Wanted: Local Heroes and Heroines

Grade Cluster - 3-5

NETS-S-1 - Creativity and Innovation

Quick Look:

Students create a public service announcement that calls for community members to put forth names of local heroes and heroines who ought to be recognized in their community. Student groups select, interview, and make a movie about one of the heroes or heroines.

Scenario:

A Bette Midler song, "Wind Beneath My Wings", is playing in the class as the students enter morning meeting. As Bette is singing, "Did you ever know that you're my hero?" a student remarks, "What's a hero or heroine?" and a class discussion about heroes and heroines follows. The class asks if they can do a project on this topic, and "Wanted, Local Heroes and Heroines" develops as a writing project.

A teacher-created, multimedia presentation of people who are considered to be heroic, such as Helen Keller, Mother Teresa, or Abraham Lincoln, is presented to the class using the web site "Heroism in Action". The site describes how to select a hero/heroine and articulates four characteristics of a hero or heroine. (1c)

"How can these characteristics apply to a local community member?" asks the teacher. Referring to the teacher's presentation on heroes/heroines, and using a *graphic organizer*, small groups of students develop their own individual lists of ideas about the characteristics of a local hero. Each group projects their concept map on an *electronic whiteboard* to show and discuss their respective characteristics list. (1a, b) (6b)

As a class, the students develop a comprehensive list of traits that defines heroic qualities and characteristics. Students vote on a common set of hero characteristics, using a *student response system*. The list of characteristics is saved as "Local Heroes and Heroines," in a shared document in *Google Docs*. (1b) (6a)

The teacher invites a news reporter to the class to talk about being a writer, an interviewer, and how local people are selected for feature articles.

In small groups, students create a plan to have the community at large help them identify local community members who could be considered a hero or heroine. Students develop a list of ways to notify the community about the project and a way for the community to nominate a community member. They prepare a call for nominations, the criteria for nominating the hero/heroine, and the appropriate contact information, all of which they publish in the school and local newspapers, and in their class web page and *blog*. (1b) (6a)

Once the hero/heroine nominations from the community are submitted to the students, the nominations are divided between the small groups. The groups read each nomination and discuss the pros and cons for considering this person a local hero/heroine candidate. The class works together to identify five people who best exemplify the qualities outlined above. From this list, each group chooses a local hero to interview.

To help them, the local news reporter coaches the students about the interview process. Student groups prepare a list of questions to ask in an interview, and review these questions with the news reporter.

Students then contact their hero or heroine and arrange an interview. Students record the interview using *digital cameras* and *voice recorders*. Once finished, students collectively write articles for the class *blog*, local newspapers, and create a "local heroes/heroines" multimedia presentation that contains pictures, video, and/or audio of their hero/heroine. (1a, b), (6a, b)

Students plan a recognition ceremony for their heroes and heroines, and present them with a "Local Hero/Heroine" certificate. Students contact their mentor reporter to help them publish their work and recognize the "Local Heroes and Heroines" in the local paper. They create posts on their class *blog* and entries on the class web page. (1a)

Resources:
Heroism in Action
>   http://library.thinkquest.org/C001515/design/index.html

Student Standards – The following NETS-S are noted in the Scenario:
>   1. Creativity and Innovation – A. B, C
>   6. Technology Operations and Concepts – A, B

Teacher Standards –Teachers who teach this unit address the following NETS-T:
>   1. Facilitate and Inspire Student Learning and Creativity - A, B, C, D
>   2. Design and Develop Digital-Age Learning Experiences and Assessments – A, B, C
>   3. Model Digital-Age Work and Learning – A, B, C, D
>   4. Promote and Model Digital Citizenship and Responsibility – B, C
>   5. Engage in Professional Growth and Leadership – B, C

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

Standard 1.8: Reports

Informational Writing: Reports

W4: 10 In reports, students demonstrate use of a range of elaboration strategies by…
• Including facts and details relevant to focus/controlling idea
• Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, or use of visual images

H&SS 3-4:14 Civics, Government and Society - Students act as citizens by…
• Demonstrating positive interaction with group members.
• Identifying problems, planning and implementing solutions in the classroom, school or community.

H&SS3-4:3 History and Social Sciences Inquiry- Students design research by…
• Identifying resources for finding answers to their questions
• Identifying tasks and how they will be completed
• Planning how to organize information so it can be shared.

H&SS3-4:7 History and Social Sciences Inquiry
• Student communicate their findings by giving an oral, written, or visual presentation that summarizes their findings