



# Lesson One

## Recognizing Acts of Heroism: Defining Heroism

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# Recognizing Acts of Heroism

## Lesson One: Defining Heroism

### SUMMARY

**Student outcome:** Students will define the concept of heroism and describe heroic actions using adjectives and adverbs.

**Reading:** *What Is a Hero?* by Carol Rzadkiewicz

**Lesson duration:** Approx. 3 hours

#### Content vocabulary:

- hero/heroine/heroism/heroically
- admire/admiration
- idol/idolize
- courage/courageous/courageously
- altruistic/altruism
- sacrifice/self-sacrifice

#### Functional language patterns:

A hero is someone who \_\_\_\_\_.

An example of a/an (heroic/courageous/altruistic) action is \_\_\_\_\_.

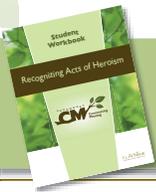
\_\_\_\_\_ acted (heroically/courageously/altruistically) when \_\_\_\_\_.

\_\_\_\_\_ is (idolized for/admired because) \_\_\_\_\_.

The qualities of a hero include \_\_\_\_\_ and \_\_\_\_\_.

### LESSON SEQUENCE

	Purpose	Process	Tools
I DO/ WE DO	Open the lesson Establish expectations	<ul style="list-style-type: none"> <li>▪ Define key terms</li> <li>▪ Prepare students for lesson</li> </ul>	Formal definitions, posted or projected <i>Summative Writing Prompt Poster</i>
I DO/WE DO/YOU DO	Build knowledge Introduce vocabulary	<ul style="list-style-type: none"> <li>▪ Apply terms to prior knowledge</li> <li>▪ Model use of descriptive language</li> </ul>	<i>Our Heroes Graphic Organizer</i> , p. 13, projected and copies for students <i>Word Form Chart</i> , p. 14, projected and copies for students
WE DO/ YOU DO	Understand critical concept Practice target language	<ul style="list-style-type: none"> <li>▪ Use frames to construct sentences</li> <li>▪ Practice using language with partners</li> <li>▪ Develop written response</li> </ul>	Sentence frames, posted or projected <i>Laminated Notebook Paper Posters</i> Dry erase pens
I DO/ WE DO	Practice comprehension strategy Model expert thinking	<ul style="list-style-type: none"> <li>▪ Preview text</li> <li>▪ Facilitate guided reading</li> <li>▪ Model structured notetaking</li> <li>▪ Think aloud</li> </ul>	Article: <i>What Is a Hero?</i> , p. 9 Article: <i>What Is a Hero?</i> , chunked, p. 11 <i>Word Form Chart</i> , p. 14, projected and student copies <i>Think-Aloud: What Is a Hero?</i> , p. 16, projected (optional) <i>Two-Column Note Taker</i> , p. 15, projected and copies for students
YOU DO	Interact with text Demonstrate understanding of key concepts Complete formative assessment	<ul style="list-style-type: none"> <li>▪ Read text purposefully</li> <li>▪ Take structured notes</li> <li>▪ Continue written and oral practice of target language</li> <li>▪ Complete formative assessment</li> </ul>	<i>Two-Column Note Taker</i> , p. 15, projected and students copies Sentence frames, posted or projected Article: <i>What Is a Hero?</i> , p. 9, projected and student copies <i>Hero Cards</i> <i>Laminated Notebook Paper Posters</i> Dry erase pens <i>Classroom Timer</i> Formative assessment prompt, posted or projected <i>Summative Writing Prompt Poster</i>



Find the corresponding *Student Workbook* page numbers for Lesson One materials:

*Our Heroes Graphic Organizer*, p. 2  
*Word Form Chart: Recognizing Heroes*, p. 4  
Article: *What Is a Hero? Chunked*, p. 6

*Two-Column Note Taker: What Is a Hero?*, p. 8  
*Summative Writing Prompt*, p. 9

# Lesson One

Outcome: **Students will define the concept of heroism and describe heroic actions using adjectives and adverbs.**

**INSTRUCTIONAL SEQUENCE** **MATERIALS**

**Open the Lesson and Establish Expectations** (I Do/We Do) 10–15 minutes

**ACTIVITY #1:** This activity introduces students to the classic and modern definitions of a hero.

Provide students with two formal definitions of the term **hero**. Explain that before we discuss what the word means to us personally, we need to learn how the word is defined formally. Include the word heroine and explain that it indicates a woman who is a hero. Emphasize that hero and heroine are interchangeable.

**CLASSIC DEFINITION**

1. In classical mythology, a man, especially the son of a god and a mortal, who is famous for possessing some extraordinary gift, for example, superhuman strength.

**MODERN DEFINITION**

2. Somebody who commits to an act of remarkable bravery or who has shown great courage, strength of character, or another admirable quality.

Formal definitions, posted or projected

Instruct students to copy the definitions into their notes. Read the definitions aloud. Ask students to read the definitions to themselves and to a partner. Clarify anything about the definitions that is unclear or confusing. Emphasize that a classic definition describes a hero as part god and part man. However, more contemporary definitions don't mention god or mortality.

Post the *Summative Writing Prompt Poster*. Read it with students. Draw attention to or highlight the first sentence in the third paragraph: *Write an essay in which you explain how a single act can establish an individual as a hero.* Ask them why – to complete this assignment – we need to start with the two definitions above. Help them understand that the first step in writing about heroism is the ability to define it.

*Summative Writing Prompt Poster*

Explain to students that the activities and readings we do in class will prepare them for responding to the prompt and organizing their thoughts for written expression.

**Build Knowledge** (I Do/We Do) 15–20 minutes

**ACTIVITY #2:** In this activity, we use the definitions to generate a list of heroic figures and identify common heroic characteristics.

Ask students to think about the people (real or fictional) whom they – according to the definitions – consider heroes. Provide them with a copy of the *Our Heroes Graphic Organizer* and direct them to use the left column to generate a short list of people or characters they consider heroes. Model how to use the graphic organizer by giving them an example. Give them a minute or two to add names to the list. Then let students share the names of their heroes with a partner. In addition to sharing the names, ask them also to describe to their partners what the person did to acquire heroic stature or become a hero.

Heroes' Names	Heroic actions	Heroic qualities or characteristics
Rosa Parks	Stood up for herself; refused to be bullied; remained seated and fought unfair laws.	Brave, dedicated, willing to take a risk.

*Our Heroes Graphic Organizer*, p. 13, projected and copies for students

Elicit from the class names of heroes and heroic actions. Let students share their ideas or the ideas they heard from a partner. Rather than relying on volunteers, use equity sticks or another method to ensure broad participation.

On a posted or projected copy of the graphic organizer, complete the left and middle columns with the whole class.

Close this portion of the lesson by asking students if we can identify some common characteristics or qualities of heroic people based on their actions. Return to the definitions if needed.