

Integrated Thematic Unit: Grade 4 – Theme 5: Heroes

Based on Houghton Mifflin ELA Theme Concept and Connected to Social Studies Standards

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Stage 1 – Desired Results for Universal Access

HM Theme Concept:

Heroes face challenges of their time, place, and circumstance with dignity, courage, and perseverance.

Cross-Curricular Goals or Standards:

- HSS 4.6.9** Historical Interpretation: Students summarize the key events of the era they are studying and explain the historical contexts of those events
- HSS 4.6.11** Historical Interpretation: Students identify and interpret the multiple causes and historical events

HM Reading Comprehension Skill/Cognitive Tasks:

- Cause and Effect:
 - Identify causes and effects
 - Understand how one cause can lead to multiple effects
 - Learn which clue words can signal causes and effects
- Making Judgments
 - Make judgments about a character's actions based on story details and your own opinions and values
- Fact and Opinion
 - Identify facts and opinions
 - Identify words that signal opinions
 - Understand that facts can be proven and opinions cannot

HM Writing Workshop:

- Personal Essay: The writer explains their opinion on a given subject and provides reasons to support their opinion. One option may be for students to write about a personal hero.

Summary:

Theme 4, *Heroes*, examines ordinary individuals who have overcome adverse personal and/or social barriers in an effort to achieve goals and have a positive impact on society. Heroes with attributes such as dignity, courage and perseverance are the central character of each story.

Prerequisites:

- Skills of independent work
- Students should be pre-assessed for reading level.
- Students should be pre-assessed for knowledge of the reading comprehension skills taught in this theme unit.

Integrated Thematic Unit: Grade 4 – Theme 5: Heroes

<p>Essential Understandings:</p> <ol style="list-style-type: none">1. Heroes face challenges of their time, place, and circumstance with dignity, courage and perseverance.2. Heroes make a difference in the lives of others.	<p>Essential Questions:</p> <ol style="list-style-type: none">1. What makes a hero?2. Are all heroes alike?3. Do we all have the same heroes? Why or why not?4. How do heroes face challenges?5. How do heroes affect others?6. How did California change as groups worked to secure equal rights?
<p>Students will know:</p> <ul style="list-style-type: none">• From the 1940s-1960s many people in California worked to overcome discrimination and gain equal rights for all.• The causes and effects of the civil rights movement in California.	<p>Students will be able to:</p> <ul style="list-style-type: none">• Identify cause and effect relationships.• Make judgments about a character’s actions based on story details and their own opinions and values.• Identify facts and opinions.• Analyze the effects of the Civil Rights movement in California• Describe a personal hero using both facts and opinions.• Make judgments about famous figures.

Stage 2 – Assessment Evidence for Universal Access

HM THEME:

- ___ SCOE Test **OR**
 ___ Houghton Mifflin Theme Skills Test:

ANTHOLOGY SELECTIONS:

___ Selection Tests (Teachers’ Resource Blackline Masters)	___ Reading Response Journal
___ “Think About the Selection” Pg. 550, 578, 604	___ Daily Log
___ Assessing Skill per selection: <ul style="list-style-type: none"> • Practice Book OR • Skill Performance Task (TE Teachers’ Resource Tab) Suggested Activities: Pg. R13 Recognizing Fact and Opinion, Figuring Out a Slugging Average Write a Newspaper Article	___ Other:

Summative Performance Task: Based on Essential Understandings

- ___ Writing to Inform
 ___ Presenting to Inform
Suggested Prompt (for writing or presenting to inform):
 What is meant by the American Spirit?

Key Criteria:

- ___ Criteria Cards for each product
 ___ Assessment Cards for each product on Extension Menu (see page 8)
 ___ Writing to Inform and Presenting to Inform Rubrics

Other Evidence:

- ___ Daily Log of Extension Work and Reading Log
 ___ Self Evaluation Checklist
 ___ Task commitment and engagement when working independently
 ___ Peer Reviews

Stage 3 – Learning Plan for Universal Access

Launch the Theme – 2 Days:

- Building connections to text, academic language and Essential Understandings of the HM Theme
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation
 - Input
 - Guided oral Practice

Teach the Theme – 3–5 Days *per Selection*:

- Read the selection allowing advanced students to work at their own pace
- Reading Comprehension Skill Lessons (before, mid, after anthology read)
- Check for Comprehension with “Responding: Think About the Selection”
- **Extension Menu** of Learning Activities: *Practice and Application*
- **Performance Task:** Bringing together of HM selections, Target Page, Theme Matrix, research and Extension Menu projects.
- Presented as a written piece or a presentation: Writing to Inform or Presenting to Inform
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation
 - Input
 - Guided oral Practice

Closure and Evaluation – 2 Days:

- HM Theme Matrix
- GLAD Strategies:
 - Closure/Evaluation:
- Theme Performance Task: Presentation to Audience
- SCOE Test **OR** HM Theme Assessment Test

Differentiation / Universal Access

Student Role

1. Students choose from an **Extension Menu** of Learning Activities/Products that integrates Social Studies, Science and/or Art with Reading Theme and Reading Skills.
2. Students apply their learning from Extension Menus into a **Performance Task**:
 - Writing to inform (use rubric)
 - Presenting to inform (use rubric)
3. Students keep track of progress in **Daily Log of Extension Work and Reading**
4. Students work independently, sign **Independent Study Agreement**
5. Students help find research resources to learn more about the essential understandings and essential questions found on the **Target Page**
6. Students complete **Self-Evaluation Checklist** at end of theme.

Teacher Role

1. Model, Teach and Practice the use of product criteria for various subjects and purposes before asking students to be independent.
2. Teach students to do their own record keeping
3. Review and monitor the skills of independent work i.e. time management
4. Teacher checks in with Extension Menu students regularly to scaffold learning and check on organization of materials
5. Teacher provides clear directions, criteria and rubrics for Extension Menus
6. Teacher provides clear directions, criteria and rubrics for Performance Tasks
7. Teacher helps find research resources to support the essential understandings and essential questions found on the **Target Page**

Theme 4-5: Heroes ~ Extension Menu

Name _____

Due Date _____

Directions: Choose 3 activities in a row as you would in Tic-Tac-Toe

<p>1. <u>Brochure</u></p> <p>Create a “Heroes” <u>brochure</u></p> <ul style="list-style-type: none"> • Make judgments about whether the person you have chosen for your brochure demonstrates the qualities of a hero. • Prove your opinion in the brochure with evidence and examples of dignity, courage, and perseverance. 	<p>2. <u>Chart of Fact and Opinion</u></p> <p>Research Dr. Martin Luther King, Jr.</p> <ul style="list-style-type: none"> • Make a chart with two columns. List “Facts” about MLK in one column and “Opinions” about MLK in the other. 	<p>3. <u>Comic Book</u></p> <p>Demonstrate the traits of a hero/heroine (dignity, courage and perseverance) in a <u>comic book</u>.</p> <ul style="list-style-type: none"> • You may create your own super hero and context (time, place and problem) • Characteristics of “hero” are clear and detailed • Character’s actions support and indicate the title of “hero” • Comic book has a clear beginning, middle and end.
<p>4. <u>Time Line</u></p> <p>Make a <u>time line</u> of events that occurred during the Civil Rights Movement.</p> <ul style="list-style-type: none"> • Include key events that occurred in the U.S. south. • Include events that were occurring in California at the same time. • Use your social studies textbook and/or other information sources for reference. 	<p>1. <u>Poem/Quote</u></p> <p style="text-align: center;">A Song of Greatness</p> <p style="text-align: center;">When I hear the old men Telling of heroes, Telling of great deeds Of ancient days, When I hear that telling Then I think within me I too, am one of these</p> <p style="text-align: center;">Traditional Chippewa</p> <p>Copy, illustrate, memorize, recite and respond to this poem</p>	<p>6. <u>Script for Play</u></p> <p>Research the Civil Rights Movement in America.</p> <ul style="list-style-type: none"> • Write a <u>script</u> for a play that includes multiple causes for the Civil Rights Movement. • Include Dr. Martin Luther King, Jr. and Rosa Parks as two of your characters. • Include some of the effects that MLK and Rosa Parks had on our nation
<p>7. <u>Radio Report</u></p> <p>Design a radio interview of a “hero.”</p> <ul style="list-style-type: none"> • Include at least 7 questions and answers. • Ask your hero to describe how their circumstances (time, place and problem) led them to be a hero. (Cause and Effect) • Record your interview as a radio report. 	<p>8. <u>Speech (Oral Presentation)</u></p> <p>Listen to Dr. Martin Luther King Jr.’s “I Had a Dream” speech. http://tinyurl.com/3cgkdb</p> <ul style="list-style-type: none"> • Create a speech to convince your classmates that MLK’s dream either has or has <i>not</i> become a reality. • Give your speech to your class. 	<p>9. <u>Collage</u></p> <p>Design a <u>collage</u> that illustrates your understanding of the everyday heroes we have around us.</p> <ul style="list-style-type: none"> • Write a one-page description of how your pictures demonstrate heroic qualities.

Matching Assessments for Extension Menu

<p>1. <u>Brochure</u></p> <p>___ Follows Brochure Criteria Card ___ Describes how the person portrays the characteristics of a hero. ___ Includes examples of dignity, courage and perseverance. ___ Your examples are specific, detailed and accurate. ___ Demonstrates your personal best</p> <p>___ Total</p>	<p>2. <u>Chart of Fact and Opinion</u></p> <p>___ Follows Chart Criteria Card ___ Facts gathered from at least 3 sources ___ Resources clearly listed at the bottom of your chart ___ Includes at least 7 facts ___ Includes at least 5 opinions</p> <p>___ Total</p>	<p>3. <u>Comic Book</u></p> <p>___ Follows Brochure Criteria Card ___ Comic includes beginning, middle and end. ___ Clear setting, problem and solution ___ Hero's characteristics are clearly evident (dignity, courage and perseverance) ___ Demonstrates your personal best</p> <p>___ Total</p>
<p>4. <u>Time Line</u></p> <p>___ Follows Timeline Criteria Card ___ Includes a minimum of five key events that occurred in the U.S. south. ___ Includes at least three key events that occurred in California during the same time ___ Each date/event includes a detailed illustration or sketch ___ Use and list at least two resources</p> <p>___ Total</p>	<p>5. <u>Poem/Quote</u></p> <p>___ Follows Criteria Card ___ Copied Neatly ___ Appropriate Illustration ___ Memorized Poem ___ Interpret/respond to the poem: What does the quote mean?</p> <p>___ Total</p>	<p>6. <u>Script for Play</u></p> <p>___ Follows Script Criteria Card ___ Script describes or explains some of the historical causes that led to the Civil Rights Movement ___ MLK & Rosa Parks are included as Civil Rights leaders ___ The effects that MLK and Rosa Parks had on our nation are accurately included ___ Scripted practiced multiple times before being presented to the class</p> <p>___ Total</p>
<p>7. <u>Radio Report</u></p> <p>___ Follows Radio Report Card ___ Includes a minimum of seven questions and answers ___ Questions are written out ahead of time ___ One or more questions specifically inquires about circumstances that led them to be a hero ___ Interview is recorded with a strong introduction and conclusion</p> <p>___ Total</p>	<p>8. <u>Speech (Oral Presentation)</u></p> <p>___ Follows Oral Presentation Criteria Card ___ Strong and articulate point of view supports whether or not MLK's <i>Dream</i> has become a reality ___ Includes 3-5 specific example that supports your thesis ___ Each example is explained with specific details ___ Practice speech several times before presenting to the class</p> <p>___ Total</p>	<p>9. <u>Collage</u></p> <p>___ Follows Collage Criteria Card ___ Pictures demonstrate your understanding of an "every day" hero. ___ Includes at least 10 pictures ___ One page essay (final draft quality) clearly describes how your collage demonstrates heroic qualities and/or every day heroes ___ Collage is paper that is 11"x17" or larger</p> <p>___ Total</p>

Each Product has 5 criteria, for a total possible of 5 points each, 15 points for 3 products

Product # _____ points earned
 Product # _____ points earned
 Product # _____ points earned
TOTAL _____ points earned

Thematic Matrix

Essential Questions:

1. What makes a hero?
2. Are all heroes alike?
3. Do we all have the same heroes? Why or why not?
4. How do heroes face challenges?
5. How do heroes affect others?
6. How did California change as groups worked to secure equal rights?

← Elements of the essential understanding →

Topic of Study	Context	Perseverance	Courage	Dignity
<i>Happy Birthday, Dr. King</i>				
<i>Gloria Estefan</i>				
<i>Lou Gehrig: The Luckiest Man</i>				

Enduring Understanding:

Name _____

Due Date _____

HM Theme 4-5: Heroes

Heroes face challenges of their time, place, and circumstance with dignity, courage, and perseverance.



California History – Social Science Content Standards:

HSS 4.6.9 Historical Interpretation: Students summarize the key events of the era they are studying and explain the historical contexts of those events

HSS 4.6.11 Historical Interpretation: Students identify and interpret the multiple causes and historical events

<p>Essential Understandings:</p> <ol style="list-style-type: none"> 1. Heroes face challenges of their time, place, and circumstance with dignity, courage, and perseverance. 2. Heroes make a difference in the lives of others. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What makes a hero? 2. Are all heroes alike? 3. Do we all have the same heroes? Why or why not? 4. How do heroes face challenges? 5. How do heroes affect others? 6. How did California change as groups worked to secure equal rights?
<p>Students will know:</p> <ul style="list-style-type: none"> • That from the 1940s-1960s many people in CA worked to overcome discrimination and gain equal rights for all. • The causes and effects of the civil rights movement in CA 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify cause and effect relationships • Make judgments about a character's actions based on story details and their own opinions and values • Identify facts and opinions • Analyze the effects of the Civil Rights movement in CA • Describe a personal hero using facts and opinions to do so • Make judgments about famous figures