

# Hildegard Center for the Arts “Heroes Among Us”

## Hooray for Heroes Lesson Plan

(Adapted from a lesson plan created by Jacqueline Clarke, “Hooray for Heroes” Theme Unit published by Scholastic, Inc.— [www.Scholastic.com](http://www.Scholastic.com))

*Multi-Discipline, Character-Building, Art and Literature Activities for Grades K-6*

**Purpose:** To help students learn the characteristics of a Hero and use that knowledge to help students display those characteristics in their personal conduct and actions

### **Objectives:**

- Students will discuss the qualities and characteristics of heroes
- Students will identify heroes in their own lives or through personal research and share this information through various activities
- Students will be challenged to foster the positive and supportive characteristics of heroes in their own lives
- Students will discuss their learning process through reflection and project completion

### **National Standards that may be met:**

- Students read a wide variety of texts (print and non-print) for personal fulfillment and to respond to the needs of society.
- Students adjust their use of spoken, written and visual language to communicate effectively with a variety of audiences and for different purposes.
- Students use spoken, written and visual language to accomplish their own purposes.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features.

Students hear the word “hero” used today more than ever. Yet what does it mean to be a hero? Following are a series of classroom activities that help students to define heroes, identify heroes from history, literature and their communities and identify their own personal characteristics, attitudes and traits that can help lead them to be heroic in their personal conduct and actions.

### **ACTIVITIES:**

#### **1) What is Hero?**

Kick off your hero studies by inviting students to create dictionary entries for the word. Have them begin by reviewing the different parts of an entry—the word divided into syllables,

pronunciation, part of speech and definition. After they share what they've written with the class, record a class definition on colorful poster board for display. Encourage students to refer to this definition to help them identify heroes in their own lives, in history and in literature and remind them that they each may have many heroes.

## **2) Hero Sandwich Booklets**

What characteristics make up a hero? Pose this question to your students and list their responses on a chart. Then invite students to create "hero" sandwiches to identify the characteristics that they believe are most important in a hero. First, have them cut out two construction paper "bread slices" from brown paper; next have them use different colors of construction paper to cut out and shape "sandwich fillings" (such a meat, cheese, lettuce, tomato, onion, pickles). Using a "Sharpie" or other crayon, have them label each "sandwich filling" with one characteristic of a hero, using the chart you've created as a reference (e.g. brave, unselfish, etc.). Show the students how to stack and staple (or use a punch with a brad) the "fillings" between the "bread slices" to make "Hero Sandwich" booklets. Invite students to share and compare their booklets to discover that heroes can exhibit any combination of heroic qualities.

## **3) Hero Hallway of Fame**

Students can honor their own living and historical heroes with portraits in a class "hallway" of fame. Lead students in naming some living heroes and historical heroes. As the discussion evolves, challenge students to think of other living and historical heroes they might know. Next, have students create portraits of their favorite heroes using crayons, markers, colored pencils, paint, craft items such as yarn, fabric, buttons, wallpaper, newspaper, etc. Back the portraits with construction-paper frames and have students title their work with the subject's name. The students should write an artist statement that tells about the Hero they have selected to portray. Display the portraits under a "Hero Hallway of Fame" banner with students taking turns as the hallway tour guide.

## **4) Hands for Heroes Bulletin Board**

Invite students to identify literary heroes. First, read aloud several fables, folktales and other appropriate stories. Ask students to name the hero in each, challenging them to use the class definition to determine whether or not characters are truly heroes. Then have children trace their hands on construction paper, cut out the outlines and label each with a favorite literary hero and his or her heroic accomplishment and display on a bulletin board. As students read more stories, encourage them to create additional hands for display.

## **5) Parade of Heroes**

After setting up a “Hands for Heroes” Bulletin Board, host a parade of heroes. To prepare, send a note home informing parents/guardians of the event and asking each to help create a costume that represents a favorite hero. In the note, suggest ideas for story characters, historical figures, or general occupations such as a nurse or firefighter. On parade day, have pairs of students interview each other to learn about the heroes they represent, then write their interview notes on cards. Invite each student’s partner to introduce the hero being represented and to briefly name one of his or her accomplishments. Photograph each Student as he or she is being introduced then parade around the school. Later, use the photos and student interview cards to create a scrapbook.

## **6) Hero Celebration**

Culminate your studies with a hero celebration day. First, help students create invitations that they can present to their everyday heroes. Before the big day, guide students in making “hero” ribbons to give to their guests. At the celebration, ask kids to speak about their heroes and to present each “hero” with a ribbon. Let guests browse the hero booklets, bulletin board and scrapbook that your class has created then lead a tour of your Hero Hallway of Fame.

## **7) The Hero In Me**

Give students an opportunity to think about times in their own lives when they faced a challenge in order to help someone. Bring in an empty picture frame at least 8” x 10” large and remove the glass and packing. Seat students in a circle and pass the frame around. Encourage each student to look through the frame and describe how he or she went out of their way to come to someone’s aid or what they will do in the future to act heroic. Once everyone has had a turn, have classmates describe helpful qualities about each child in the frame. Make sure each student gets a hearty round of applause.