



## ArtsforLearning Online Curriculum

Unit 3 **Everyday Heroes**

Part 1 Learning

Unit 3: Lesson 1

Introduce the Unit & Introduce the

Concept of Everyday Heroes

### Unit 3: Lesson 1

## Introduce The Unit & Introduce The Concept Of Everyday Heroes

#### LITERACY OBJECTIVE

By the end of this lesson students will be able to use words and phrases to describe the qualities of an everyday hero.

#### LITERACY "I CAN" STATEMENT

“I can use words and phrases to describe the qualities of an everyday hero.”

#### LESSON OVERVIEW

Steps	Pacing: 60 Minutes
<b>Step 1:</b> Introduce the Unit <b>Step 2:</b> Introduce Lesson 1	10 Minutes
<b>Step 3:</b> Explore the Concept of Everyday Heroes <b>Step 4:</b> Explore Media Examples & Identify Qualities of Everyday Heroes <b>Step 5:</b> Deepen Understanding of Words on Qualities of an Everyday Hero Chart	35-40 Minutes
<b>Step 6:</b> Prepare Students to Explore Everyday Heroes at Home <b>Step 7:</b> Close Lesson 1--Treasure Pile of Books	10 Minutes

**STANDARDS ALIGNMENT****TARGETED CCSS****Reading: Informational Text**

**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 3.10:** 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 4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI 4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI 5.10:** 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 4–5 text complexity band independently and proficiently.

**Speaking & Listening**

**SL 3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**SL 3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL 3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL 3.1d:** Explain their own ideas and understanding in light of the discussion.

**SL 4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**SL 4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 4.1c:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL 4.1d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL 5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**SL 5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 5.1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL 5.1d:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SECONDARY CCSS****Writing & Language**

**W 3.7:** Conduct short research projects that build knowledge about a topic.

**W 3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**W 4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W 4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W 4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W 5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W 5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**L 3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Speaking & Listening**

**SL 3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL 3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL 4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL 4.3:** Identify the reasons and evidence a speaker provides to support particular points.

**SL 4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL 5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL 5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## **TEACHING RESOURCES**

### **CLASSROOM CHARTS**

-Collage Example: Image from *The Tiny Seed* by Eric Carle

-Collage Example: Image from *Beautiful Blackbird* by Ashley Bryan

- Collage Example: *Dinner Before the Revival Meeting* by Romare Bearden (from *Romare -Bearden: Collage of Memories*, page 11)
- Qualities of an Everyday Hero Chart (Created in Class)
- Vocabulary Words and Icons: Lesson 1

### **A4L STUDENT NOTEBOOK**

- Explore Everyday Heroes at Home

### **VIDEO CLIPS**

- Facilitation of Video Clips & Texts (PDF)
- Moving Windmills: The William Kamkwamba Story (6 minutes, 8 seconds)
- The Elena Duron Miranda Story (1 minute, 44 seconds)

### **TREASURE PILE OF BOOKS**

Supply of books for extra reading

### **LIFE & LEARNING SKILLS**

Unit 3 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



### **DIFFERENTIATION OPTIONS**

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the

first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.



Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



### LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

## STEP 1: INTRODUCE THE UNIT

**Process:** Start the *Everyday Heroes* unit by explaining the purpose and activities of the unit. Show examples of collages: Eric Carle's illustration from *The Tiny Seed*, an image from Ashley Bryan's *Beautiful Blackbird*, and Romare Bearden's *Dinner before the Revival Meeting*. Walk students through the Unit Overview for Students, which will help them know where they are in the learning process. Hand out the A4L Notebooks and A4L Texts. As part of the Unit assessment, students will be scored at various points through the Unit. This document is a quick reference guide to each of those locations.

### TEACHING TIP: EXAMPLES OF EVERYDAY HEROES

Begin the unit exploring several examples of everyday heroes from the media or books.

In this lesson, instruction and resources are provided for The William Kamkwamba Story and The Elena Duron Miranda Story. Feel free to use alternatives examples. Visit the website [www.kidsareheroes.com](http://www.kidsareheroes.com) for great examples of kids serving their communities and helping others or CNN to browse additional examples of everyday heroes

### Suggested Dialogue

**BEGINNING THE UNIT**

"We are beginning an Arts for Learning unit called Everyday Heroes. In Arts for Learning units, you combine reading and the arts to get even better at both. In this unit, we'll figure out what makes someone like you or me an everyday hero, and we'll use the art form of collage to show our understanding. Collage is a way for artists to bring all sorts of different materials, shapes, textures, and colors together to create an original work of art. Let's look at a couple of examples. This collage is by Eric Carle and is from the book *The Tiny Seed*." (Project image.)

"What do you see? What stands out for you in this collage?" (Students respond.)

"This collage is by Ashley Bryan and comes from her picture book titled *Beautiful Blackbird*. (Project image.) What do you see? What stands out for you? (Students respond.) Notice how Bryan uses lots of different colors and shapes to represent..."

"This collage is by Romare Bearden and is called *Dinner Before the Revival Meeting*." (Project image.)

"What do you see? What stands out for you in this collage? (Students respond.) You can see how they use different materials to create pictures. We'll use the work of these artists to help us learn about creating collages."

"This is the Unit Overview for Students, which will help us know where we're going as the unit progresses. (Show Unit Overview for Students and highlight each part.) We'll begin our research about a real person by reading a narrative biography and creating collages to help us think about what we've learned. Then we'll read additional nonfiction texts to add to our knowledge about this person and decide if he or she can be called an everyday hero. The unit will culminate with collages that represent your understanding of what makes someone an everyday hero. We'll share them with an invited audience (school peers, friends, and family) in a gallery walk."

"These are our A4L Notebooks and A4L Unit 3 Texts, which we'll use to process what we read." (Pass out A4L Notebooks and A4L Texts.)

## STEP 2: INTRODUCE LESSON 1

**Process:** Give an overview of the lesson objective: Explore the concept of everyday heroes in the media and in students' lives.

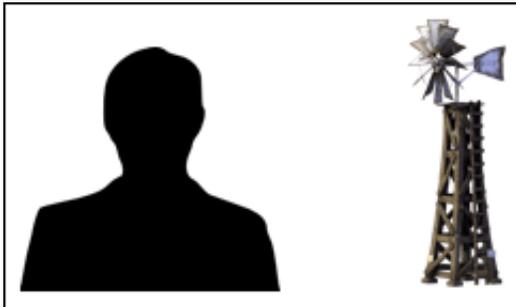
**ELL Support: Comprehensible Input**

Support ELL language development and comprehension by starting with a short vocabulary lesson using Vocabulary Snapshots to provide multi-sensory pre-learning for words that may be unfamiliar to culturally diverse students. Click for a sample lesson plan.

Recommended vocabulary from *The William Kamkwamba Story* to pre-teach with Vocabulary Snapshots:

- Collage - Hero - Malawi -
- Windmill - Qualities -

Sample Visual Icons for The William Kamkwamba Story



These visual icons and more are available here. Visual icons are also available for The Elena Duron Miranda Story here.

## Suggested Dialogue

### EXPLORING WHAT MAKES AND EVERYDAY HERO

"Today we are going to explore what makes someone an everyday hero. We'll look at some examples and think about people in our own lives."

"By the end of today's lesson, you will be able to say, 'I can use words and phrases to describe the qualities of an everyday hero'."

## STEP 3: EXPLORE THE CONCEPT OF EVERYDAY HEROES

**Process:** Talk with students about the difference between heroes and everyday heroes.

### Suggested Dialogue

#### CONTEMPLATING WHAT IS A HERO?

"What comes to mind when I say 'hero?' Turn and talk with a partner. (Students pair-share.) Let's share out. (2 - 3 students share.) In this unit, we're going to explore what it means to be an everyday hero. An everyday hero is a real person who goes to great lengths to help people in unselfish ways. Let's look at some examples."

## STEP 4: EXPLORE MEDIA EXAMPLES & IDENTIFY QUALITIES OF EVERYDAY HEROES

**Process:** Guide students to explore several examples of everyday heroes, using video clips and/or nonfiction texts. Begin with the video, *Moving Windmills: The William Kamkwamba Story*. If time allows, watch a second video clip: *The Elena Duron Miranda Story* or another selection of your choice, following the same process.

Use this document, *Facilitation of Everyday Hero Clips*, for recommendations on how to facilitate both the videos and the nonfiction texts. Suggestions are there for using the videos alone or with the nonfiction texts, and for using the nonfiction texts if there is no online access. Below is a sample process for discussing the heroes using video.

For each example, guide students through a process in which they use evidence from the video and make inferences based on that evidence. With each example, follow the steps below:

1. Periodically stop and record what students learn about the person. Ask the question, "What have you learned?" Use chart paper to record evidence for each everyday hero. (See menu below: *What We Learned About William Kamkwamba*.)
2. Use what students have learned about the person to draw conclusions about him or her as an everyday hero. Ask the questions, "Based on what you just learned, what can you conclude? What qualities does this person have?" Guide students from general descriptors like "smart" or "nice" to more sophisticated qualities like "curious" or "compassionate." After charting qualities, decide which ones make him/her an everyday hero. Write these qualities on a separate chart titled "Qualities of an Everyday Hero." Display this chart in the room throughout the unit. See sidebar *Qualities of an Everyday Hero* for a sample chart.
3. Record a student-friendly definition for each quality, so that students can use the words independently as the unit progresses. As students develop more nuanced understandings, feel free to add to the definitions.

### Qualities Of An Everyday Hero

Generate a list of qualities of everyday heroes and post them in the classroom for the duration of the unit. Guide students from general descriptors like "smart" or "nice" to more sophisticated qualities like "curious" or "compassionate." If many of the following words are new to students, consider introducing 2-3 words at a time.

A potential list of qualities may include the following. Add student-friendly definitions for all words. Add to the list as the unit progresses.

**Caring:** thinks of others and wants to help them

**Compassionate:** deeply caring

**Courageous:** someone who is brave

**Creative:** someone who works hard on problems and comes up with smart, effective, and unusual solutions

**Hard-working:** does things that take a great deal of time and effort

**Helps others:** understands the important problems that other people are having and finds ways to solve them

**Hopeful:** believes that things can get better

**Passionate:** has very strong feelings and interests in something

**Patient:** willing to wait for something desired

**Persistent/Perseveres:** doesn't give up: keeps working on something, even when it's hard or unpleasant, and many other people would have given up

**Resourceful:** able to invent or find what is needed (tools, objects, or people) to succeed, especially in times when most others would have given up

**Selfless:** someone who does things just to help others, even when it means doing things he or she doesn't really like doing

### SAMPLE CHART: WHAT WE LEARNED ABOUT WILLIAM KAMKWAMBA

An everyday hero is a real person that goes to great lengths to help people in unselfish ways.

<b>Evidence: What have we learned about William?</b>	<b>Qualities: What words describe him?</b>
-from Malawi, Africa -family is poor -no money to go to school -no electricity in his house or village -wanted to help his family	-poor
-wanted to know how things worked	-caring
-got a book from the library	-curious
-uses things from the trash to build a windmill for electricity	-resourceful
-paid for his friend to go to school	-generous

### Suggested Dialogue

### INTRODUCING THE FIRST VIDEO

"We're going to watch a video clip called *Moving Windmills: The William Kamkwamba Story*. This is a story about a real boy from Malawi, who built windmills so that his village could have electricity. A windmill is a machine with blades that are rotated by the wind. When the wind blows, the blades go around, creating electricity. One of the truly amazing things about William's story is that he had no one to teach him or show him how to make a windmill. He couldn't even ask his teacher at school, because he couldn't go to school--students must pay to go to school in Malawi, and William was too poor. Now, as we watch, I'll pause and we'll talk about what we are learning about William. After the video, we'll talk about what makes this boy an everyday hero."

### WATCHING THE VIDEO

*While watching the video, stop and read subtitles aloud to students. Stop periodically and ask students what they have learned about William. Record responses on the board/chart.*

"What have we learned about William so far?"

*Students respond. Record under the "Evidence" column. Continue the process until the end of the video. If students go directly to a quality like "creative," prompt them to provide evidence, and record.*

### GENERATING A LIST OF QUALITIES

"Let's look back at all the things we learned about William. What can we conclude about William? What qualities does he have? For example, we learned that William used things from a trash pile to build a windmill to create electricity for his village. I can conclude that William is a person who didn't have the right materials, but was still able to build what he wanted. A word for this is resourceful, which means someone who is able to invent or find what they need to succeed, especially in times when most other people would have given up. Based on the evidence we have gathered, what other qualities do you think he has?" (Students respond. Add responses to chart. See expanding menu above: What We Learned About William Kamkwamba for an example.)

"We're going to create a list of great qualities to describe everyday heroes. Some of the words we used to describe William might not make him an everyday hero. For example, we described him as 'poor.' Being poor does not make someone an everyday hero. Which qualities that we recorded for William do you think make him an everyday hero? We are going to write these on our Qualities of an Everyday Hero Chart." (Students respond. Record student friendly definitions next to each word.)

If time permits, explore 1 - 2 more examples of an everyday hero using the same process. See Facilitation of Everyday Hero Clips for using The Elena Duron Miranda Story.

## STEP 5: DEEPEN UNDERSTANDING OF WORDS

# ON QUALITIES OF AN EVERYDAY HERO CHART

**Process:** The purpose of this activity is to help clarify and deepen understanding of the words on the Qualities of an Everyday Hero Chart. Guide students to talk about people in their own lives who embody one of the qualities on the chart. This person does not need to be an everyday hero. Pass out sticky notes. Have students write the name of that person, the quality, and a description of why he or she embodies that quality. Engage in a whole-class discussion. Post sticky notes on the Qualities of an Everyday Hero Chart next to the matching qualities.

## Suggested Dialogue

### Discovering Hero Qualities In Everyday People

"We have developed a great list of qualities for everyday heroes. Can you think of someone you know who has shown one of these qualities at some point in his or her life? This person doesn't have to be an everyday hero--right now, we just want to understand what these qualities mean. For example, my sister studies really hard in community college so she can transfer to a university. She's 'hard working.' Turn and talk with your partner." (Students pair-share.)

### Using The Sticky Notes

"On the sticky note, write the name of the person, the quality, and something they did that shows this quality." (Students write.)

"Let's share out using the list of Qualities of an Everyday Hero. The first quality on our list is (say word). Raise your hand if you wrote about this quality. (Students raise hands.) Who would like to share what you wrote?" (2 - 3 students respond. Continue process for remaining words on the list. Collect sticky notes to post)

## STEP 6: PREPARE STUDENTS TO EXPLORE EVERYDAY HEROES AT HOME

**Process:** Prepare students to continue their investigation at home. Have students choose one of the three options on page 3 in their A4L Notebook. Students can take home their A4L Notebooks, tear the page out, or photocopies can be made.

### ELL Support: Homework Tips

- Allow alternative response formats.
- Encourage use of native language.
- Provide a list of suggestions on how parents might assist with homework.
- Provide a peer homework tutor.

## Suggested Dialogue

**Working At Home**

"We're going to continue this exploration at home. Open your A4L Notebook to page 3. Your assignment is to take your notebook home and complete one of the following options":

1. Interview someone about whom he or she thinks is an everyday hero, and explain why.
2. Write about someone you think is an everyday hero, and explain why.
3. Go to the Kids are Heroes website at [www.kidsareheroes.org/](http://www.kidsareheroes.org/), identify one person you think is an everyday hero, and explain why.

## STEP 7: CLOSE LESSON 1--TREASURE PILE OF BOOKS

**Process:** Close the lesson by introducing the Treasure Pile of books. The Treasure Pile starts out with examples of picture-book biographies for students to read. In later lessons, you'll add to the pile picture books that use the art form of collage. Invite students to read the books during silent reading time, and to check them out to read at home. Out of School Reading is essential for students to become successful readers. Close the lesson with a "look forward" describing the next lesson.

**Treasure Pile Of Books**

-Prior to the unit, confer with your school librarian about your students' reading levels and personal interests.

-Collect as many (a) picture-book biographies and (b) collage-illustrated books as possible that fit well with those reading levels and interests. If possible, include books with a multicultural perspective in your selections.

-Start out with picture-book biographies in the Treasure Pile of books. As collage techniques are introduced, "sneak" collage-illustrated titles into the pile.

-Whenever possible, send students to the Treasure Pile.

-Drop hints and comments aimed at making students curious about these books, and allow students to take them home to read.

**Suggested Dialogue****TREASURE PILE OF BOOKS**

"Books are some of my favorite places to find everyday heroes. Did you know that in many ways, books are like time machines? They let us feel like we're right there, in times that might have been years and years ago, even before we were born, meeting people who have done awesome things. Finding the everyday heroes who really inspire you the most--the people you want to remember for

your whole life--is a very personal thing. When you find the right one, it's like discovering a new part of yourself; it's almost like discovering something new that you're really good at."

"That's because sometimes, discovering a hero who really inspires you can change your life. Just thinking about that hero can give you strength when things get tough; help you keep going when you're thinking about giving up; and help you come up with ideas about making a real difference in other people's lives. In other words, they can help you become an everyday hero, too."

"Sometimes finding your favorite hero or heroes can take awhile. So don't worry if the very first person you read about isn't the right hero for you. Keep looking! When it's your turn at the Treasure Pile, look for a book that makes you curious about the person inside. Take the book home, and read it by yourself or with your family. See if this is a person you want to remember your whole life: someone who can be in your heart and mind when things get tough saying, 'Don't give up!'"

"And if you find that person, be sure to write on one of these cards and put it on our Qualities of an Everyday Hero Chart. Write something like, 'Thomas Edison is my hero, because . . .' and then write the reason. That way we all help each other, and more of us might find a great everyday hero--someone who just might help us become everyday heroes, too. In fact, I really hope that one day, someone will write a book about you!" (Explain sign out procedures.)

### **LOOKING FORWARD**

In our next lesson, we'll start reading a narrative biography, and as we read, we'll see if we can identify any of our everyday hero qualities in that person.

### **PERFORMING THE CLOSING RITUAL (OPTIONAL)**

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh! 1-2-3 (clap) Huh!'"

**CONGRATULATIONS ON COMPLETING LESSON 1! YOU ARE NOW READY TO MOVE ONTO LESSON 2 OF UNIT 3.**

Is this Lesson Public or Members only?:

# Members Only