

A Hero Lies in You

Unit Plan: A Hero Lies in You

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Unit Plan Rationale:

The following unit is a compilation of a variety of tools, strategies, activities, and theories that I have found meaningful in the past two years of working with students. I wanted to create a multi-faceted classroom that caters to individualized freedom in writing, thinking, and creating. It is an interactive glimpse into the knowledge that students are capable of gaining via planning and clarifying the needs of students in the classroom.

This unit is made for a ninth grade classroom of roughly about twenty-five students. The students have completed lessons and activities which pertained to Greek Mythology, the essence of poetry: both reading and writing, as well as finishing Shakespeare's *Romeo and Juliet*. Select students have shown need for grammar and syntax direction, and all of the students could use an initial, or for some a refreshing look at the writing process. This unit implements a large amount of writing and technology in the form of YouTube videos, music, Moviemaker, and two activities involving social networking.

Music plays a role in the daily lives of most adolescent children. Therefore, the theme of my lesson, "A Hero Lies in You," was picked delicately. At this point in many students' lives they are discovering who they want to become as adults, issues of peer pressure, and developing voices of their own. "A Hero Lies in You," not only caters to the creativity of superheroes and Disney characters, but also takes a reflective approach to looking within ourselves to discover how we too can become an *everyday* hero.

After finishing such a dramatic novel that is Shakespeare's *Romeo and Juliet* in a previous unit, the students were in need of literature that may directly depict issues they face in their own lives. Sharon Draper's *The Battle of Jericho*, allows for themes such as death, struggles in friendship, peer pressure, and internal battles to surface. As stated in the text *Adolescent*

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Literacy, “the books we offer this new generation should also reflect this paradigm shift in how adolescents negotiate their interaction with one another, their way through school and life, and in their reading,” (Beers, Probst, & Rief, 2007). Students should be able to respond to the literature in the classroom with sincere reflections and initiate conversations with their own thinking. Using this particular Young Adult Novel (YAL) opens doors to introspective reading while promoting discussions enriched with student debate, which goes hand-in-hand with *differentiated learning*.

Many students could potentially breeze through their years in secondary education without receiving direct instruction that caters to multi-genre writing. Writing for multiple purposes or audiences is extremely vital for critical thinking skills and even lends itself to the social etiquettes of language. Throughout this unit we will take a deeper look into reflective writing through journals and reader’s response approaches, play with the impact of poetry, and create tangible examples of the application process in the form of resume writing. I incorporated many examples of poetry because, “poetry is *honest* writing,” (Kirby, Kirby, & Liner, 2004). As the author’s of this book *Inside Out* states, “poetry is real writing, not just writing for the teacher.” Although I have included directions and rubrics, which will provide structure for the students’ writing, it is important to incorporate writing for completion rather than placing a strong emphasis on following the rules.

If writing is involved, so shall the *processes of writing*. The teacher will model the writing behaviors for his or her class because if the students are writing, so should the teacher. Students will be able to receive feedback from their peers, self-evaluate their work, and discuss progress with the instructor during their student-teacher conference. “The goal of revision is for the writer to convey what is in his or her heart to the reader,” (Heard, 2003). The unit allows for

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students to draft and revisit their writing in order to reflect on their errors or need for editing. The students will complete multiple drafts of both the Hero poem and the Hero resume. Students will in turn complete a portfolio, which will contain all of their polished drafts of their writing. “The purpose of this portfolio is to see the student writing at work,” (Kirby, Kirby, & Liner, 2004).

The final step of the writing process, known as publication, will play an apparent role in this unit. Students will invite their family, friends, and heroes to the final Hero Project Party, where each student’s Advocacy Video will be shown. The purpose of publication is for students to visualize the importance of writing and that their hard work does not go unnoticed. GW editing publishing

This unit is doused in interactive activities that will allow for multiple outlets of student expression. Student originality will become prevalent both on the page and in the positive learning environment that building a classroom community creates.

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Classroom Goals:

- ✓ To conceptualize the idea of hero.
- ✓ To gain a deeper understanding of what it means to be a hero.
- ✓ To write for many different genres or audiences.
- ✓ To create a culminating portfolio.
- ✓ To create an advocacy video pertaining to a particular theme.

Overall Objectives:

Students will be able to...

- Conceptualize the idea of multiple kinds of heroes.
- Write for a particular genre.
- Differentiate the meanings of homonyms and homophones.
- Make predictions about the text
- Discuss themes and characters found in *The Battle of Jericho*.
- Write a persuasive paragraph using textual knowledge.
- Connect the text to self.
- Analyze the relevance of the title of the book.
- Write a poem using themes from the book and the artwork.
- Defend their heroes.
- Reproduce similar mug shots as the ones presented in class.
- Define difficult textual vocabulary
- Discuss the text through the Say Something Strategy. – Kyleene Beers.
- Practice using the *dash* and *hyphen* in their writing.
- Apply the rules of grammar to their writing.
- Recognize the influence of Greek roots in language.
- Distinguish the effects of writing for many purposes
- Compare social networking sites.
- Discuss the pros and cons of social networking sites.
- Create a facebook page using knowledge of heroes and villains
- Write to a particular audience.
- Publish their poems in the form of a t-shirt.
- Write about their thinking while reading.
- Compare and contrast two texts.
- Adapt to new writing formats
- Categorize elements to create a video
- Incorporate technology into their writing
- Discuss individualized progress with the teacher.
- Relate children's texts to YAL.
- Arrange assessments for their portfolio.
- Polish assignments for their portfolio.
- Appreciate their hard work in the form of a portfolio.
- Praise their peers' work as students present.
- Praise their real life heroes.
- Support their peers during their movie presentations.

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Standards Assessed:

- LA.910.1.6.1: The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;
- LA.910.1.6.3: The student will use context clues to determine meanings of unfamiliar words;
- LA.910.1.6.9: The student will determine the correct meaning of words with multiple meanings in context;
- LA.910.1.6.10: The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.910.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;
- LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.910.1.7.4: The student will identify cause-and-effect relationships in text;
- LA.910.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
- LA.910.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.910.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.910.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
- LA.910.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.910.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.910.3.4.3: The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
- LA.910.3.5.3: The student will sharing with others, or submitting for publication.
- LA.910.4.2.4: The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);
- LA.910.4.2.6: The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).
- LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
- LA.910.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles

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Unit Materials:

- *The Battle of Jericho*, by Sharon Draper
- *Heroes*, by Dom Lee
- *Make Lemonade*, by Virginia Euwer Wolff
- YouTube videos
- Song Lyrics
- Student Calendar
- Timer
- Homophone cards
- List of misused homophones/homonyms
- Large Paper
- Markers
- Artwork
- 8 x 11 brown paper
- Mug shots of heroes
- Vocabulary words from pages 1-80
- Dictionaries
- Say Something guidelines.
- Dash and Hyphen definition pages
- Doc cam
- Lawsuits, scandals, tragedies concerning social networking sites.
- Names of heroes from movies to pick out of a hat
- Large construction paper
- T-shirts cutouts
- Example of Letter and Poem
- Anticipatory set surveys
- Models of resumes
- Computer lab
- Flash drives
- Movie project directions
- Movie project rubric
- Storyboard papers
- Video rubric
- Conference sheets
- Self-eval sheets
- Manila folders

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Week One: Hero Unit Plan

Focus: What is a hero?

*It is understood that students should have a composition notebook and a pen or pencil daily *See Calendar for homework assignments*

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|---|--|---|
| <p>SWBAT -Conceptualize the idea of multiple kinds of heroes. -Write for a particular genre.</p> <p>Strategies 5 Minutes: Watch YouTube video on heroes. 15 Minutes: Class discussion pertaining to essential questions. 20 Minutes: Using “A Hero Lies in You” lyrics by Mariah Carey begin poetry writing. Appendix C 5 Minutes: Classroom wrap-up, pass out calendars, remind students their homework.</p> <p>Materials: YouTube video Essential Questions Song Lyrics Student Calendars</p> | <p>SWBAT -Make predictions about the given text.</p> <p>Strategies: 10 Minutes- Discussion about peer pressure, hazing, fraternities and sororities. 25 Minutes- Students will present their articles pertaining to hazing. 2 Minutes-Write about what the cover of the book makes you think. 3 Minutes- Read back cover and expand on prediction. KWL Appendix A.10 5 Minutes-<i>The Battle of Jericho</i> introduction. Pages 1-4 5 Minutes-Introduce Hero of the Week.</p> <p>Materials: Timer (One minute per student)</p> | <p>SWBAT -Differentiate the meanings of homonyms and homophones.</p> <p>Strategies: 2 Minutes-Homophone Video by the Veggie Tales. Collect poems. 5 Minutes-Discussion about the misuse of homophones. 30 Minutes-Homophone/homonym Lesson plan See attached daily lesson. 10 Minutes: Complete worksheet. 3 Minutes: Wrap-up</p> <p>Materials: Grammar Girl, Veggie Tales Video on Homophones, Homophone cards, List of misused homophones/homonyms (Lesson adapted from a linguistic lesson in the fall of 2009.)</p> | <p>SWBAT -Discuss themes and characters found in <i>The Battle of Jericho</i>. -Write a persuasive paragraph using textual knowledge.</p> <p>Strategies: 8 Minutes: Name heroes/Name villains. 15 Minutes: Can we have a hero without the villain/visa versa? What makes a hero? What makes a villain? 2 Minutes: Introduce scenario that these selected heroes and villains are on trial. 10 Minutes: Get into groups and write a paragraph explaining your characters’ innocence. 5 Minutes: Wrap-up</p> <p>Materials: <i>The Battle of Jericho</i> Hero nominations due.</p> | <p>SWBAT -Describe connections be the texts and self.</p> <p>Strategies: 5 Minutes: YouTube video. Fishbowl Exercise: Appendix A 15 Minutes: Inner circle will discuss the questions of if discovering the hero makes you discover yourself? Using textual support. 15 Minutes: Inner and outer circle will switch and contribute. 5 Minutes: Wrap-up discussion 5 Minutes: Exit ticket, reflection on exercise. 5 Minutes: Present Hero of the Week</p> <p>Materials: Large Paper and pen YouTube video, pursuit of happiness. <i>Speaking Volumes</i></p> |

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Week Two: Hero Unit Plan

Focus: Who are the *real life* heroes?

| Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
|---|---|---|--|--|
| <p>SWBAT -Analyze the relevance of the title of the book. -Write a poem using themes from the book and the artwork. Strategies: Predominantly a writing day: thinking and reflecting. 10 Minutes: Complete a freewrite. Listen to <i>Hero</i> by Chad Kroeger and look at the picture of the <i>First Flag at Iwo Jima</i>. 20 Minutes: Whole group discussion about pages read. “Title Talk” Explain the title of the novel. What are some interpretations? What are some similarities between war and Jericho’s battle? 10 Minutes: Write a poem about one of the themed topics. Use the art/text/or both. Materials: song, artwork, journals, and cover of the novel.</p> | <p>SWBAT -Defend their heroes. -Reproduce similar mug shots as the ones presented in class. Strategies: 7 Minute: freewrite, What does a mug shot represent? Play song, “bad boys bad boys.” 13 Minutes: Look at mug shots of athletes, celebrities, and civil rights activists. What do they have in common? Why are they different? 25 Minutes: Mug shots guilty of an innocent crime: Pass out utensils. Students will create a mug shot of a superhero, celebrity, etc. that has done heroic work and is guilty of being innocent. 5 Minutes: Pass up complete mug shots, put away utensils, recap lesson. Materials: markers, 8 x 11 brown paper. Mug shots of heroes</p> | <p>SWBAT -Define difficult textual vocabulary. Strategies: 5 Minutes: Read ‘Roaf Was Not Bloopy.’ Page 93 <i>Adolescent Literacy</i>. 2 Minutes: Pass up any mug shots from previous lesson, pass out materials 5 Minutes: Write down vocabulary words from the board. 18 Minutes: Get into <i>pairs</i>. Follow directions on the board. See attached daily lesson. Ask questions if needed. 15 Minutes: Students will present their pair word, while the rest of the class copies the definitions down. Each pair will present Materials: selected vocabulary words from pages 1-80, markers, paper, dictionaries, anticipatory set, texts. Lesson adopted from a Lesson from TSL4331</p> | <p>SWBAT -Discuss the text through the Say Something Strategy. –Beers. Strategies: 5 Minutes: YouTube video. Collage of Disney heroes. 30 Minutes: Using the text, essential questions, and Say Something guidelines students will read pages 81-101 aloud with a partner. Each person should read 10 pages. How they split it up is up to them. 10 Minutes: KWL chart in whole class discussion. Appendix A.10 Focus: what did we <i>learn</i> about the text and ourselves as readers. 5 Minute: Wrap-up Materials: YouTube video, Wallflowers’ song, <i>When Kids Can’t Read</i> page 105-107-Beers, Say Something guidelines.</p> | <p>SWBAT -Practice using the <i>dash</i> and <i>hyphen</i> in their own writing. -Apply the rules of grammar to their writing. Strategies: “The Superhero made a DASH for it!” Grammar Lesson. 5 Minutes: freewrite using the song, “Let Me Be Your Hero.” 15 Minutes: Compare and Contrast the hyphen and the dash. 15 Minutes: Write paragraph on the board like the one found in Appendix C 10 Minutes: Begin reading pages 102-120. Finish for homework. Time Permitting: Present Hero of the Week Materials: Dash and Hyphen definition pages from Linguistics Lesson.</p> |

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Week Three: Hero Unit Plan

Focus: “To Infinity and Beyond!” Heroes in the movies.

| Day 11 | Day 12 | Day 13 | Day 14 | Day 15 |
|--|---|--|---|--|
| <p>SWBAT -Recognize the influence of Greek roots in language. Strategies: <i>Prior to this lesson, the class has finished a unit on Greek Mythology.</i> 3 Minute: YouTube video, <i>Clash of the Titans</i>. 10 Minutes: Class discussion about major figures in Greek history. 20 Minutes: Write a series of IM messages from a Greek figure to a character from our text. Appendix A.16 (Jericho, Arielle, Dana, Mr. Tambori, etc.) 10 Minutes: Volunteers will present their Ims to the class.</p> <p>Materials: YouTube video, texts.</p> | <p>SWBAT -Distinguish the effects of writing for many purposes. Strategies: 5 Minutes: Hercules song. Freewrite about your favorite Disney movie. 10 Minutes: Model Letter writing 10 Minutes: As a class, create a letter appropriate for inviting people to the classes’ hero project party. 15 Minutes: Writing workshop, drafting a letter to the students’ hero. 5 Minutes: Wrap-up</p> <p>Materials: Hercules song, overhead projector or document camera.</p> | <p>SWBAT -Compare social networking sites. -Discuss the pros and cons of social networking sites. Strategies: 15 Minutes: KWL about social networking sites. Appendix A.10 15 Minutes: Class discussion. Lawsuits, scandals, tragedies concerning social networking sites. 15 Minutes: Pairs will pick a movie hero from the hat. Use remaining to brainstorm facts about these characters. Peer discussion.</p> <p>Hero Nominations Materials: Lawsuits, scandals, tragedies concerning social networking sites. Names of heroes from movies.</p> | <p>SWBAT -Create a facebook page using knowledge of heroes and villains. Strategies: Appendix A.2/A.15 5 Minutes: Recap of yesterday’s lesson about social networking sites. 10 Minutes: Show model of what is expected. Get into pairs 5 Minutes: Pass out directions and materials. 20 Minutes: Students will create facebook page according to guidelines. 10 Minutes: Present pages. Pass up all utensils and turn in pages.</p> <p>Materials: Adopted from a lesson from Teaching Middle School English. Page 15 Markers Large construction paper</p> | <p>SWBAT -Write to a particular audience. -Publish their poems in the form of a t-shirt. Strategies: 5 Minutes: Song, “If You’re Out There.” –John Legend. Students will freewrite. 10 Minutes: Write a brief letter (2-3 sentences) to your parents explaining to them that you are a superhero. 20 Minutes: Under your letter, write a brief poem describing yourself as a superhero. (Teacher will model both exercises) 15 Minutes: Pass out t-shirt cutouts. Explain they have to make a “t-shirt” with their poem about themselves as superheroes. Appendix A.3 & A.17 Materials: T-shirts, model of exercises, Song</p> |

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Week Four: Hero Unit Plan

Focus: What makes you a hero?

| Day 16 | Day 17 | Day 18 | Day 19 | Day 20 |
|---|--|---|--|---|
| <p>SWBAT -Write about their thinking while reading. -Compare and Contrast two texts. Strategies: 5 Minutes: Anticipatory Set. Survey of Emotions <i>Reading Virginia Euwer Wolff's Make Lemonade.</i> Appendix C 10 Minutes: The teacher will read the opening chapters to the short story. (Pages 1-8). 20 Minutes: Students will completely read the short story. They will complete a double-entry journal log in the their journals. 10 Minutes: Recap. Summarize our learning. How does this relate to <i>The Battle of Jericho</i>. Compare and Contrast.</p> <p>Materials: <i>Make Lemonade</i>. Anticipatory set surveys.</p> | <p>SWBAT -Write for a particular audience. -Adapt to new writing formats Strategies: 5 Minutes: Writing Prompt. If you could be anything in the world what would you be and why? <i>Resume Writing</i> 15 Minutes: Teacher will model resume writing. Appendix Differences and similarities between multiple. 25 Minutes: Writing Workshop. Students will create a resume for themselves, a Greek figure, or a character from the text. These resumes will be for an application to become a superhero. 10 Minutes: Pass up papers. Importance of keeping track of accomplishments.</p> <p>Materials: Models of resumes.</p> | <p>SWBAT -Categorize the elements for their movie. Strategies: 5 Minutes: Show Anorexia video from YouTube. This video advocates for young girls to make a change and to become their own hero. 40 Minutes: The students will chose a them represented in <i>The Battle of Jericho</i>. (Losing a friend, hazing, etc.) Students will create a storyboard for a video that they will create for the final presentations. Modeling the one used in the anticipatory set. 5 Minutes: Wrap-up. Class discussions. Hero nominations Materials: YouTube video, storyboard papers. Remind students to bring flash drives tomorrow.</p> | <p>SWBAT -Incorporate technology into their writing. Strategies: <i>Computer Lab Day</i> 5 Minutes: Turn in resume drafts. 45 Minutes: This particular day the class will meet in the school's computer lab. We will begin advocacy project using Movie Maker. Students will compile pictures, music, words, phrases, and lyrics to create a movie advocated for their chosen cause. (The themes will be outlined in the rubric- Appendix A.6 & A.20) These movies will be presented on the last day of the unit at the Hero Project Party.</p> <p>Materials: Computer lab, flash drives, movie project directions, rubric, example found at YouTube. (Anorexia video-Appendix C)</p> | <p>SWBAT -Discuss individualized progress with the teacher. Strategies: 5 Minutes: The teacher will brief the students on what the day will entail. Each student will have 2-3 minutes with the teacher to discuss progress on papers, video, ask questions etc. 45 Minutes: The students will read silently pages 229-246. Students should reflect on the essential questions. If students complete these pages in the allotted time they may complete the reading homework. (Pages 247-265). Or revise their papers for their culminating assessment. Materials: Individualized conference sheets, Appendix A.5</p> |

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Week Five: Hero Unit Plan

Focus: Heroes in our community

| Day 21 | Day 22 | Day 23 | Day 24 | Day 25 |
|--|--|---|--|--|
| <p>SWBAT -Incorporate technology into their writing. Strategies: <i>Computer Lab Day</i> 45 Minutes: This particular day the class will meet in the school’s computer lab. We will continue the advocacy project using Movie Maker. Students will compile pictures, music, words, phrases, and lyrics to create a movie advocated for their chosen cause. (The themes will be outlined in the rubric- Appendix A.20) These movies will be presented on the last day of the unit at the Hero Project Party. 5 Minutes: Reconvene. Wrap-up, Ask questions.</p> <p>Materials: Computer lab, flash drives, movie project directions, rubric.</p> | <p>SWBAT -Use technology to create a mock email. Strategies: <i>Computer Lab Day</i> 5 Minutes: Last day to turn in final drafts of Hero Resume and Superhero Letter and Poem. 10 Minutes: Direct students’ attention the website My Hero Project. Appendix C Browse the site. 25 Minutes: The students will pick a hero from the given list. Students will write an appropriate mock email to that person explaining why they inspired them. (Display directions, key terms on main projector) 5 Minutes: Students will email the mock email to the instructor. 5 Minutes: Wrap-up. Importance of online etiquette. Materials: Computer lab. Email. My Hero Project</p> | <p>SWBAT -Relate children’s texts to YAL. Strategies: 5 Minutes: Listening to the song “Wind Beneath My Wings,” write to your hero. (Form doesn’t matter). 10 Minutes: Read <i>Heroes</i>, by Dom Lee aloud. 15 Minutes: Interview a partner. (7 Minutes for each person) Discuss whom each person’s hero is and why? Appendix C 15 Minutes: Each student will present their partners’ hero to the class. (Less than a minute each) 5 Minutes: Wrap-up Turn in hero nominations Materials: Dom Lee’s <i>Heroes</i>. Appendix C</p> | <p>SWBAT -Arrange assessments for their portfolio. -Polish assignments for their portfolio. Strategies: 5 Minutes: A reflection about the unit. Write what you have liked or disliked. 40 Minutes: Students will be allowed to compile final drafts of assignments for their portfolios. Some may use the computer lab for further editing, conference with the teacher, or their peers. If students feel that their work is complete they may read pages 298-318 for tomorrow’s homework.</p> <p>Materials: Portfolio papers, texts.</p> | <p>SWBAT -Appreciate their hard work in the form of a portfolio. -Praise their peers’ work as each student presents. Strategies: 5 Minutes: Each student will complete a self-evaluation pertaining to their portfolio. Appendix A.13 40 Minutes: Each student will present their best piece of work in their portfolio. They will reflect on their growth or new understandings. 5 Minutes: Classroom wrap-up. Hero of the week. Read for homework.</p> <p>Materials: Student portfolios. Self-evaluation sheets.</p> |

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| | | | | |
|--|--|--|--|--|
| <p>Day 26 Hero Project Party!</p> | <p>Introduction to a new unit</p> | | | |
| <p>SWBAT -Praise their real life heroes. -Support their peers during their movie presentations. Strategies: 5 Minutes: Welcome family, friends, and heroes. The rest of the class will be given to the students' videos. 5 Minutes: Closure. Thank everyone for coming. Materials: Completed novels Study Advocacy Movies</p> | <p>If needed, students will be able to present movies on this day as well.</p> | | | |

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Student Calendar

| Student Calendar April 2010 | | | | | | |
|--|------------------------------------|---|---|--|--|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| Focus: What is a hero? | HW: Hazing Article | Begin Battle of Jericho. Due: Hazing Article Presentations HW: 2 nd Poem | Due: hero poem | 1 Can we have a hero without a villain? Or visa versa? Hero Nominations due 5-24 due | 2 Does discovering the hero make you discover yourself? 25-44 Hero of the week! | 3 |
| 4 Focus: Who are the real life heroes? | 5 45-60 due | 6 "Bad boys Bad boys, whatcha gunna do?" 61-80 HW: Finish wanted posters. | 7 Wanted posters due. Hero Nominations due | 8 wallflowers song 81-101 due | 9 102-120 Hero of the week. | 10 |
| 11 Focus: "To infinity and beyond!" Our heroes in the movies. | 12 121-133 | 13 Begin Letter Writing drafting 134-151 | 14 Hero Nominations due HW: Pick a hero within your group. Bring in a picture. | 15 Present | 16 TSHIRT proofs due Monday 152-172 Hero of the week. | 17 |
| 18 Focus: What makes you a hero? | 19 TSHIRT proof due. 173-182 | 20 183-207 | 21 computer lab day 208-228 Hero Nominations due HW: Resume Draft one due tomorrow. | 22 Draft One of Resume due. Computer lab day | 23 229-246 Hero of the week. | 24 |

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| Student Calendar April 2010 | | | | | | |
|--------------------------------------|---|---|--|--|--|---|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 25 Focus: Community Heroes | 26 computer lab day 247-265 HW: Hero Resume due tomorrow | 27 computer lab day Hero Resume due. | 28 266-281 Hero Nominations due | 29 Classroom workday. Silent reading 282-297 | 30 portfolio due 298-318 Hero of the week. | Notes: MONDAY Finish novel Party with heroes! |

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Unit Points Total

Student Name:

| Assignment | Points Possible | Points Given |
|---|------------------------|---------------------|
| Classroom Participation (fishbowl, class discussion, reading journals, Instant message paper, peer interviews, etc.) | 50 | |
| Facebook Page Paper | 20 | |
| Hero T-shirt | 20 | |
| Resume. (Includes drafts and finished project) | 20 | |
| Student-Teacher conference | 10 | |
| My Hero website email | 10 | |
| Portfolio includes resume letter and poem to parents hazing article and reflection wanted poster, hero t-shirt sample self-evaluation | 100 | |
| Advocacy Video | 100 | |
| Total: | | |
| Comments: | | |

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Continued Daily Lessons:

Homophones/Homonyms
Copy of a lesson from Linguistics Fall 2009
Annie Lockman, Kaitlyn Akos, Katie Baker

Purpose: The purpose of this lesson is to provide students with a firm grasp of commonly misused words. There have been recurring misuses of homophones found in students' writing. Therefore, this lesson is to define the misconceptions and clarify meaning of these often used out of context words.

Standards

LA.6.3.4.4: The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)

Objectives

Students will be able to...

- Demonstrate an understanding of homophones.
- Illustrate the meaning homophones in groups.

Materials:

YouTube video clip
Index cards (for group activity)
Paper for illustrations
Words for the board (for class activity)
Prepared sentences on the board
Homophone definitions
Examples of misused of homophones from popular culture.

Resources

See Works Cited (Attached)

Anticipatory Set: After noticing some of the students struggle with homophone usage in their writing it is necessary to present the class with a lesson concerning homophones. The lesson will begin with a YouTube video of using homophones presented by *Veggie Tales*.

Teacher Procedures

| <i>Time</i> | <i>Teacher</i> | <i>Student</i> |
|-------------|--|---|
| 2 minutes | The teacher will show a short video about "Homophones" to get the students engaged. | The students will be actively engaged in the video, getting a peek at "Homophones." |
| 1 minutes | The teacher will explain to the class what homophones are and how they are commonly misused. | The students will be engaged in the lesson and they will be taking notes. |
| 2 minutes | The teacher will pass out index card to each student with a homophone on it, and students will find another student with a homophone or homonym match. | The students will get into pairs with their homophone match. |
| 4 minutes | The teacher will instruct the | The students will be busy |

A Hero Lies in You

| | | |
|------------|--|--|
| | students to draw a picture representing their set of homophones or homonym. The students will also write an explanation for their picture. | working in the groups. They will quickly formulate and draw an illustration for their selected word and write an explanation for their illustration. |
| 4 minutes | The teacher will ask students to volunteer and show their drawings and explanations to the class. This volunteer will also finish a fill-in-the blank sentence on the board. | Groups of students will share their drawings and explanations with the class as well as finish a sentence on the board. |
| 1 minute | The teacher will instruct students to get into groups of four. | The students will four their pairs into groups of four. |
| 4 minutes | The teacher will pass out an example of homophone misusage to each group of students and they will then correct each grammar misusage. | Correct each grammar misusage in the handout given by the teacher. |
| 2 minutes | The teacher will ask for a few volunteers to explain their corrections. | Groups of students will share their homophone misusage and explain any corrections they have made. |
| *5 minutes | The teacher will pass out homework assignment for follow up of the lesson. Wrap up any last minute discussion of homophones. | Students will ask questions if there is any misunderstandings or need for clarification. |

**Time permitting*

Closure: This lesson will end with the explanations of corrected popular culture signs. If students have any particular questions about homophones or grammar in general the teacher will answer anything that needs to be clarified.

Assessment: Throughout the lesson there will be many opportunities for informal assessment. Questioning the lesson, filling in the blanks of the sentences, and correcting the misused homophones will suffice as both informal and formal assessments. Students will need to complete the homework assignment as a formal assessment of understanding.

Evaluation: The teacher will be able to continually assess the students' understanding both informally and formally. Students will be engaged by working in pairs, small groups, sharing their corrections, and independently through homework.

Homework: *See attached handout for homework assignment.*

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Accommodations: If students are having trouble understanding the difference between pairs of words or what is being asked of them they can work in small groups rather than pairs. The teacher can informally assess the students understanding through questions and participation. If students continue to struggle use the fill-in-the blank sentences for a different lesson. This lesson could be expanded for a longer class period by having *each* group share their pictures, descriptions, and corrections.

Commonly Misused Homophone Definitions

Your – belonging to you
You're – contraction of “you are”

Wear – attire
Where – a place

Than – used as comparative in relation to
Then – at that time

Pair – a set of two
Pare – cutting down
Pear – bottom-heavy fruit

There – a place
range
Their – belonging to them
They're – contraction of “they are”

Isle – island
Aisle – walkway

Buy – to purchase
Bye – farewell
By – near

Principle – causative force
Principal – head of school

Nose – “The nose on your face...”
Knows – “She knows...”

Two – a couple/the number two
To – toward
Too – also

Loose – not bound together
Lose – fail to win

Whether – if it be the case
Weather – meteorological conditions

Board – a plank
Bored – not interested

Except – with the exclusion of
Accept – to take or receive

Capital – most important
Capitol – center of government

Rose – pretty flower
Rows – linear arrangement

Bass – the lowest musical pitch or

Base – the bottom support for anything

Weight – an amount of heaviness
Wait – remain in readiness

Won – victorious
One – singularity/ the number one

Effect - result
Affect – to change

Lesson Plan from TSL4331
Pfeifer, Lockman, and Akos

Purpose: We have noticed our ELL students are having some trouble with common sixth grade mathematical terminology. The students not only struggle pronouncing some of the words, but they find it difficult to relate the words to their given meanings. Ms. Valle, our cooperating teacher, presented us with the idea of creating a lesson on mathematical vocabulary. This lesson is interactive and will allow for the students to build a more dimensional relationship with the language.

Sunshine State Standards:

- LA.6.1.6.4: The student will categorize key vocabulary and identify salient features.
- LA.7.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- LA.7.1.6.5: The students will relate new vocabulary to familiar words.

Objectives: Students will be able to...

- Relate math terms to their corresponding definitions.
- Explain how their picture or example relates to the definition.

Materials:

- Math terms and definitions
- Paper
- Markers

Teaching Strategies:

| Time | Teacher | Students |
|-----------|--|--|
| 2 Minutes | Write the chosen math words on the board. | Select words that they without a doubt know. |
| 3 Minutes | Group students into pairs. Pass out paper, markers, dictionaries, math books, etc. Give each pair one of the difficult words from the board. | Get into pairs. Get out math books or workbooks. |
| 1 Minute | Instruct each group to fold the paper into four squares. (Hamburger style/then Hotdog). | Fold paper into four squares. Write their names on the back. |
| 3 Minutes | Instruct pairs to write the word in the center of the paper and the definition in the top left-hand corner. | Write the word in the center and the definition in the top left-hand corner. |
| 3 Minutes | In the top right-hand corner instruct students to draw the picture of the word. (I.E. addition = +) | In the top right-hand corner draw the picture of the word. |
| 3 Minutes | In the bottom left-hand corner instruct students to create a | In the bottom left-hand corner create a math problem using |

A Hero Lies in You

| | | |
|-----------|---|---|
| | math problem using their word. (I.E. $4 + 4 = 8$; for addition) Help students whom may be having trouble. | their word. |
| 2 Minutes | In the bottom right-hand corner instruct students to write any questions they have about this particular math word. | In the bottom right-hand corner instruct students to write any questions they have about this particular math word. |
| 3 Minutes | Ask if any volunteers would like to present their words to the class. Hang up words around the classroom. | Volunteer to present the word to the classroom. Help the teacher put away markers and books. |

Closure: Students will be able to discuss with their peers and the teachers about words they do not understand. If students need more examples we will further this lesson during our next class meeting.

Attachments:

- Math terms and definitions
- Example of 4 square activity

Homework: Students will finish their homework from other classes.

Accommodations: Because this class is full of many students from a variety of backgrounds dictionaries and a thesaurus will be available for all students in need. If they need additional help they will be able to take home their activity, or work on it during the next class meeting.

Appendix A
Appendix A.1

Fishbowl Class Discussion

Teacher Name: **Ms. Akos**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|--------------------------------|---|--|---|--|
| Information | All information presented in the debate was clear, accurate and thorough. | Most information presented in the debate was clear, accurate and thorough. | Most information presented in the debate was clear and accurate, but was not usually thorough. | Information had several inaccuracies OR was usually not clear. |
| Organization | All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. | Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion. | All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical. | Arguments were not clearly tied to an idea (premise). |
| Use of Facts/Statistics | Every major point was well supported with several relevant facts, statistics and/or examples. | Every major point was adequately supported with relevant facts, statistics and/or examples. | Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable. | Every point was not supported. |

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Comments:

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Appendix A.2

Making A Poster: Facebook Page

Teacher Name: **Ms. Akos**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------|---|--|--|---|
| Required Elements | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| Graphics - Originality | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| Mechanics | Capitalization and punctuation are correct throughout the poster. | There is 1 error in capitalization or punctuation. | There are 2 errors in capitalization or punctuation. | There are more than 2 errors in capitalization or punctuation. |
| Title | Title can be read from 6 ft. away and is quite creative. | Title can be read from 6 ft. away and describes content well. | Title can be read from 4 ft. away and describes the content well. | The title is too small and/or does not describe the content of the poster well. |

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Comments:

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Appendix A.3

Making A Poster: Hero T-shirt

Teacher Name: **Ms. Akos**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------|---|--|--|--|
| Attractiveness | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| Graphics - Originality | Several of the graphics used on the Tshirt reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the Tshirt reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| Mechanics | Capitalization and punctuation are correct throughout the poster. | There is 1 error in capitalization or punctuation. | There are 2 errors in capitalization or punctuation. | There are more than 2 errors in capitalization or punctuation. |
| Grammar | There are no grammatical mistakes on the poster. | There is 1 grammatical mistake on the poster. | There are 2 grammatical mistakes on the poster. | There are more than 2 grammatical mistakes on the poster. |

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Comments:

Resume Rubric

Teacher Name: **Ms. Akos**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---|--|---|---|---|
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Focus on Topic (Content) | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |
| Accuracy of Facts (Content) | All supportive facts are reported accurately. | Almost all supportive facts are reported accurately. | Most supportive facts are reported accurately. | NO facts are reported OR most are inaccurately reported. |

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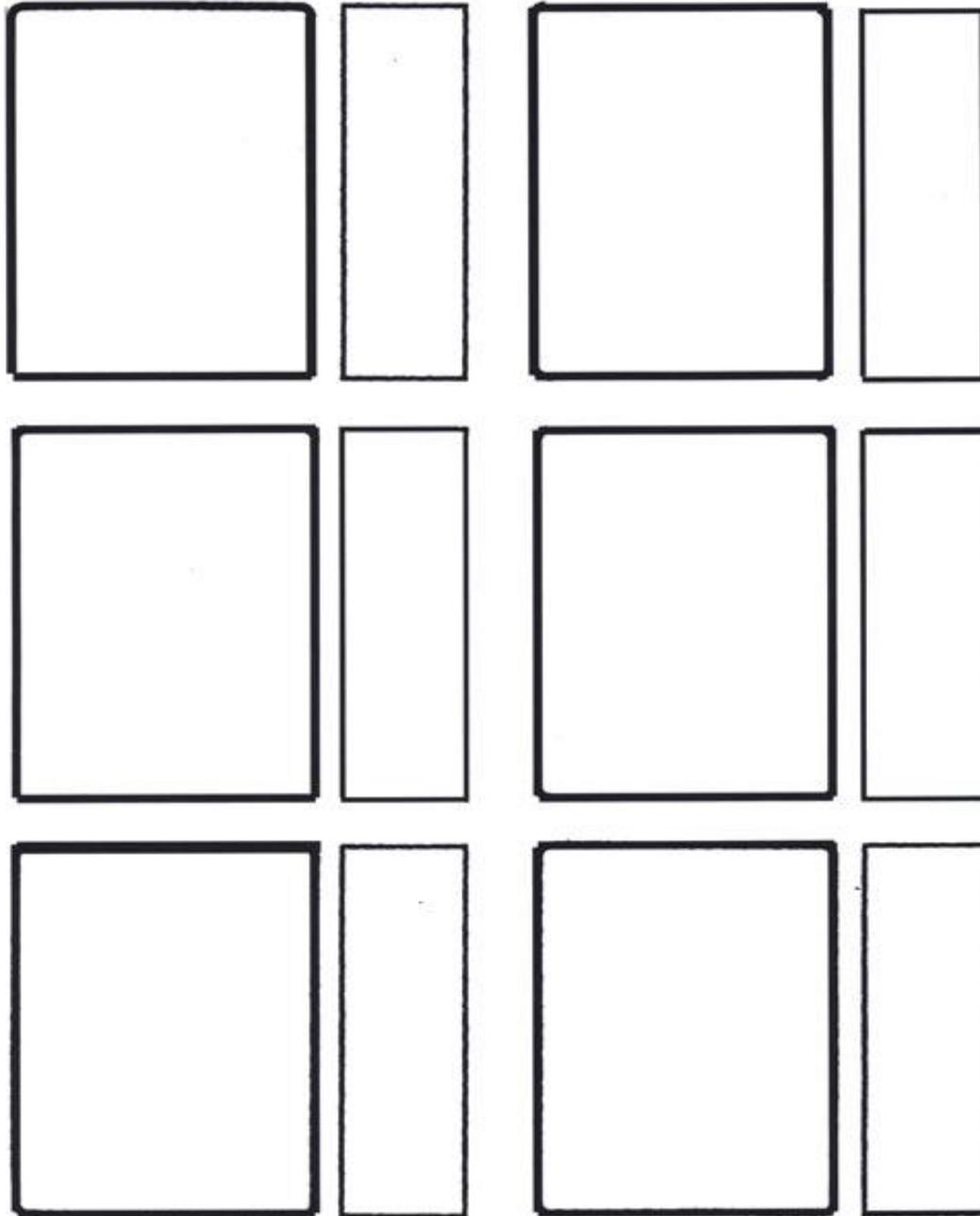
Comments:

Conference Sheet Rubric

| |
|--|
| Student Name: _____ |
| Date: _____ |
| This student: |
| Speaks willingly.....Speaks Reluctantly |
| Listens to directions.....Questions the directions |
| Writing is self-revealing.....Writing is vague |
| Has completed the assignments.....Has not |
| Comments: |

Format adapted from Response and Analysis. Page 245-Robert Probst

Storyboard for Advocacy Video



81999 INDIAN KEY FILM SOFTWARE, W/C

STORYBOARD - 6 PANEL

Nominate a Hero Slip

Name:

Heroic Quality:

(What makes this person a hero?)

Personal Attributes:

Comments:

Please attach a picture of the person you are nominating. All nominations are due on the Wednesday prior to Hero of the Week.

- Please note, any derogatory or inappropriate selections of people or pictures will be deemed unacceptable. This type of behavior will result in a trip to the Principal.

Name _____

Do the Dew with Homophones

Directions: Circle the Homophone that best completes the sentence.

1. The (rows/rose) petals are beautiful.
2. Tallahassee is the (capitol/capital) of Florida.
3. I (accept/except) (your/you're) offer.
4. My Dad will walk me down the (aisle/isle).
5. The football player broke his (nose/knows).
6. The Seminoles (one/won) the game.
7. Please look at the (bored/board) when you come in the room.
8. He said I should (loose/lose) (wait/weight).
9. She has a major (affect/effect) on his decision.
10. I watched the (principle/principal) as he walked toward the (capital/capitol)

Roaf Was Not Bloopy

Roaf was not bloopy.
His bork was flarfing.
Blix saw Roaf.
Why the glork glafe?
“My bork is flarfing,” he said.
Blix was bloopy until he gliffed for his bork.
Then he saw Greep morking down the rife with his book.
Trife that bork back at me, you lafe!
Greep morked even lafer.
“When I tarck you, you will be sholly, Greep!”
Greep morked until he could not mork any longer.
“Tafe your floofy bork,” Greep said.
“No bork is worth seeing your glork glafe!”

A Hero Lies in You

Appendix A.10

K

W

L

| What do we know? | What do we want to know? | What did we learn? |
|------------------|--------------------------|--------------------|
| | | |

Double-Entry Journal

| Page & Quote/s | This made me think... |
|----------------|-----------------------|
| | |

A Hero Lies in You

Appendix A.12

Tell Me About Your Hero

What's his or her name?

What does he or she do?

What impact has he or she had on your life?

If you could say anything to him or her what would it be and why?

Tell Me About Your Hero

What's his or her name?

What does he or she do?

What impact has he or she had on your life?

If you could say anything to him or her what would it be and why?

Tell Me About Your Hero

What's his or her name?

What does he or she do?

What impact has he or she had on your life?

If you could say anything to him or her what would it be and why?

Portfolio Self-Evaluation

Student Name:

| Technique | 1-5 (1=did not meet, 5=excellent) | Comments |
|--------------|--------------------------------------|----------|
| Creativity | | |
| Design | | |
| Organization | | |
| Criteria | | |
| Development | | |

DIRECTIONS FOR HAZING ARTICLE

WHAT IS HAZING?

To persecute or harass with meaningless, difficult, or humiliating tasks.

To initiate, as into a college fraternity, by exacting humiliating performances from or playing rough practical jokes upon.

<http://www.thefreedictionary.com/hazing>

YOUR TASK:

1. Find an article, lawsuit, or tragedy about hazing.
2. Write a two-page reflection about this article.
3. Cite your source/s.

Directions for Facebook Page

Adapted from an activity from Teaching English in Middle School by Ramona Pittman.

On the provided paper create a mock Facebook page for your group's hero. Your Facebook page should include:

- Hero's name*
- Picture*
- Birthday*
- Relationship status*
- Status update (2)*
- 4 Wall posts from friends (fellow heroes)*
- 3 Groups*
- 1 Fan page*
- Interests*
- Favorite books*
- Favorite music*

Directions for Instant Message Assignment

Using your knowledge of the text and of modern ways to communicate create a series of Instant message entries from a character in the book to a well-known hero.

Must include:

- ❑ Two characters. One from the text and another well-known hero.
- ❑ 10 entries. (5 from each character)
- ❑ 3 acronyms for words. (i.e. ttyl, lol, etc.)

Directions for Instant Message Assignment

Using your knowledge of the text and of modern ways to communicate create a series of Instant message entries from a character in the book to a well-known hero.

Must include:

- ❑ Two characters. One from the text and another well-known hero.
- ❑ 10 entries. (5 from each character)
- 3 acronyms for words. (i.e. ttyl, lol, etc.)

Directions for Instant Message Assignment

Using your knowledge of the text and of modern ways to communicate create a series of Instant message entries from a character in the book to a well-known hero.

Must include:

- ❑ Two characters. One from the text and another well-known hero.
- ❑ 10 entries. (5 from each character)
- 3 acronyms for words. (i.e. ttyl, lol, etc.)

Directions for Hero T-shirt

After creating your hero poem create a hero T-shirt. Use creative tools such as markers, paint, ribbon, glitter, etc to create a shirt that represents your hero.

The shirt should contain:

- Front and Back
- Your hero poem
- Originality

Directions for Hero T-shirt

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- Your hero poem
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After creating your hero poem create a hero T-shirt. Use creative tools such as markers, paint, ribbon, glitter, etc to create a shirt that represents your hero.

The shirt should contain:

- Front and Back
- Your hero poem
- Originality

Model for Resume

Kaitlyn E. Akos

Campus:

Florida State University
Suite 1100 Stone Building
1114 W. Call Street PO Box 3064450
Tallahassee, Florida 32306-4450

Permanent:

Objective: Internship position with the Okaloosa County School Board.

Summary:

- General Knowledge Exam
- Professional Knowledge Exam
- Subject Area Exam

Education: Student of Bachelors of Secondary English Education, December 2010

Florida State University, Tallahassee, Florida
Current FSU GPA 3.07 on a 4.0 scale
Dean's List; spring, summer, and fall 2009

Courses taken include:

Educational Psychology
Classroom Assessment
Intro to Technology
Technology in Language Arts
Teaching Writing & Language

Public Speaking
Reading for Secondary English
Teaching Literature and Drama
Teaching LEP Students
Teaching Diverse Populations

Experience: Field experience, January 2009 –Present

Leon County School System, Tallahassee, Florida

- Worked with Cobb Middle School students to complete a writing project, publication, and movie premiere event.
- Student-Teacher conferences to determine students' reading fluency and comprehension.
- Weekly observations of English Language Learner classroom for Fall 2009.

Activities:

- ***Alpha Delta Pi Sorority***
- Florida State University Council of Teachers of English (FSUCTE)
- National Council of Teachers of English (NCTE)
- Relay for Life Team Captain

Portfolio

Your portfolio will be turned during the class period prior to our Hero Party. Take time to reflect on your writing. Draft, Revise, and Edit in a timely manner in order to ensure your work is the best reflection of yourself.

This is worth 100 points.

- Resume
 - Letter and poem to parents hazing article and reflection wanted poster
 - Hero t-shirt sample
 - Turned in our time
 - Self-evaluation
-

Portfolio

Your portfolio will be turned during the class period prior to our Hero Party. Take time to reflect on your writing. Draft, Revise, and Edit in a timely manner in order to ensure your work is the best reflection of yourself.

This is worth 100 points.

- Resume
 - Letter and poem to parents hazing article and reflection wanted poster
 - Hero t-shirt sample
 - Turned in our time
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-

Portfolio

Your portfolio will be turned during the class period prior to our Hero Party. Take time to reflect on your writing. Draft, Revise, and Edit in a timely manner in order to ensure your work is the best reflection of yourself.

This is worth 100 points.

- Resume
- Letter and poem to parents hazing article and reflection wanted poster
- Hero t-shirt sample
- Turned in our time
- Self-evaluation

**Culminating Assessment:
Advocacy Video**

This is your time to show me what you are passionate about. Advocate for your cause and become somebody's hero.

Pick one of the following themes, or get a new theme approved by me.

- An inner-battle
- Adolescent death
- Abuse
- Divorce
- Sexuality
- Race
- Gender

Using Movie Maker create a two-minute video that contains pictures, words, phrases, and music. Follow the rubric given.

I wish to see your creativity and emotion upon the big screen at our video revelation during The Hero Project Party.

Please feel free to ask questions or turn your project in early for feedback.

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