heroes lived over the course of their lives and what events impacted their choices to relocate. Critical thinking and participation skills are constantly being developed throughout this unit. The majority of the activities involve all four of the language literacy skills: speaking, writing, reading and listening. The four process questions are used to encourage student reflection of key learning as they progress through the unit. The charting of these questions also is an organizer to scaffold the writing process including judging the information they encounter during the gathering of primary and secondary documents.

History-Social Science Content:

After brainstorming my understanding of what it means to be a hero. I compared and contrasted the dictionary definition of hero to my personal definition of hero. I analyzed and made connections to the similar behavior and characteristic traits of heroes from both the present and past including everyday heroes. As I discovered these commonalities I reflected upon my own behavior and character traits and thought about how they were similar to the heroes stories that I read. I contemplated how I would respond to the situations and conditions that were faced by these various heroes. I was able to make connections between the actions of these heroes and the historical, social and political context in which their heroic acts took place.

IV. Integrating Instruction.**Reading Language Arts Standard:****2.0. READING COMPREHENSION:**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be

read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two; students continue to make progress toward this goal.

- ❖ Students throughout the unit are encouraged to use the research guiding question sheet as they read various resources to compile information during their hero research.

Writing Standard:

2.0. WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

- ❖ Students complete a written biographical chart using the research guiding question sheet they completed during the research of their hero.

2.1 Write brief narratives based on their experiences:

- Move through a logical sequence of events.
- Describe the setting, characters, objects, and events in detail.

- ❖ Students write their own newspaper article about their Present Day Hero including a retelling of significant events learned from their interview.

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

- ❖ Students write a letter to their Present Day Hero thanking them for the interview that was conducted.

Oral Communication:

1.0. LISTENING AND SPEAKING STRATEGIES:

Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

- ❖ Students hone their oral communication and listening skills throughout the various unit activities including instructional time, cooperative group work, interviewing etc.

Visual and Performing Arts Standard:

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS:

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

- ❖ Students create a logo and market the culminating Hall of Heroes Event.

5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

- ❖ Students create a Hero Portrait Costume from tag board with holes cut for their head and hands. They choose the materials and props they feel best expresses their hero.

V. Engagement.

⇒ The Hero In Me

- Give students an opportunity to think about times in their own lives when they faced a challenge in order to help someone. Bring in an empty picture frame 8" x 10" or larger having removed the glass and backing. Students sit in a circle and pass the frame around. Encourage each student to look through the frame and describe how he or she went out of the way to come to someone's aid. For example, "I was helpful when I made friends with the new kid," or "I was helpful when John fell off his bike and I brought him to the nurse." Once everyone has had a turn, have classmates describe helpful qualities about each child in the frame. Make sure to celebrate each child's act or heroism. Students chart responses to the four process questions "What materials did we use?" "What did we do with the materials?" "What did we learn about heroic acts?" "How did the activity make you feel?" then write in their reflection journals to a friend about what they learned from the Hero In Me activity.

⇒ Character Trait Poem

- Students create a character trait poem using the letters of their name. The students write each letter of their name vertically down the sheet of paper. For each letter they create a line of poetry that describes their own character trait beginning with that particular letter. This can be expanded into an art project if time permits. The following is an example.

R espects opinions
O utstanding listener and friend
Y ou can always count on me

⇒ Definition Discovery: Hero

- Students brainstorm the behavior and character traits of heroes on a web to generate a classroom definition of the word hero. They then consult the dictionary and compare and contrast the definition.

⇒ “Discovering Heroes” Word Wall

- As students identify the behavior and character traits of heroes copy key vocabulary onto index cards with the word on one side and the definition on the other side. Next, place them onto a bulletin board labeled “Discovering Heroes” Word Wall using Velcro. This creates a unit word wall that becomes an interactive learning center utilized throughout the unit.

VI. Instructional Sequence – Developing the Topic.

⇒ Song: You’re A Hero

- Students listen to, learn, and sing the song, You’re A Hero, by Sam & Gary Francis (Appendix p. 13). The homework for students is to write an entry in their reflection journals responding the prompt: “Learning and singing the lyrics to the song You’re A Hero made me feel _____ because ...”

⇒ Everyday Hero Hunt

- Working in small groups, students refer to the class’s definition of hero. They then search the current local newspapers and magazines to identify everyday people that have done extraordinary things. Each group shares out their discoveries. Next, students discuss how ordinary people from their everyday lives are heroes. The teacher models this by sharing with the students an example of an everyday hero.

⇒ Present Day Hero Interview

- Students have discussed everyday heroes in their own lives. Students each select and interview a hero from their everyday lives using the Present Day Hero Interview Question Form provided to them (appendix p. 18). In co-operative groups the students share and categorize the heroes that they interviewed. Together the class creates a chart of the different types/categories of heroes the class members chose to interview.

⇒ Letter to Present Day Hero

- Students write a friendly thank you letter to the hero they chose to interview from their everyday lives. Students respond to the following prompt when creating their letter:
“ I learned from our interview that ...”

⇒ Historical Hero Biographical Chart and Interview

- The students select a hero of their choice from the past Provide the list of suggested heroes from the content standards (Appendix p.14). Student will research their hero completing a biographical chart. Next, they create their own interview questions and then answer those questions as if they were the heroes that they are interviewing. The interview must be accompanied by a description of the time and events in history that are taking place during and around the time of the interview and may take timeline format. Research time and instruction to be giving during library time as well as in class. These biographical charts will be presented orally to the class (Appendix p.15).

⇒ “I Am Poem”

- Each student composes a poem titled,” I Am Poem” written in the voice of their chosen Historical Hero using the format provided (Appendix p. 17).

I AM POEM

By: Megan

I am high above the city.
I wonder how far I will travel.
I hear the sound of the engine.
I see miles and miles of clouds.
I want to be able to be the first person to fly around the world.
I am proud of my accomplishments.
I feel satisfied.
I worry that I will crash.
I dream about flying around the world some day.
I try to accomplish my goals.
I hope I will inspire people to set their eyes on the prize.
I am Amelia Earhart.

⇒ Hero Portrait Costume

- Students create a Hero Portrait Costume using a large piece of tag board that has a hole for their head and two smaller holes for their arms. They decorate the tag board to include a frame with the name of their hero across the top, dress relevant to the time period and anything they feel will reflect the character and personality of their historic hero including props.

Later for the culmination activity the students add a button to the frame that reads: “Push here for more information.”

VII. Application – Culminating the Topic.

⇒ Hall of Heroes Invitations, Admission Tickets, Play Bill and Flyers

- Students create and design the invitations, admission tickets, Play Bill and Flyers for the Hall of Heroes Event. This is best done in cooperative groups with each group taking on the task of designing one of the marketing elements. The first task would be for each group to design a logo. The entire class then votes for their favorite logo and incorporates it into their individual marketing projects utilizing technology.

⇒ Hall of Heroes Tea Party

- The Hall of Heroes Tea Party is conducted in the classroom allowing students to learn proper manners and how to introduce them as they attend the party wearing their Hero Portrait Costumes. The students share the biographical information that they have discovered during their hero research with fellow students taking on the role of their hero and speaking in first person. This is a great warm up to the Hall of Heroes culmination event because students attend the party in their Hero Portrait Costumes. Before the tea party the class should brainstorm questions that they might ask someone at a tea party. These questions are then cut into strips and placed for students to access on the day of the tea party in a container designated “Conversation Starters.” This is a wonderful scaffold for all students, especially English learners. As homework, students should review their hero facts and practice using “I” statements. During the Hall of Heroes Tea Party students should be given plastic teacups to carry during the event. The teacher circulates the party pouring tea. This gives the teacher the opportunity to add to the conversation as needed and informally assess the students.

⇒ Hall of Heroes

- The culminating activity is the Hall of Heroes, a living museum where students showcase their knowledge by sharing it with others as they take on the role of their historical hero. The class creates flyers, brochures and tickets promoting the Hall of Heroes Museum. The flyer is sent to other classrooms, parents, school administration, and district VIPs as an invitation to experience the Hall of Heroes Museum. Volunteers serve as docents to the Hall of Heroes Museum. They review museum etiquette while handing brochures and collecting tickets. The docents explain to patrons that the museum is interactive. Patrons learn that as they press the button on each of the heroes’ portraits something magical happens. Student heroes come to life. They talk in first person describing significant information about their life. Other

docents rotate through the Hall of Heroes to monitor behavior and answer patron questions. Support student speech with homework (Appendix p.16)

VIII. Assessment.

Discovering Heroes Unit Assignment List & Scoring Guide:

Character Trait Poem	10 pts
Journal Entries:	
Hero In Me	10 pts
Song: You're a Hero	10 pts
Present Day Hero Interview & Presentation	75 pts
Present Day Hero Thank you Letter	25 pts
Biographical Chart & Presentation	100 pts
"I AM POEM"	25 pts
Hero Portrait Costume	50 pts
Hall of Heroes Marketing Project	50 pts
Hall of Heroes Tea Party	20 pts
Hall of Heroes Event	25 pts
<u>Optional: Hero Newsletter</u>	<u>25 pts</u>
Total Possible Points	425 pts

The rubric scale that follows will be used to evaluate the students' assignments for all of the Discovering Heroes Unit Assignment except the Biographical Chart, which has its own scoring guide.

Rubric Scale for Discovering Heroes Unit Assignments:

4 = Excellent: Full Accomplishment

Execution meets the content, processes, and quality requirements of the task, including Writing about their experiences.

3 = Proficient: Substantial Accomplishment

Work was completed with minimal feedback. Errors are minor. Student demonstrates understanding sufficient to complete objective.

2 = Marginal: Partial Accomplishment

Some of the task is accomplished, but lacks evidence of understanding. Additional teaching or direct input is required. Many errors.

1 = Unsatisfactory: Little Accomplishment

While the task is attempted and some effort is made, accomplishment is fragmented-little or no success. Many errors.

Biographical Chart & Presentation Scoring Guide

Key Chart Elements	Points Earned	Possible Points
Section 1: Primary source photograph		10
Section 2: Birth Date, Date of Death, & drawing of birthplace flag		10
Section 3: Family information		10
Section 4: Famous for & risks taken		10
Section 5: Accomplishments & important dates		10
Section 6: What this person was chosen & student photograph		10
<i>Subtotal & Comments</i>		<i>60</i>
Mechanics & Presentation	Points earned	Possible Points
Spelling		10
Grammar & Punctuation		10
Neatness		10
Oral Presentation		10
<i>Subtotal & Comments</i>		<i>40</i>
OVERALL SCORE & COMMENTS		100

IX. Extended and Correlated Activities.

⇒ Hero Newsletter

- Student created newsletter about information that they are learning throughout the unit. The newsletter includes student written articles and resources that the students have uncovered as they discover their historic heroes (Appendix p.19-20)

⇒ Hands For Heroes Bulletin Board

- Invite children to identify literary heroes! First, read aloud several fables, folktales, and other appropriate stories. Ask students to name the hero in each, challenging them to use the class definition to determine whether or not characters are truly heroes. Then have children trace their hands on construction paper, cut out the outlines, and label each with a favorite literary hero and his or her heroic accomplishment. As students read more stories, encourage them to create additional hands for display.

X. Annotated Bibliography.

Teacher's Resources:

Bigelow, B., Peterson, B. (1998), *Rethinking Columbus, the Next 500 Years*, Milwaukee, WI: Rethinking Schools
A guide that shines the light on teaching the multiple perspectives and impact of the arrival of Christopher Columbus to the Americas.

<http://www.classroomclassics.com/filecabinet/htmlfiles/B1.html>

This site has several songs about heroes. You will find the lyrics as well as downloadable audio clips of the songs.

<http://www.cnn.com/SPECIALS/2008/cnn.heroes/>

“Ordinary people extraordinary impact.” CNN reports and interviews of everyday people and their heroism. Excellent resource for stories of common people who students can use to compare and contrast common attributes of heroic acts.

<http://www.fcps.edu/KingsParkES/technology/t4t/hero/index.htm>

This site has examples of several different activities and lessons that teachers have completed as part of their hero study unit, including pictures of quality student work samples. A wonderful site for inspiration and guidance for teachers.

<http://www.heroicstories.com/>

A site dedicated to conveying heroic stories from around the world. FREE stories via email or download from site. These stories are great resources for conveying heroism from multiple perspectives that share common thread.

<http://www.myhero.com/>

This site is designed as a companion to the study of heroes across the curriculum for all grade levels. Includes video clips, newsletters and various ways to post/publish students' work. Lesson plan and activity ideas are endless. The site especially wonderful for both teachers and students.

Porter, P., Hembacher, D., & Cantor, J. (2008). *Readings in Social Studies/Reading and Writing in the Content Areas*

A course reader that models the unit planning process and keys strategies needed for creating a standards based thematic instructional unit. Gives excellent activity examples.

Schmidt, L. (2007) *Social Studies That Sticks: How to Bring Content and Concepts to Life*.

Portsmouth, NH: Heinemann

A teacher written guide that explains proven tactics for bringing history to your students in meaningful ways. Numerous activities that create connections to students' everyday lives and the resources to put them into play.

Zinn, H. (1995) *A People's History of the United States*. New York, NY: Harper Collins.

A fabulous look at United States history from multiple perspectives, not the textbook versions we all grew up with.

Student's Resources:

<http://www.time.com/time/time100/heroes/index.html>

Time magazine highlights the stories of the top twenty heroes and icons of the last 20 years. A reference to give students as they decide whom they will research for their culmination project.

<http://www.imahero.com/education.html>

A site designed to assist children learning to research through a reading program focused on heroes' biographical resources. Students can use this as a springboard for their own hero research. They can also post online a tribute to their own personal heroes.

<http://www.kidsclick.org/>

This site features a database that uses the Dewey Decimal System; librarians designed it specifically to be used by children. The search engine allows students to narrow their choices by picture and sound searches. This is a kid friendly research site that encourages students to explore and discover knowledge about topics of interest. Can be used to demonstrate how to use the internet.

XI. Appendix.

YOU'RE A HERO

Words– Sam Francis

Music– Gary Francis

You press through every hardship.
With strength and courage...strive
To meet each challenge that you face
You keep our dreams alive.
You're always there to help us
And try to be a friend.
Your caring love helps pave the way
So broken hearts can mend.

CHORUS

You're a Hero.....A Hero!
An example to the world
For everyone to see.
You're a Hero.....A Hero!
You're the type of person
I would like to be!

You give hope to a troubled world
And that is just the start.
You succeed in all you do
Strength comes from the heart.
With concern for others
You answer every call.
Even willing to risk your life
You sacrifice for all!

CHORUS

Thank you for your character
And acts of bravery.
There's a place inside our heart
You will always be!

CHORUS

Tag– You're the type of person I would like to be!

Recommended Historical Heroes:

Boone, Daniel
Franklin, Benjamin
Pocahontas
Washington, Booker T.
Washington, George
Carver, George Washington
Curie, Marie
Einstein, Albert
Lincoln, Abraham
Meir, Golda
Pasteur, Louis
Ride, Sally
Robinson, Jackie
Sitting Bull
Douglas, Frederick
Hutchinson, Anne
Jefferson, Thomas
King, Jr., Martin Luther
Tubman, Harriet
Berring, Vitus
Cabrillo, Juan
Cook, Captain James
Crespi, Juan
Portola, Gasper de
Serra, Junipero
Beckwoourth, James
Bidwell, John
Fremont, John C.
Pico, Pio
Clapp, Louise
Sutter, John
Vallejo, Mariano Guadalupe
Mason, Biddy
Meyer, Louis
Disney, Walt
Steinbeck, John
Adams, Ansel
Lange, Dorthea
Wayne, John
Columbus, Christopher
Coronado, Francisco de Vasquez
Marshall, John

Chief Tecumseh
Chief Logan
Chief John Ross
Sequoyah
Smith, John
Williams, Roger
Penn, William
Lord Baltimore
Bradford, William
Winthrop, John
King George III
Henry, Patrick
Adams, John
Lafayette, Marquis de
Kosciuszeko, Tadeusz
von Steuben, Baron Frederich
Adams, Abigail
Washington, Martha
Pitcher, Molly
Wheatley, Phillis
Warren, Mercy Otis
Lewis, Meriwether
Clark, William
Pike, Zebulon

This list of Recommended Historical Heroes comes from the History-Social Science Standards for California, Kindergarten to Grade Five.



Jackson, Andrew

Biographical Chart Directions:

Students use a display/presentation board divided into six equal sections that contain the following information:

Section 1:

- Include the name of the historical hero chosen.**
- Locate and include a primary source photograph of the chosen historical hero.**
- Include By: and your name in this section.**

Section 2:

- Include when and where your historical hero was born.**
- Include when your historical hero died.**
- Draw and color the flag of where your historical hero was born using an almanac or other resource as a reference.**

Section 3:

- Family information including facts about a husband, wife, children, etc.**
- Include a primary source document to support your data.**

Section 4:

- Include what your historical hero is famous for and describe the risks that were taken to accomplish their goals.**
- Include a primary source document to support your data.**

Section 5:

- List your historical hero's accomplishments and other important dates in their life.**

Section 6:

- Include why you chose this person for your research.**
- Include a picture of yourself.**

Hall of Heroes

Speech Outline Homework

Your speech must be memorized and recited in first person. We will have a dress rehearsal in class on _____ . The actual Hall of Heroes Museum will take place on _____ from _____ to _____. Parents/Guardians are encouraged to attend. You may include additional details in your speech if you choose. Props from home or the classroom may be used to make your presentation more realistic.

The following information **MUST** be included in your speech:

Hi. My name is (the name of your historical hero). I was born in (place), on (date). I'm still living or I died on (date). I am famous for (be specific and use supporting details). I want to hear about some of the risks that were taken to accomplish what you did for society.

Have fun, and be creative!

I AM POEM

By: _____

I am

I wonder

I hear

I see

I want

I am

I feel

I worry

I dream

I try

I hope

I am

Present Day Hero Interview Question Form

Student Interviewer: _____

Date of Interview: _____

1. Name of the person being interviewed.
2. How do you know the student who considers you a present day hero?
3. When were you born (month/day/year)?
4. Where were you born (city, state, country)?
5. Do you have any brothers, sisters, or children?
6. What is your occupation?
7. Where have you lived and/or traveled?
8. Tell me about something you did that made a difference in your own life.
9. How do you define hero?
10. Pick one person you consider to be your hero. Who is it and why did you select them?