Lesson Title: What Makes a Hero?
Using Main Ideas and Details to Determine Characteristics of Heroes

Short Term Goal: We will examine the main idea and details of biographies to help develop a working definition of heroes and the qualities and characteristics that make a hero.

SLE’s:
- C.5.2.1 Understand the significance of national symbols
- C.5.2.2 Examine the rights and responsibilities that citizens have in a community
- H.6.2.1 Explain the purpose in celebrating national holidays
- H.6.2.3 Discuss historical people of Arkansas
- H.6.2.4 Define conflict
- H.6.2.6 Determine how photos and documents are used to gather information about the past

Common Core Standards:
- CC.2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- CC.2.RI.3 Describe the connection between a series of historical events in a text.
- CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- CC.2.RI.8 Describe how reasons support specific points the author makes in a text.
- CC.2.RL.3 Describe how characters in a story respond to major events and challenges.
- CC.2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinions and reasons, and provide a concluding statement or section.
- CC.2.SL.1a Follow agreed-upon rules for discussions
- CC.2.SL.1b Build on others’ talk in conversations by linking their comments to the remarks of others.
- CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- CC.2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Materials:
Journey’s Unit 3 Teacher Guide—Lesson 14
Helen Keller/Talking Tools—Main Idea and Details
Journey’s Comprehensive Language and Literacy Guide (CLLG)-Pp 66-67
Helen Keller/Minilesson Main Idea and Details
Journey’s Lesson 14 Leveled Readers
Social Studies Textbook---Lesson 5 pp. 200-205 “Heroes and Holidays”
“What Is A Hero?” Matrix—A large copy for the class and individual copies for each student.
A collection of biographies about people from different areas (history, sports, arts)
www.myhero.com
www.cals.org --Bookflix

Direct Explanation Model
Three Sessions
Whole Group

What:
Students will begin to explore their initial ideas about heroes and what qualities make a hero. They will create a list of words to describe heroes and identify actions that demonstrate these qualities. They will share names of familiar figures they consider to be heroes, and then closely examine their reasons for believing each one is a hero. Students will then view examine heroes from American history, and obtain background information on each of them. They will identify heroic characteristics of each hero. Students will broaden their understanding of what makes a hero, enabling them to identify the real-life heroes who surround them each day. Finally, students will consider ways they, too, may become everyday heroes.

Why:
Through a study of biographies of important historical figures we will discover that we can use the details from the actions in their lives to determine whether or not they should be considered heroes.

Day 1
Guided Practice:
Begin this session by posing the following question: What is a hero? What does a hero look like? Have students make a list of 3 people that they consider heroes. Have them tell what characteristics they possess that leads them to their conclusions. They will revisit this list throughout the study to see if their opinion changes. Have them share their lists with the class.

After they have shared their lists, begin a class discussion about the qualities that make a hero. Record their responses on chart paper. Students may initially respond with qualities pertaining to superheroes. Help them generalize qualities superheroes possess to real people. For example, superheroes help people/real life heroes help people, superheroes possess super
powers/ real life heroes possess special abilities, superheroes stand up to villains and never give up/ real life heroes stand up for what they believe and never give up, etc.

Create a class “What Is A Hero?” rubric/matrix. Tell students over the next few weeks we will be talking about various types of heroes. We will use the matrix to help guide our decisions in determining whether or not the people we study should be considered heroes. Use this opportunity to build an extended vocabulary of descriptive words (hero quality or characteristic) that could be used to describe the actions of people that could be described as heroes. Continue to build on this list throughout the unit. It is also important to have students give examples from the text of what the person did to show evidence of these qualities/characteristics.

Tell students that in order to investigate whether or not important people are heroes, we will be reading special types of non-fiction books called biographies. A biography is a book that tells the true story about a person. We will use the details from these biographies to decide if the person fits our criteria of “hero”. Introduce biographies you have collected and have them available for students to read throughout the week. Each day, students can share who they have been reading about and whether they would consider them a hero. They can identify qualities/characteristics that can be used to describe the person and these can be added to the class matrix.

Introduce the Helen Keller story from Journey’s Lesson 14. Use the mini-lesson on page 66 in the CLLG to guide discussion about Helen Keller story. Using the main idea and details from the story, begin filling out the hero matrix.

Apply:
Choose a Hero activity on page T322 in Journeys Unit 3 Teacher Guide

Day 2
Guided Practice
Revisit the hero matrix from Day 1. Remind students that over the next few weeks we will be learning about many different people and using the details from what we read to determine whether or not these people should be considered heroes. Tell students that today we will be talking about Martin Luther King Jr. Have them discuss the qualities on our matrix and begin making arguments as to whether or not MLK should be considered a hero. Tell them as we read his biography we will use the details from his life to determine if he is a hero.

Log on to Bookflix at www.cals.org and go to the People and Places section to find the biography, Martin Luther King, Jr. Read the book with students. Use the graphic organizer on page 66 of CLLG to highlight the main idea and details from this book. Use the details to fill out the hero matrix. You may choose a different biography to complete this lesson.

Discuss how some of our national holidays are a way to celebrate the lives and accomplishments of some important people in the history of our nation. Relate to the ML King
holiday in January. Use Social Studies textbook pp. 200-205—Lesson 5 “Heroes and Holidays”. Other people we will read about made contributions to the community and society

You may do this activity with any biography you choose. Choose one for this lesson that is associated with a holiday.

Apply
Using details from Martin Luther King, Jr., write a paragraph explaining why Martin Luther King, Jr. is considered a hero.

Day 3
Guided Practice
Have students think back to earlier lessons regarding Christopher Columbus. Begin a conversation about whether or not he would be considered a hero.

Log on to Bookflix at www.cals.org and go to the People and Places section to find the biography, Christopher Columbus. Use the format from previous two days to discuss main idea and details and the matrix to determine if Christopher Columbus should be considered a hero. You may want to discuss accomplishments of Columbus as well as mention that he was not always good to the Natives that his group encountered.

Continue sharing biographies students have been reading during independent reading and discussing why they think each person should or should not be considered a hero. Include historical people from Arkansas and discuss their contributions.

Apply
Having spent the past three days talking about qualities that heroes possess, tell students they are going to begin thinking about someone in their life they consider to be a hero. Have students write a paragraph explaining why this person is a “hero.”

Introduce Culminating Unit Project:
Tell students that they will be doing a culminating project on a hero of their chose and to be thinking about who they want to choose as they read about different people and think about people in their lives. They will need to research the person they choose. The teacher may choose to have students:

- Create a holiday for a hero. (Lesson: Celebrate a Hero)
- Create a visual display for an American Heroes Hall of Fame. (Unit 4 Project Basal Reader TE xviii)
- Create a Historical Journal. (Unit 4 Project Social Studies TE pp 153P-154P)

All projects should reflect the essential question “What Makes a Hero?”