What Makes a Hero: Point of View
(4th Grade, Language Arts, Point of View)

(Who is a hero? How does point of view change the hero?, Theseus and the Minotaur (with multiple others)

Sierra May
Inkom Elementary
Universal Design for Learning (UDL)

<table>
<thead>
<tr>
<th>Multiple Means of Representation</th>
<th>Provide options for language, mathematical expressions, and symbols</th>
<th>Provide options for comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Offer ways of customizing the display of information</td>
<td>✓ Clarify vocabulary and symbols</td>
<td>✓ Activate or supply background knowledge</td>
</tr>
<tr>
<td>❑ Offer alternatives for auditory information</td>
<td>✓ Clarify syntax and structure</td>
<td>✓ Highlight patterns, critical features, big ideas; and relationships</td>
</tr>
<tr>
<td>❑ Offer alternatives for auditory information</td>
<td>✓ Support decoding text, mathematical notation, and symbols</td>
<td>✓ Guide information processing, visualization and manipulation</td>
</tr>
<tr>
<td>✓ Promote understanding across languages</td>
<td>✓ Promote understanding across languages</td>
<td>✓ Maximize transfer and generalization</td>
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<tr>
<td>✓ Illustrate through multiple media</td>
<td>✓ Illustrate through multiple media</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiple Means of Action and Expression</th>
<th>Provide options for expression and communication</th>
<th>Provide options for executive functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Vary the methods for response and navigation</td>
<td>✓ Use multiple media for communication</td>
<td>❑ Guide appropriate goal-setting</td>
</tr>
<tr>
<td>❑ Optimize access to tools and assistive technologies.</td>
<td>✓ Use multiple tools for construction and composition</td>
<td>✓ Support planning and strategy development</td>
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<td></td>
<td>✓ Build fluencies with graduated levels of support for practice and performance</td>
<td>✓ Facilitate managing information and resources</td>
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<td>✓ Enhance capacity for monitoring progress</td>
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<tr>
<th>Multiple Means of Engagement</th>
<th>Provide options for sustaining effort and persistence</th>
<th>Provide options for self-regulation</th>
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</thead>
<tbody>
<tr>
<td>✓ Optimize</td>
<td>❑ Heighten salience</td>
<td>✓ Promote expectations and beliefs that</td>
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</table>
An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Unit Title: Grade 4 ELA What Makes a Hero

<table>
<thead>
<tr>
<th>Individual choice and autonomy</th>
<th>Optimize relevance, value, and authenticity</th>
<th>Minimize threats and distractions</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Optimize of goals and objectives</th>
<th>Vary demands and resources to optimize challenge</th>
<th>Foster collaboration and communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
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<td>✓</td>
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</table>

<table>
<thead>
<tr>
<th>Increase mastery-oriented feedback</th>
<th>Optimize motivation</th>
<th>Facilitate personal coping skills and strategies</th>
<th>Develop self-assessment and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
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</table>

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### Webb's Depth of Knowledge - Level 1 (Recall)

<table>
<thead>
<tr>
<th>✓ Who, What, When, Where, Why</th>
<th>✓ Label</th>
<th>✓ Recite</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Define</td>
<td>✓ List</td>
<td>✓ Recognize</td>
</tr>
<tr>
<td>✓ Identify</td>
<td>✓ Match</td>
<td>✓ Report</td>
</tr>
<tr>
<td>✓ Illustrate</td>
<td></td>
<td>✓ Use</td>
</tr>
</tbody>
</table>

### Webb's Depth of Knowledge - Level 2 (Skill/Concept)

<table>
<thead>
<tr>
<th>❏ Categorize</th>
<th>❏ Estimate</th>
<th>✓ Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>❏ Classify</td>
<td>❏ Graph</td>
<td>✓ Organize</td>
</tr>
<tr>
<td>❏ Collect and Display</td>
<td>❏ Identify Patterns</td>
<td>❏ Predict</td>
</tr>
<tr>
<td>✓ Compare</td>
<td>✓ Infer</td>
<td>✓ Summarize</td>
</tr>
<tr>
<td>✓ Construct</td>
<td>✓ Interpret</td>
<td></td>
</tr>
</tbody>
</table>
An Idaho Core Teacher Program Unit Developed by Core Teacher Name:

Unit Title: Grade 4 ELA What Makes a Hero

Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- ✓ Assess
- ✓ Construct
- ❑ Critique
- ✓ Develop a Logical Argument
- ❑ Differentiate
- ✓ Draw Conclusions
- ❑ Explain Phenomena in Terms of Concepts
- ❑ Formulate
- ❑ Hypothesize
- ❑ Investigate
- ✓ Revise
- ❑ Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

- ✓ Analyze
- ✓ Apply Concepts
- ✓ Connect
- ✓ Create
- ❑ Critique
- ✓ Design
- ✓ Prove
- ✓ Synthesize

Idaho Coaching Network Unit Plan Template

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Perspective: Who’s Our Hero?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created By:</td>
<td>Sierra May</td>
</tr>
<tr>
<td>Subject:</td>
<td>Literacy</td>
</tr>
<tr>
<td>Grade:</td>
<td>4th</td>
</tr>
<tr>
<td>Estimated Length (days or weeks):</td>
<td>About 21 school days</td>
</tr>
</tbody>
</table>

Unit Overview:

The Unit is designed to fit later into the year after students have had ample opportunities to practice writing. Students will be expected to be familiar with the writing process. The Unit will explicitly teach how to *cite evidence* while writing an explanatory paragraph, but not explicitly teach how to...
use transitions, or other components required in an explanatory paragraph. Students will need access to a journal for some assignments. An online google classroom format would be easy to use instead of a handwritten journal, this may be an accommodation for those who struggle with handwriting.

The Unit has been designed to take place in a four-day school week, so the class lengths are longer. This is optional and can be easily adapted into shorter periods of time. This would require adding extra days to cover the material thoroughly.

Students will need a folder or binder to collect all their reflection sheets and the articles read in class. The summative project will require students to synthesize information from the multiple texts they’ve received in class.

The Unit has been designed with the use of Plickers. This is a technology component that is meant to bring active involvement and engagement. The teacher will need to have access to this free website and app either on a phone or iPad for use by the teacher only. Only one device is needed. Students will need cards that are previously printed and laminated. This is an optional component to the Unit and can be easily converted to a paper/pencil quiz if the teacher prefers. The teacher will add the questions posed in the Unit into the free website, then display them on the board. With training, students will display their answer on their personal Plicker sheet, and then the teacher will use a cellphone or iPad with the downloaded app, to scan (similar to video) the students’ answer. The app records their answer, then displays a bar graph on the screen representing their choices. It’s a great tool for discussing different opinions.

The unit is designed to be an introduction or expansion of Greek Mythology (aligned with 4th grade curriculum), Native American lore (also aligned with Idaho 4th grade curriculum), pop media, and current events. The Unit focuses on stories and myths from history to deepen their understanding about the “hero’’ that is often referred to in literature and current media.

Students may need access to technology, as one of the optional final assessment projects is a Google Slide Presentation. Students will need to have prior experience working with Google Slides, as it is not taught within the Unit. If technology is not available, there are other options that don’t require it.

All materials are in Google Doc form and can be easily copied into a Google Classroom to allow for accommodating students’ writing abilities/needs. Some classroom’s might prefer to submit all the work through Google Classroom rather than in printed/written form.

Unit Rationale:
Key Shift #2: Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.

It is important for students to understand how to convey information gathered from various sources and present it in a clear way through technology.
The Unit is developed for fourth grade students who are becoming more interested and engaged in the news and world around them. Society today shows so many various perspectives in the news, and it’s important for students to know how to sift through those perspectives and absorb information, then process it independently. The purpose of the Unit is for students to form their own ideas and opinions about today’s and past heroes.

Because the Unit goes into deep levels of discussion about somewhat controversial subjects, there are a lot of discussion activities and modeling within the Unit to accommodate for more students. For each new task, there is an I-Do, We-Do, You-Do model that allows for gradual release of responsibility from the teacher to the students.

**Essential Question(s) (Modules 2 and 3):**
- How is the “hero” defined as a hero?
- How does point of view change the hero?

**Enduring Understandings (Modules 2 and 3):**
- Students will be able to understand a situation from a different point of view and determine their own valid understanding of the experience or situation. They will construct justifiable arguments with effective, valid evidence.

**Measurable Outcomes (Modules 4, 6 and 7):**

**Learning Goals:**
- Students will report on a topic to describe a hero from multiple points of view.
- Students will use details from multiple texts to report on a topic.
- Students will include consideration of point of view while forming their own ideas.
- Students will speak clearly and at an appropriate pace.

**Success Criteria:**
- Students can use relevant facts and sequence these in a meaningful way when speaking about a topic.
- Students will stay on topic, using interesting details to support their main ideas.
- Students will use effective details from multiple texts.
- Students will speak at an appropriate volume (not too quiet and not too loud) and pace (not too slow and not too fast) to help their listeners understand.

**Targeted Standards (Module 3):**

Idaho English Language Arts/Literacy Standards:
- RL.4.9
  - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.4.9
An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Unit Title: Grade 4 ELA What Makes a Hero

- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
  - W.4.9
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Supporting Standards

<table>
<thead>
<tr>
<th>Supporting Standards</th>
<th>Content Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- W.4.2</td>
<td>Social Studies, Grade 4</td>
</tr>
<tr>
<td>- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>- Goal 1.3: Identify the role of American Indians in the development of the United States.</td>
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<tr>
<td></td>
<td>- 4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.</td>
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<td>- 4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.</td>
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<td>- 4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.</td>
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<tr>
<td>- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
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<tr>
<td>- W.4.2.A</td>
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<tr>
<td>- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
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<tr>
<td>- W.4.2.B</td>
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<tr>
<td>- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
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<tr>
<td>- W.4.2.C</td>
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<tr>
<td>- Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td>- W.4.2.D</td>
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<tr>
<td>- Provide a concluding statement or section related to the information or explanation presented.</td>
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<td>- SL.4.4</td>
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<tr>
<td>- 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.</td>
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### Summative Assessment (Module 4):

- Summative Assessment Description: Students will create and report (Google Slides, informational video (filmed on iPad), written essay/song/rap/poem, story book or comic strip) on the topic “How Can a Hero also be a Villain?” using descriptive details from multiple texts that convey their understanding and synthesis. Refer to the Rubric on how this will be evaluated in a fair way.
• Depth of Knowledge (DOK) Explanation: The DOK Level for the summative assessment is a 3 or 4. The project requires to formulate and construct ideas about a similar theme of heroism (RL.4.9) after reading texts (Level 3) and then synthesize information from multiple texts (RI.4.9) to analyze their idea, considering point of view and perspective (Level 4) and finally creating a project to share with the class (Level 4).

• Rubric or Assessment Guidelines:

<table>
<thead>
<tr>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student addresses the question that clearly showcases</td>
<td>Student presents information to show some way</td>
<td>Student presents information that does not address the question in a clear way</td>
</tr>
</tbody>
</table>

Summative Assessment Rubric

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n: “How can a hero also be a villain?”

<table>
<thead>
<tr>
<th>Student</th>
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<tbody>
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<td>using</td>
<td>out.</td>
<td>out.</td>
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</tbody>
</table>

y to show use case under standing of point of view, how we ver examples and details are left out.
| Student chooses supporting evidence from at least two texts to explain their ideas. | Student has some detail (one or more details) | Student does not choose details | Student cites evidence from at least two texts. | Student cites evidence from one text OR the texts are not cited properly. | Student does not cite evidence from any texts. | Student cites evidence and information pieces from at least two texts. Texts are cited properly. | Student has a variety of detail.

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### Student provides accurate, interesting, and appropriate details that are accurate, interesting, and appropriate.

<table>
<thead>
<tr>
<th>Student provides accurate, interesting, and appropriate details that are accurate, interesting, and appropriate.</th>
<th>to explain the topic with information that is accurate, interesting, and appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides so</td>
<td>Student does not provide so</td>
</tr>
<tr>
<td>Descriptive Written Explanatory Component with the Final Project. For example: written words on</td>
<td>mple wri one nt with the final project. Writing must be equivalent to three paragraphs of writing.</td>
</tr>
</tbody>
</table>
An Idaho Core Teacher Program Unit Developed by Core Teacher Name:

**Unit Title:** Grade 4 ELA What Makes a Hero

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<table>
<thead>
<tr>
<th><strong>Core Text(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The text focuses on the somewhat tragic story of Theseus and the Minotaur. The details are kept at a minimally gruesome level, suitable for upper elementary students. Some of the vocabulary might be unfamiliar to the students without much background in mythology,</td>
</tr>
</tbody>
</table>

**Primary Text(s) (Module 5):**
- Theseus and the Minotaur (Lexile: 920 L)
- How the Coyote Stole Fire (Lexile 970 L)

**Supplemental materials/resources:**
- Odysseus and the Cyclops (Lexile: 1070 L)
- Perseus and Medusa (Lexile 1090 L)
- Inuit Legend: The Crow Who Brought Daylight (Lexile 600 L)
- Story of Chief Joseph (Lexile 1150 L)
- History of Batman
- History of Darth Vader
- Current Event Articles (2)  
  - The articles should specifically focus on a story where there is a possible heroic deed occurring

**Text Complexity Analysis (Module 5):**

<table>
<thead>
<tr>
<th><strong>Text Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The text focuses on the somewhat tragic story of Theseus and the Minotaur. The details are kept at a minimally gruesome level, suitable for upper elementary students. Some of the vocabulary might be unfamiliar to the students without much background in mythology,</td>
</tr>
</tbody>
</table>

What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?

**Moderately Complex**
While the quantitative measure places this text right in the 4th-5th grade level, it will be a struggle for some students to sort through the Greek
An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Unit Title: Grade 4 ELA What Makes a Hero

however the text does a good job explaining within the story meanings - and the text comes with a built-in glossary making the text especially accessible to students with lower reading comprehension abilities or ESL students.

The text does a great job of demonstrating a typical mythological “hero” showcasing bravery, a willingness to defend his people, and strength - but who also, within the same storyline, shows selfishness and unheroic qualities that lead to the death of his father.

Names and places. Understanding the facts of the story will be easily accessible with mild supports. The qualitative measures place the text at a moderately complex level when considering the conflicting acts of Theseus and his heroic/unheroic deeds. The main task for the reader is to sort out their own opinion about what makes a hero and will require more complex thinking and comparing/contrasting with other literary works that focus on heroes.

Mark all that apply:
Grade Level Band: K-5 x 6-8 x 9-12 □ PD □
Content Area: English/Language Arts (ELA) x Foreign Language (FL) □
General (G) □ Health/Physical Education (HE) □
History/Social Studies (HSS) x Humanities (H) □ Math (M) □
Professional Development (PD) □ Professional/Technical Education (PTE) □
Science (S) □

Quantitative Measure

Quantitative Measure of the Text: 920 L
Range: 740 L- 1010 L
Associated Grade Band Level: 4th-5th Grade

Qualitative Measures

Text Structure (story structure or form of piece):
The structure is slightly complex because the story is clear and easy to follow while written in chronological order of events and has no illustrations.

Language Clarity and Conventions (including vocabulary load): The language is moderately complex. Most of the vocabulary is familiar, with less familiar words being explained within the text or included glossary. Most of the text is written in simple or compound sentences, but with occasional complex sentences as well.

Levels of Meaning/Purpose: The meaning and purpose of the text is moderately complex due to a main theme being presented: a heroic deed. However, in a subtle way, the theme can become a little more abstract when the hero performs an act that is less heroic and results in the death of his father. Students will need to thoughtfully process the text to understand the heroic theme.

Knowledge Demands (life, content, cultural/literary): The knowledge demands are slightly complex because students from all backgrounds and experiences can comprehend the story.

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### Considerations for Reader and Task

**Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:**

- **RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
  - Students can study the passage closely to find the theme of “hero” or other themes using evidence to support their answers
  - Students can focus on summarizing important details using evidence from the text

- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
  - Students can focus on the conflicting traits of Theseus to begin to form their own opinions

- **RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
  - Students can study this text in order to understand the common theme of “heroism” found in Greek Mythology and use details to compare and contrast with other myths and heroes through history.

### Potential Challenges this Text Poses:

- Although most of the text is in familiar language, some students will struggle with the strange names and words used in Greek mythology. This may cause some confusion for students struggling to keep people and places straight.
- While searching for a theme in the story and defining Theseus as a hero or non-hero, some students may get a little lost in the details of Theseus’ conflicting acts of being a hero slaying the Minotaur and leaving Ariadne behind for his own selfish reasons.

### Differentiation/Supports for Students:

- Asking students to read the text and mark only Theseus actions or thoughts might help them focus on details that will be important when describing Theseus and if he’s a hero or not.
- Allowing students time to debate their opinions back and forth in small groups will help some students who are struggling with forming an opinion using evidence.
  - A guideline for debating strategies and etiquette will be provided to all students to help maintain a controlled, safe debate.
## Scaffolds and Extensions (Module 6)

### UDL Components:

**Multiple Methods for Presentation:**
- Videos, Charts, Diagrams
- Powerpoints created to include visual enhancements and color highlighting important details

**Multiple Methods for Participation:**
- Students will have some choices in a Center-type setting, choosing how to interact with information and vocabulary
- Topics introduced to encourage participation include superheros to engage participation

**Multiple Means of Expression:**
- Assignments are completed on the computer OR hand-written,
- Summative assessment has many choices

### Support for students who are ELL, have disabilities or read well below grade level text band:
- Videos
- Teacher summarizing texts, focusing on main ideas and multiple perspectives
- Partner and group interactions discussing main ideas and multiple perspectives
- Multiple assessments and opportunities for feedback
- Choices

### Extensions for advanced students:
- Suggested readings or topics for students to explore “the hero” independently.
- Students might choose to create their own hero with conflicting attributes that most “real” people also have and present them in a story or comic strip demonstrating their diverse attributes.

## Vocabulary (Module 7)

### Targeted Academic Vocabulary
- Point of View
- Evidence
- Character Traits
- Character Attributes
- Opinion

### Targeted Content Area Vocabulary
- Hero
- Villain
- Mythology
- Labyrinth
- Shaman
- Buckskin
- Nomadic
### Instructional Sequence

Students will need a notebook that articles can either be glued into OR a folder/binder where articles are stored so they can be easily referenced throughout the Unit. Occasionally, a Journal is referenced as a place to record thoughts/ideas.

<table>
<thead>
<tr>
<th>Major Idea/Topic #1: Background/ Vocabulary</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) and Desired Outcome(s)</td>
<td>Texts and Resources</td>
</tr>
<tr>
<td>Day 1: 45 min.</td>
<td>1. (One Last Hope-Hercules) <a href="https://www.youtube.com/watch?v=OtTmRv6pz4">https://www.youtube.com/watch?v=OtTmRv6pz4</a></td>
</tr>
<tr>
<td>Desired Outcome: Students will begin piecing together their current view on what makes a hero.</td>
<td>2. Hero Questionnaire</td>
</tr>
<tr>
<td></td>
<td>3. Heroic / Villainous T-Chart</td>
</tr>
<tr>
<td></td>
<td>4. Note card for Exit Ticket</td>
</tr>
<tr>
<td></td>
<td>1. Hook -Hercules youtube video “One Last Hope”</td>
</tr>
<tr>
<td></td>
<td>2. Students will complete a Questionnaire judging their current views on the attributes of a hero.</td>
</tr>
<tr>
<td></td>
<td>a. In the Hercules video, why was Hercules not considered a true hero before his training. How did he become a true hero? What makes a hero? Students will write whether they agree with the song/movie or not.</td>
</tr>
<tr>
<td></td>
<td>3. Teacher will create a T-Chart on a large poster. One side of the T-Chart will be “Heroic” and the other side “Not Heroic or Villainous”</td>
</tr>
<tr>
<td></td>
<td>a. It’s important to make the distinction with the students that in this Unit’s case the word villainous doesn’t always mean evil. It should represent the opposite of hero. Throughout the Unit, students will be asked to decide if a character is a hero or a villain, but this doesn’t necessarily mean an evil villain.</td>
</tr>
<tr>
<td></td>
<td>4. Whole group discussion about what attributes are considered “heroic” or “villainous” according to the students. Students will use sticky notes to write attributes on and place them on the chart, sticky notes can be easily moved around throughout Unit.</td>
</tr>
<tr>
<td></td>
<td>a. Suggested attributes: brave, cunning, strong, selfless, protects people, selfish, evil, theft/robbery, deceit, against the law, causes death . . .</td>
</tr>
<tr>
<td></td>
<td>5. Formative Assessments:</td>
</tr>
<tr>
<td></td>
<td>a. Exit Ticket on Notecard: List three things you think makes someone a hero. List three things you think makes someone a villain.</td>
</tr>
<tr>
<td></td>
<td>i. This Exit Ticket and Questionnaire will be kept and reflected upon at the end of the unit</td>
</tr>
</tbody>
</table>
### Day 2: 60 min.

**Desired Outcome:**
Students will challenge their thinking about how Point of View can alter a story facts.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Three Little Pigs Sequence Strips</strong></td>
</tr>
<tr>
<td>2.</td>
<td>The True Story of Three Little Pigs on youtube: <a href="https://www.youtube.com/watch?v=vB07RfntTv">https://www.youtube.com/watch?v=vB07RfntTv</a></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Reflection Sheet A</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Plicker Cards/Quiz</td>
</tr>
<tr>
<td>5.</td>
<td>Wordstrip: How does point of view change a story?</td>
</tr>
<tr>
<td>6.</td>
<td>Wordstrip labeled: Wolf</td>
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</tbody>
</table>

1. Refresh the 3 Little Pigs story in groups by arranging the sequence of events slips. Once each group has successfully completed the task, introduce the **Reflection Sheet A**.
2. Introduce The True Story of Three Little Pigs on youtube.
3. Students will continue the **Reflection Sheet A**.
4. Teacher will lead whole group discussion around the question: **What is point of view?**
   a. Vocabulary Focus: In a journal, students will write what they think the definition of “point of view” is.
   b. Students will share with partners their ideas.
   c. Teacher defines point of view, writes it on the board: *the narrator's position in relation to the story being told*. For example: The True Story of the Three Little Pigs is told from the Wolf’s point of view.
   d. Continue the discussion: **How does point of view change a story?**
      i. Students might discuss how the original story of the Three Little Pigs makes the wolf seem scary and hungry to eat them, while the True Story of the Three Little Pigs makes the wolf kind and unfairly painted as a bad guy.
5. Teacher will add a question strip to the Heroic Attributes T-Chart: **How does point of view change a story?**
   a. Students will answer this question on Reflection Sheet A.
6. Teach Plicker Quiz routine:
   a. Throughout the Unit, students will document their opinions through a Plicker Quiz. **Plicker Quiz is optional and the Vote can be done without technology, however it is an attempt to increase excitement and engagement with Unit through technology.**
   b. Question: In your opinion, is the Wolf a hero or villain?
      i. Students will choose their own opinion.
      ii. Teacher will show the results and record it on the Wordstrip labeled: Wolf. The Wordstrip is placed on the T-Chart to as closely as possible to demonstrate what the class believed
         1. For example: **Wolf: 40% Hero, 60% Villain** so the wordstrip would be placed on the T-Chart a little more on the Villain side.

### Day 3: 45 - 60 min.

**Desired Outcome:**
Students will apply

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<tbody>
<tr>
<td>1.</td>
<td>Vocabulary Focus</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Unit Vocabulary</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Exit Ticket</td>
</tr>
</tbody>
</table>

1. **Focus on Vocabulary:**
   a. Vocabulary: Hero, Villain, Mythology, Point of View, Evidence, Character Trait
   b. Each vocabulary word is printed on a notecard, each definition is also printed on a notecard. A resource with the words and definitions is in the Material Units Folder as **Unit Vocabulary**. Students are divided into groups (6 words per group) and each
**An Idaho Core Teacher Program Unit Developed by Core Teacher Name:** Unit Title: Grade 4 ELA What Makes a Hero

| Day 4: 60 - 90 min. | 1. *Document Based Inquiry*  
|                     |   *documents* in Manilla Envelopes for each group  
|                     | 2. *Reflection Sheet B (DBI Reflection)*  
|                     | 3. Post-its for Exit Ticket  
| --- | ---  
| **Desired Outcome:**  
| Students will challenge their thinking about what makes a hero and *who decides* who a hero is.  

---

| student will receive one card, then are allowed to get up and search for their partner/match. Students will have to repeat the word and hear others repeat words or definitions in order to find their match. They may not ask the teacher to define their word for them.  
| i. **Scaffold Opportunity:** Teacher may support ELL students, or students at lower reading abilities, by making sure they get a notecard with one word instead of a wordy definition that takes longer to process.  
| c. After all the partners are hooked up, students share their words and definitions. Then students will create a Glossary in the back of their journal -or in another form- for new definitions to be added. Teacher will project all the vocabulary words and definitions on the board, students will copy the words and definitions, then draw a quick sketch next to each word.  
| d. Teacher should post these definitions somewhere easy to see for the DBI the next day.  

2. **Exit Ticket:**  
   a. Students must write three sentences using the vocabulary words.

---

1. **Document Based Inquiry (DBI)**  
   a. Essential Questions for the DBI: *How might this story show a hero? What character traits determine a hero?*  
   b. This DBI introduces Odysseus and the Cyclops. Students will participate in two phases: one of only pictures, one of only quotes from the story. Teacher will encourage students to focus around the essential questions and challenge their thinking of heroic attributes.

2. Students will placed in small groups (4-5 students in each group).  
   a. Have a short discussion about keeping a *safe environment where everyone’s opinions are valued and important.*  
   b. DBI Directions:  
      i. Print out Phase One from the DBI File, cut them each to be on a separate paper, and place them in a Manilla Envelope labeled *Phase 1.* Make enough copies and folders for the number of student groups.  
      ii. Print out Phase Two documents from the DBI File, cut them each to be on a separate paper, and place them in a different Manilla Envelope labeled *Phase*
2. Make enough copies and folders for the number of student groups.

iii. After students are divided into groups, give EACH GROUP a copy of Phase 1. They must *silently* look through the pictures on their own for *five minutes*. They will be writing down what they notice and what they wonder on the Reflection Sheet B. After five minutes, they will discuss with their group what they noticed and wondered for *ten minutes*.

iv. After Phase 1, choose a Speaker for each group to share out their group’s ideas.

v. Then, pass out a copy of the Phase 2 Envelopes to EACH GROUP. Repeat the process as Phase 1. Five minutes for *silent* work, then ten minutes of group discussion.

vi. After Phase 2, choose a Speaker for each group to share out their group’s ideas.

vii. Throughout ALL the phases, the teacher’s role is to guide the discussions at each group. Refer back to the Essential Questions often.

1. Essential Questions for the DBI: How might this story show a hero? What character traits determine a hero?

viii. Finally, allow the groups to make inferences about what the story might be about. Allow them *ten minutes* to discuss together possible plot lines.

3. Write on the board for everyone to see a simple, actual timeline of the story. (The story will be looked at in much more depth in future lessons, this is just a simple outline).

   a. Odysseus and his men land their ship on an island.
   b. They meet the Cyclops and his herd of sheep in a cave.
   c. The Cyclops is mean and doesn’t honor Zeus. He eats some of the men.
   d. The Cyclops locks the men inside his cave. They make a plan to escape.
   e. While he’s drunk and sleeping, they spear his one eye so he’s blind.
   f. Odysseus says “Nobody is my name.” The Cyclop tells his friends that “Nobody hurt him”
   g. The men sneak away on the bellies of the sheep.

4. Allow students to share their feelings about the storyline. Then, students will answer synthesis questions on the backside of Reflection Sheet B.

5. Formative Assessment:

   a. Reflection Sheet B (DBI Reflection)
### Major Idea/Topic #2: Annotating and Analyzing Texts

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 5: 30 - 60 min.</td>
<td>1. Heroic Attributes T-Chart</td>
<td>1. Quickly revisit Heroic Attributes T-chart, move sticky notes around after the DBI. Have a short discussion about any changes of thinking.</td>
</tr>
<tr>
<td>Desired Outcome:</td>
<td>2. <strong>Wordstrips</strong>: Odysseus</td>
<td>2. Show the <a href="https://www.youtube.com/watch?v=OmgG_lJbsfQ">Greek Mythology video</a> to introduce Greek myths and gods.</td>
</tr>
<tr>
<td></td>
<td>3. Greek Mythology Video <a href="https://www.youtube.com/watch?v=OmgG_lJbsfQ">https://www.youtube.com/watch?v=OmgG_lJbsfQ</a></td>
<td>a. The video introduces important features of myths and gives good background of Zeus - which will be helpful during the following days</td>
</tr>
<tr>
<td></td>
<td>4. I-Do <strong>Text: Odysseus and the Cyclops</strong></td>
<td>b. Students will discuss what they liked, had questions about, or what they were surprised by about the video with a shoulder partner</td>
</tr>
<tr>
<td></td>
<td>5. <strong>Reflection Sheet C</strong></td>
<td>3. <strong>I Do: Model Annotating a Text</strong> (Odysseus and the Cyclops), filling out <strong>Reflection Sheet C</strong> about Hero Attributes. Students do not also do this worksheet, just observe the teacher modeling annotating and filling out the reflection sheet.</td>
</tr>
<tr>
<td></td>
<td>6. Annotation Anchor Chart</td>
<td>a. Model Annotating strategies such as: highlighting main ideas/important facts, recording a star near text that I like, recording a question mark near text that makes me have a question/wonder, or circling unknown words. Teacher will model think-aloud strategies to demonstrate why he/she is marking the text in the chosen ways.</td>
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<tr>
<td></td>
<td>7. Plicker cards/ app</td>
<td>b. Teacher will create a Anchor Chart for the classroom to be displayed describing these techniques.</td>
</tr>
</tbody>
</table>

4. Teacher will pose the question: What is evidence? Where have you heard it before? Students will
**Day 6: 45 - 60 min.**

**Desired Outcome:** Students will become comfortable annotating texts and pulling out details about character traits/heroic attributes and analyzing the story for deeper meanings.

| 1. We Do (whole group): Whole class will view a video (Pandora’s Box). While viewing, students will fill in the guided notes section of **Reflection Sheet C** independently.  
   a. Guided notes of **Reflection Sheet C** focus on comprehension of the video in multiple choice form, and three short answer response.  
   b. Students will discuss what they liked, had questions about, or what they were surprised by about the video with a shoulder partner.  
   c. **SCAFFOLD:** Students will have an opportunity to clarify understanding or get assistance with the short answer responses if more support is needed.  
   2. Students will complete the second part of **Reflection Sheet C** in partners focusing on Zeus and his attributes, citing evidence from the video text. **Teacher will establish a high quality of work expected: complete sentences, with punctuation and capital letters, and more than one sentence answers.**  
   3. **Musical Shares Activity:** After students have completed **Reflection Sheet C** in partners, they will complete a brief “Musical Shares” activity to express their thoughts and feelings about Odysseus and his men.

| 1. Heroic Attribute T-Chart  
2. **Reflection Sheet C**  
3. We do (whole group)  
   **Video Text:**  
   [https://www.youtube.com/watch?v=LGTTAfwHugY](https://www.youtube.com/watch?v=LGTTAfwHugY) (8:34 min)  
4. Classroom-friendly music available (youtube) for “Musical Shares”  
5. Plicker Cards/ app  
6. **Wordstrip** labeled: Zeus  

**a.** Students may have heard it referenced in police work or with detectives. Teacher will guide the short discussion to focus on how evidence proves something to be true. Teacher will model through a think aloud filling out Reflection Sheet C to make it clear that evidence from the text proves the attribute in the character exists.  

**b.** **EXTENSION:** Teacher will select an attribute in a character from a current reading in the classroom, and students will pair/share to find evidence that supports the attribute from the text. This will solidify students’ understanding before being asked to do this independently.

5. **Teacher leads a whole group discussion about reflection sheet and the attributes of Odysseus**  
   a. Odysseus is a very famous “hero” but he lies and seriously injures another character in the story… **are those things heroic? When are they heroic? What makes you say so?**  
   b. If we were hearing the story from the now-blinded Cyclop’s point of view, how would the story change?  

6. **Plicker Quiz:**  
   a. Question: In your opinion, is Odysseus a hero or villain? What makes you say so?.  
   b. Teacher will emphasize students’ using evidence from the text to support their answer.  
   c. Make wordstrip labeled Odysseus with class’ data from Plickers  

7. **Exit Ticket:**  
   a. In your journal, write a short letter pretending to be Mrs. Cyclops describing your feelings about Odysseus and his men.

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**Original unit development sponsored by The Idaho Coaching Network**
Day 7: 60 min.

Desired Outcome: Students will become comfortable annotating texts and pulling out details about character traits/heroic attributes and analyzing the story for deeper meanings.

<table>
<thead>
<tr>
<th></th>
<th>1. Heroic Attribute T-Chart</th>
<th>1. We Do (small group): Students will be placed in groups of three to read and annotate the Perseus text in a Jigsaw Reading Strategy, and complete Reflection Sheet D, Part A. Remind students to practice the strategies listed on the Annotation Anchor Chart displayed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. We do (small groups)</td>
<td>a. Jigsaw Reading Directions: The Perseus Article will be divided into three sections. Each student only reads one assigned section independently. As they read their section, students will annotate their paper according to the strategies on the Annotation Anchor Chart. Then, in their groups, each student shares the main ideas of their assigned reading. The group takes notes on their reflection sheet about each section. Make sure to set high expectations for students to write in complete sentences, even on the graphic organizer.</td>
</tr>
<tr>
<td></td>
<td>Text: Perseus and Medusa Lexile: 1090 L</td>
<td>b. Whole group discussion about Who is the hero? How did he/she act? Could the point of view change the story? What makes you say so?</td>
</tr>
<tr>
<td></td>
<td>Annotation Anchor Chart</td>
<td>3. Plicker Quiz:</td>
</tr>
<tr>
<td></td>
<td>Reflection Sheet D</td>
<td>a. Question: In your opinion, is Perseus a hero or villain?</td>
</tr>
<tr>
<td></td>
<td>Wordstrip labeled: Perseus</td>
<td>b. Make wordstrip labeled Perseus with class’ data from Plickers</td>
</tr>
<tr>
<td></td>
<td>Plicker cards/app</td>
<td>c. Revisit the Heroic Attributes T-chart and make changes and/or additions to the</td>
</tr>
</tbody>
</table>
**An Idaho Core Teacher Program Unit Developed by Core Teacher Name:**

**Unit Title:** Grade 4 ELA What Makes a Hero

| Day 8: 60 min. | 1. You Do: Students independently will read and annotate, according to the strategies on the Annotation Anchor Chart, the text (Theseus and the Minotaur), and complete **Reflection Sheet D, Part B**
2. Whole group discussion about **Who is the hero? How did he/she act? Could the point of view change the story? What makes you say so?**
3. **Plicker Quiz:**
   a. Question: In your opinion, is Theseus a hero or villain?
   b. Make wordstrips labeled Theseus with class’ data from Plickers
   c. Revisit the Heroic Attributes T-chart and make changes and/or additions to the attributes
4. **Formative Assessment:**
   a. Completed Reflection Sheet D, Part B has a synthesizing piece
   i. **SCAFFOLD OPTION:** If there is a struggling reader, allow another student to read the article aloud to that student.
   ii. **SCAFFOLD OPTION:** read the text aloud to a student and ask the questions orally, writing down their answers to the questions. The important skill needing assessed at this point is the ability to understand the diverse attributes a character possesses and looking for deeper meaning.
   b. After students complete assessment, discuss with the whole group why it is good/bad for a hero to be perfect. Teacher may allow students to brainstorm independently first, then share with a partner, and then share out with the whole group.
   i. *It is good for a hero to be perfect because a lot of people look up to them as an example.*
   ii. *It could be good for a hero to be imperfect so that we realize that everyone is human and makes mistakes -- NO ONE is perfect. We can learn from our mistakes.*

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**Desired Outcome:**
Students will become comfortable annotating texts and pulling out details about character traits/heroic attributes and analyzing the story for deeper meanings.

1. Heroic Attribute T-Chart
2. You Do Text: [Theseus and the Minotaur](https://example.com) Lexile: 920 L
3. Annotation Anchor Chart
4. **Reflection Sheet D**
5. Wordstrip labeled: Theseus
6. Plicker cards/ app

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Original unit development sponsored by The Idaho Coaching Network
EXTENSION OPPORTUNITY: At any point between Day 5 and Day 8, a student needing challenged or enriched can be given the opportunity to research other Greek Mythological characters, analyzing them for both heroic and unheroic attributes. They might make a poster or presentation to present to their class about these other Greek Myth characters.

<table>
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<tr>
<th>Day(s) and Desired Outcome(s)</th>
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</tr>
</thead>
</table>
| Day 9: 30 - 45 min.           |                     | 1. Vocabulary/Background instructional PPT about Native American culture/legends.  
                                  | 1. Native American PPT  | a. Discuss the major elements of Native American lore, make connections to Greek Mythology 
                                  | 2. Post-it Note for Exit | b. Powerpoint features *The Legend of the Indian Paintbrush* (*youtube*) by Tomie dePaola to showcase terms from PPT such as: Shaman, Medicine Man, and buckskin while reinforcing ideas of Native American culture and lifestyle.  
                                  | Ticket                | c. Powerpoint features *The Legend of the Northern Lights* (*youtube*) to showcase a different kind of Native American culture and myth.  
                                  |                      | d. Vocabulary Focus: Students will record the following words into their Vocabulary Glossary throughout the presentation: Shaman, Buckskin, Medicine Man, Harpoon, Tundra, Igloo … then they will sketch a quick picture next to each term to help them remember.  
                                  |                      | e. **SCAFFOLD:** Teacher may allow students to pair/share ideas for their sketches with a partner before sketching them.  
                                  |                      | 2. Exit Ticket:  
                                  |                      | a. Students will answer the following question on a post-it note to post on the Post-it Prove-It Board (this question was discussed within the presentation): How are heroes from Greek mythology the same as heroes from Native American legends? How are they different?  
                                  |                      |                                                                                                                                    |
| Day 10: 60 - 90 min.          | 1. Heroic Attributes T-chart | 1. Students will be assigned a small group (four students) and read one section of How the Coyote Stole Fire account (*Jigsaw*) and annotate according to the *Annotation Anchor Chart*.  
                                  | 2. How the Coyote      | a. *Jigsaw* Reading Directions: The article will be divided into four sections. Each  
<p>| | |
|                      |                                                                                                                                    |</p>
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<tbody>
<tr>
<td>Students will learn how to write an explanatory paragraph citing evidence.</td>
<td>Students only reads <strong>one assigned</strong> section independently while annotating. Then, in their groups, each student shares the main ideas of their assigned reading. The group takes notes on their reflection sheet about each section.</td>
</tr>
<tr>
<td>Stole Fire Jigsaw Text Lexile: 970 L</td>
<td>b. Within their group, students will share their important informational pieces and discuss the heroic attributes of Coyote. <strong>Is he a hero? Where does he go on our Heroic Attributes Chart? What makes you say so?</strong></td>
</tr>
<tr>
<td>3. Annotation Anchor Chart</td>
<td>c. If not brought up within the group, the teacher will bring up Coyote’s “theft” in the story. Is a thief a hero? Is stealing a heroic attribute or not heroic attribute?</td>
</tr>
<tr>
<td>4. <strong>Reflection Sheet E</strong></td>
<td>d. Groups will work together to complete <strong>Reflection Sheet E</strong></td>
</tr>
<tr>
<td>5. <strong>Wordstrip</strong> labeled: Coyote</td>
<td>2. Teacher-led discussion focusing on the question: <strong>Is Coyote a hero? Where does he go on our T-chart?</strong></td>
</tr>
<tr>
<td><strong>6. Rubric A</strong></td>
<td>a. Teacher will guide the discussion to include Coyote’s “theft”.</td>
</tr>
<tr>
<td>7. Plicker cards/app</td>
<td>i. In the text, Coyote steals the fire. He does this to provide warmth and light to his home. Students will take a side to determine whether this is heroic (helping others) or villainous (stealing is wrong). Students will need to defend their answer with evidence from the text.</td>
</tr>
<tr>
<td>8. Exit Ticket</td>
<td>ii. Teacher may want to make the clear distinction that theft, or stealing, in our day is illegal and against the law. It is never okay to steal now, even if it is to “help others”. In Coyote’s time, there wasn’t a law against stealing like there is in our day. So Coyote didn’t commit an illegal crime.</td>
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<tr>
<td></td>
<td>3. Plicker Quiz:</td>
</tr>
<tr>
<td></td>
<td>a. Question: In your opinion, is Coyote a hero or a villain?</td>
</tr>
<tr>
<td></td>
<td>b. Make wordstrip labeled Coyote with class’ data from Plickers</td>
</tr>
<tr>
<td></td>
<td>c. Revisit the Heroic Attributes T-chart and make changes and/or additions to the attributes</td>
</tr>
<tr>
<td></td>
<td>4. <strong>I-Do:</strong> Teacher models writing an explanatory paragraph, using a graphic organizer and <strong>citing evidence</strong> gathered from the class, to describe whether Coyote is a hero or not. Students do not do this writing with the teacher, only observe the teacher modelling the strategy.</td>
</tr>
<tr>
<td></td>
<td>a. Teacher references <strong>Rubric A</strong> during instruction to clearly show process of checking the rubric before completing final product.</td>
</tr>
<tr>
<td></td>
<td>b. <strong>SCAFFOLD:</strong> Students will read and follow along on individual copies of Rubric A, and highlight important things to remember for their future use.</td>
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Original unit development sponsored by The Idaho Coaching Network
| Day 11: 60 - 90 min. | 5. **EXIT TICKET:**
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<tbody>
<tr>
<td>*<strong>This day could easily be split into multiple sessions, possibly the Close Reading on Day 1 and then moving on to the We-Do analysis on Day 2.</strong></td>
<td>a. Students will describe their opinion if Coyote is a hero or not, <strong>citing evidence</strong> from the story in their journal.</td>
</tr>
<tr>
<td>Desired Outcome: Students will learn how to write an explanatory paragraph citing evidence.</td>
<td>1. <strong>Close Reading Intro:</strong> Give each student a copy of Chief Joseph’s Speech Text (just the speech) to students. Teacher will read aloud the speech first, while students follow along in their minds. Then, students will read independently and encouraged to annotate the text specifically looking for evidence of Who, What, Where, When, and Why. No frontloading should be done about WHO or WHAT.</td>
</tr>
<tr>
<td></td>
<td>2. Students will move to small groups of four or five to discuss what clues they saw in the text about Who, What, Where, When, and Why.</td>
</tr>
<tr>
<td></td>
<td>3. Students will record in their journals their first impressions answering Who the speech might be referring to, What might be happening, Where it could be taking place, When it might be taking place, and WHY.</td>
</tr>
<tr>
<td></td>
<td>4. <strong>SCAFFOLD:</strong> Allow struggling students to work with another student to read the speech text and consider the questions.</td>
</tr>
<tr>
<td></td>
<td>a. Allow another student to scribe for a struggling student who is answering the questions independently.</td>
</tr>
<tr>
<td></td>
<td>b. Read the speech out loud to a struggling student and ask guiding questions.</td>
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<td></td>
<td>5. Teacher will lead a discussion centered on the speech, and observations made among students.</td>
</tr>
<tr>
<td></td>
<td>6. Students will receive <strong>Reflection Sheet F- Part A</strong> to again work on independently (continue to scaffold for struggling students if needed).</td>
</tr>
<tr>
<td></td>
<td>a. <strong>SCAFFOLD:</strong> All Students will have an opportunity to discuss these questions with their small groups and add or modify their answers to give all students extra support.</td>
</tr>
<tr>
<td></td>
<td>7. <strong>We-do:</strong> Students will be assigned a small group (four students) and read one section of an article (Jigsaw) about Chief Joseph of the Nez Perce and annotate according to the strategies on the Annotation Anchor Chart.</td>
</tr>
<tr>
<td></td>
<td>a. Jigsaw Reading Directions: The article will be divided into sections. Each student only reads <strong>one assigned</strong> section independently and annotates.</td>
</tr>
<tr>
<td></td>
<td>b. After annotating their section, students will regroup with other students who read the <strong>same section</strong> to compare notes and decide on what the most important facts to <strong>Chief Joseph Speech Text</strong> Lexile: 1150 L</td>
</tr>
<tr>
<td>1. <strong>Heroic Attributes T-Chart</strong></td>
<td>4. <strong>Annotation Anchor Chart</strong></td>
</tr>
<tr>
<td>2. <strong>Chief Joseph Speech Text</strong></td>
<td>5. <strong>Reflection Sheet F</strong></td>
</tr>
<tr>
<td>3. Chief Joseph article, broken into 4 Jigsaw Sections by article’s subtitles</td>
<td>6. <strong>Graphic Organizer A</strong></td>
</tr>
</tbody>
</table>
| 4. Annotation Anchor Chart | 7. **Wordstrip** labeled: Chief Joseph
c. Then, in their original groups, each student shares the main ideas of their assigned reading. The group takes notes on their reflection sheet about each section. Students are expected to write in complete sentences, even on the graphic organizer.

d. Within their group, students will share their important informational pieces and discuss the heroic attributes of Chief Joseph. **Is Joseph a hero? Where does he go on our T-chart? Can choosing to “NOT fight” be heroic? What makes you say so?**

e. Groups will complete **Reflection Sheet F- Part B**

8. Teacher-led discussion focusing on the question: **Is Chief Joseph a hero? Where does he go on our T-chart? Can choosing to “NOT fight” be heroic? What makes you say so?**

   a. **EXTENSION OPPORTUNITY:** Have a student research about Martin Luther King Jr. to create a Venn Diagram or other comparison strategy looking for connections to Chief Joseph (peaceful protests). This student or group of students might make a poster or presentation to share with the class.

9. **Plicker Quiz**

   a. Question: In your opinion, do you consider Chief Joseph a hero or villain?
   b. Make wordstrip labeled Chief Joseph with class’ data from Plickers
   c. Revisit the Heroic Attributes T-chart and make changes and/or additions to the attributes

10. **We-Do Writing:** Each student receives a copy of **Rubric A,** or uses the one previously handed out. The teacher and students write an explanatory paragraph, using **Graphic Organizer A** and **citing evidence from the reading,** to describe whether Joseph is a hero or not.

   a. The teacher will ask students to brainstorm an introductory sentence. Students will think independently, then pair/share, and finally some will suggest to the whole group. As the group decides which introductory sentence is their favorite, the teacher will write this on the board and students will copy it onto their Graphic Organizer A.

   b. The teacher will continue to ask students to independently brainstorm ideas for Fact 1, Fact 2, and Fact 3 along with the evidence that proves each fact. Students...
### Major Idea/Topic #4: Synthesizing Information from Multiple Texts - Focus on Point of View

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 13: 45 - 60 min. Desired Outcome: • Students will begin to think about heroes from another point of view and decide if they can also be a villain.</td>
<td>1. The Incredibles youtube video: <a href="https://www.youtube.com/watch?v=J4J-Fuo0vLE">https://www.youtube.com/watch?v=J4J-Fuo0vLE</a> 2. <a href="http://example.com">Darth Vader Info Page</a> 3. <a href="http://example.com">Batman Info Page</a> 4. Posters for groups 5. <a href="http://example.com">Rubric B</a> for the Poster</td>
<td>1. Hook: show students the following youtube video <a href="https://www.youtube.com/watch?v=J4J-Fuo0vLE">https://www.youtube.com/watch?v=J4J-Fuo0vLE</a> a. Students will discuss in small groups first, then as a whole group: Ask students to discuss how Mr. Incredible was viewed as a superhero by some and not by others. What evidence supports your opinion? b. Why was he being sued? c. The man “didn’t ask to be saved” and he “didn’t want to be saved” … does that make Mr. Incredible a hero? Or a villain? What makes you think so?</td>
</tr>
</tbody>
</table>
### Assignment

2. Introduce today’s Activity: Students will work in groups to read and annotate a text on a character. Students will then discuss an assigned “superhero” or “supervillain” and present a poster for the class.
   - Two groups will focus on Batman as being a “super-hero” and another two groups will focus on Batman as being a “super-villain”
   - Two groups will focus on Darth Vader as being a “super-villain” and another two groups will focus on Darth Vader as being a “super-hero”
   - Students will design a poster for their character where the poster showcases the character as “super-hero” OR “super-villain”
   - The groups will present these posters to the class the following day.

3. **Rubric B** for the poster will be passed out. The teacher will read the rubric aloud to the students, as they follow along highlighting important ideas.

4. Students will share with a neighbor what they must do to get the best possible grade.

5. Students will work together in groups preparing their posters.

### Day 14: 45 - 60 min.

**Desired Outcome:**
- Students will begin to think about heroes from another point of view
- Students will begin to synthesize information from multiple texts

<table>
<thead>
<tr>
<th>1. Heroic Attributes T-Chart</th>
<th>1. Students will present their posters to the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Posters (completed)</td>
<td>2. Teacher will lead a discussion about how these characters can be viewed differently depending on the point of view.</td>
</tr>
<tr>
<td>3. Exit Ticket</td>
<td>a. Teacher will bring back to the discussion the “wolf” from the True Story of the Three Little Pigs</td>
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<td></td>
<td>b. Teacher will introduce the question: <strong>Why is it important to consider point of view when hearing a story in the news?</strong></td>
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<td>c. Teacher will begin bringing previously discussed heroes (greek myth heroes, native american heroes, modern media heroes) into the discussion on point of view to begin facilitating synthesization</td>
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<tr>
<td></td>
<td>i. Students may reference the T-Chart for names of previously discussed characters</td>
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<td></td>
<td>3. Plicker Quiz:</td>
</tr>
<tr>
<td></td>
<td>a. Question: In your opinion, is Batman a hero or villain?</td>
</tr>
<tr>
<td></td>
<td>b. Question: In your opinion, is Darth Vader a hero or villain?</td>
</tr>
<tr>
<td></td>
<td>c. Make wordstrips labeled Batman and Darth Vader with class’ data from Plickers</td>
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<td></td>
<td>d. Revisit the Heroic Attributes T-chart and make changes and/or additions to the</td>
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<tr>
<td>Day 15: 45 - 60 min. Desired Outcome: ● Students will begin to synthesize information from multiple texts</td>
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</table>
| 1. **Current Event Article #1** (Men Breaking Out of Jail)  
2. Annotation Anchor Chart  
3. **Graphic Organizer C**  
4. Exit Ticket note card |

<table>
<thead>
<tr>
<th>Day 16: 30 -45 min Desired Outcome: ● Students will begin to synthesize information from multiple texts</th>
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</table>
| 1. **Current Event Article #2** (Snow Plow Hero or Criminal?)  
2. **Graphic Organizer C**  
3. Exit Ticket note card  

1. **EXIT TICKET:**  
   a. Students will describe how Mr. Incredible can be viewed as a superhero and also as a villain or criminal in at least five sentences in their journal.

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1. **I-Do:**  
   a. Teacher will model reading and annotating the article according to the Annotation Anchor Chart. *Students do not do this activity with the teacher, only observe the teacher modelling the strategy.*
   b. Teacher will model picking out heroic / unheroic attributes (making a list, underlining, somehow organizing traits) and making a decision whether the story is truly heroic or not. Teacher will think-aloud.
      i. For example, the men in jail have obviously done something to end up in jail (unheroic) and they are breaking out of jail (unheroic) … but they are saving someone’s life (heroic)
   c. Teacher will choose one of the previously discussed heroes and articles to use in comparing/contrasting attributes of current event article. *For example: “so and so” can be defined as a hero because he/she demonstrates courage in dangerous situations like Coyote from Native American legends did …*
   d. Teacher will model writing an explanatory paragraph using **Graphic Organizer C** discussing the current event article while integrating information from another source.
      i. **EXIT TICKET:** Students will write a three sentence summary describing their opinion on whether or not the news article showcased a hero or not on a notecard.

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1. **We-Do (whole group):** Teacher will lead a discussion with a second article where everyone offers input in annotating the article, focusing on heroic / unheroic attributes and making a decision whether the news story is truly heroic or not. Students must reference a previously discussed hero/article to back-up their ideas.
   a. Teacher and students will write an explanatory paragraph (teacher writes on board and students copy onto their Graphic Organizer) discussing the current event article #2 while integrating **and citing** information from another source.
## Unit: What Makes a Hero

### Day 17: 45 - 60 min.

**Desired Outcome:**
- Students will begin to synthesize information from multiple texts

1. **Computer Lab or computer for each group**
3. **Reflection Sheet G**
4. Whip Around strategy

2. **Exit Ticket:**
   a. Student will write a two sentence explanation describing whether or not they agree with the perspective the class chose to write about that day.

### Day 18: 30 - 45 min

**Desired Outcome:**
- Students will begin to synthesize information from multiple texts

1. **Computer Lab or individual computer for each student**
3. **Reflection Sheet G**
4. Exit Ticket

1. **You-Do:** Students will search for and print another article from [http://www.goodnewsnetwork.org/uplift/heroes/](http://www.goodnewsnetwork.org/uplift/heroes/) to independently annotate, decide whether or not the story showcases a hero or not, and reference a previously discussed hero/article to back-up their ideas.
   a. Students will fill in Part B of **Reflection Sheet G**

2. **Formative Assessment (supporting standard):**
   a. **Reflection Sheet G, Part B**
   b. Writing an Explanatory Paragraph to include introduction/ topic sentence, transitional wording and appropriate details, citing information from another source covered in class, and concluding statement.
   c. **SCAFFOLDING:** Scribe the words of a struggling student, or allow a student to scribe.

3. **Exit Ticket:** In a journal, write a paragraph describing **what a hero is or does** while considering real-life people we might run into every day, like from the news articles.
**EXTENSION OPPORTUNITY:**
- To challenge a student or group of students, ask them to think of someone in their own lives (or even themselves!) and remember a situation where they could have been as heroic or villainous. Ask them to compare their chosen person to someone studied in class. They might write a paragraph, create a google slide presentation, or another idea to show the comparison.
- Students might choose some way to write or demonstrate how they can be heroes themselves in their lives or in the classroom.

| Day 19: 60-90 min | 1. New Hero Survey  
2. Hero Survey completed at the beginning of the Unit  
3. Pantoum Poem | 1. Allow students to complete another Hero Survey before discussing or reviewing anything.  
2. Pass out each student’s original Hero Survey and allow them **five minutes to silently review their original answers.**  
   a. Have students partner share with each other about differences they saw after reviewing their original survey  
   b. Have students partner share with each other about surprises they felt after reviewing their original survey  
   c. Allow students a chance to ask/answer questions about the Survey with their partner  
      i. For example: *Why did your idea or definition change? What does it mean that your survey looks different? How did your thinking change?*  
   d. Engage in a whole group discussion with students sharing what they heard/said about the two survey comparison.  
3. Put students into small groups (groups of three to five) and pass out the Pantoum Poem Activity. Students will be creating a Pantoum Poem to reflect on their journey and how their thinking has changed from the beginning of the Unit to the end.  
   a. Students will collaborate and work together to fill in the lines of the poem. Lines 1 and 3 rhyme. Lines 2 and 4 rhyme. (Follow the ABAB pattern on worksheet). Continue on making sure the lines rhyme with corresponding letters.  
   b. **Example:**

It All Started With A Packet of Seeds

It all started with a packet of seeds,
To be planted with tenderness and care,
At the base of an Oak, free from all weeds.
They will produce such beauty and flare.

To be planted with tenderness and care,
A cacophony of colorful flowers,
They will produce such beauty and flare.
With an aroma that can continue for hours.

A cacophony of colorful flowers,
Bright oranges with yellows and reds,
With an aroma that can continue for hours,
Delivered from their fresh flower beds.

Bright oranges with yellows and reds,
At the base of an oak, free from all weeds,
Delivered from their fresh flower beds,
At all started with a packet of seeds.

c. Allow for approximately 30-45 minutes.
d. **SCAFFOLDING OPPORTUNITY:** Allow lower reader/writers to be in groups with students who can support them and help with finding rhyming words
   i. Allow for students to type this in Google Docs
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<tr>
<td>Day 20: 30 min.</td>
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<tr>
<td>Desired Outcome:</td>
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</table>
| ● Students will develop a final list of heroic attributes (in their own opinions) and begin synthesizing/creating their own idea for their final project. | 1. **Graphic Organizer D**  
2. **Rubric C** for each student  
3. Post-it notes for Exit Ticket | 1. Students will prepare for the final assessment by completing **Graphic Organizer D**:  
a. Students must determine the three most important attributes of a hero, in their own opinion.  
b. Students will brainstorm a list of discussed heroes and other heroes who possess the attributes.  
2. Teacher will introduce final assessment requirements  
a. **Objective:** Students will create a project that answers and explains: How can a character be a Hero and a Villain? using descriptive details from multiple texts that convey their understanding of point of view and synthesization.  
b. **Student-Friendly Objective:** I will create a project that answers this question: How can a character be a Hero and a Villain? I will show what I know by describing characters from the different texts read in class.  
c. Choice of google slides presentation, informational video filmed on the ipad, written essay/rap or poem, picture book or comic strip  
d. **MUST** meet all the criteria in Rubric  
3. Teacher will introduce the rubric and go over it, give examples of each project, and take questions.  
4. **EXIT TICKET:**  
a. Students will record their 3 most important attributes of a hero, and their list of heroes who possess the attribute on a post-it to post on the Post-It Prove-It Board. |
### Day 21-22: 30 - 60 min.

**Desired Outcome:**
- Students will begin brainstorming and working on their final assessment

#### 1. Graphic Organizer D

1. Students will continue **Graphic Organizer D** to guide their final assessment where they map out how they showcase each requirement on the rubric.
2. **SCAFFOLD:** Students will meet with the teacher for individual conferences discussing how they will showcase the requirements

**Allow as many days as needed for students to complete project.**

**Desired Outcome:**
- Students will present their final assessments to the class

#### 1. Teacher will remind students to speak slowly and clearly while presenting to their classmates.
2. Students will present their final assessments
3. **EXIT TICKET:**
   a. Students will reflect on how their opinions of what makes a hero has changed since the beginning questionnaire in their journal (at least 10 sentences).

### Other (important elements not captured in this template, explanation, reflection supplementary materials):