RTI Lesson Plan:

Heroes

Group 5

Alyssia Bray
Camille Montplaisir-Allen
Mia Mackay
Zeina Jhaish

McGill University

October 27th, 2019

Lesson topic: Heroes
Grade level: 6th grade

**List of KUDs**

*Know (facts)*
The students will learn:

* The qualities that a hero demonstrates and the personality traits that are specific to them (e.g., bravery, empathy, sense of justice, self-sacrifice, etc.).
* The kind of actions that are considered as heroic, whether it is in fiction or real world.
* The difference between fictional heroes and real-life heroes, small heroes and big ones.
* The importance of every kind of hero and the effects they have on someone else’s life (society or individuals, small or big acts of bravery; e.g. a firefighter saving a cat stuck in a tree versus a firefighter saving a whole family’s lives from a burning house).
* To recognize and congratulate people for acts of bravery and selflessness.

*Understand (big ideas)*
The students will understand:

* Different ways a person or character can be considered a hero.
* Heroic acts come in all shapes and sizes.
* The definition of a hero goes beyond superheroes.
* How heroes impact people's lives through their actions.
* Heroic acts can inspire people.

*Do (skills)*
The students will:

* Find someone who is a hero to them (fictional or real).
* Describe why that person is their hero (the qualities, the acts…).
* Explain how this person has impacted their life or someone else’s.
* Present to the class their chosen hero.
* Create a collage of their heroes: “Our hero wall”

**Assessment (KWL)**

*What they already Know*

1. Name five qualities that a hero need?
2. Can they identify who is the hero from given short stories/scenarios?
3. Give examples of a heroic act.
4. Why every little act of bravery is important?
5. Why should we praise heroes?

*What they Want (or will) to know*

1. What heroes do you want to learn about?
2. When you were younger (or still today) did you pretend to be/or be saved by a hero?
3. What kind of heroes did you play?
4. Do you think we need heroes?
5. Why are heroes important to you?

*What they have Learned*

1. Not needed for this course

**LESSON PLAN**

*Common Experience*
Most children (and even adults), picture a hero to be someone with superpowers. In an era, such as the one we are living in, where there are constant acts of violence and discord between countries, it is important to recognize and appreciate that heroes do not only exist in stories. Students must come to realize that there are real life heroes who positively impact people’s lives everyday. Heroes do not need to fly and read minds, it is their acts of bravery, their sense of justice and their commitment to other’s safety and happiness that makes them who they are. We are planning to ask them if they know of such a person or if they have met one once. Before we start all the activities, we would go over the topic by asking the students what they personally think is needed to be a hero and create a ‘quality’ list from their shared thoughts. Students will be asked to consider real-life acts of heroism they have heard about or personally witnessed and will focus on a real person they consider to be a hero.

**RTI Tiered Lesson**

*Tier 1*

The teacher will present examples of real-life heroes who students see in their daily lives or in pop culture (the generic superheroes). In a lesson to the whole class, students will be asked to discuss what they believe makes someone a hero, and what qualities heroes possess. When students mention superheroes and fictional characters, the teacher will shift the discussion to real-life situations where people have seen a heroic act. After the discussion, the students will discuss their own personal stories with who they view as heroes in their respective groups. The teacher would monitor the discussion groups. They will then be shown examples of citizens who have shown real-life heroism and will complete a collage activity which would include news articles, headlines and pictures. After that, the students will each present their hero and findings individually. For the final creative writing assessment, the students will write an essay that fully expands on what they learned in class about heroism.

*Tier 2*
After the class discussions and explaining heroism, the teacher instructs each student to continue with their respective groups. Students who have difficulty with the discussions or understanding certain concepts, can work in discussion groups with around 3-4 students who also require a little more help. The students in tier 2 receive assistance in building their collage with their groups. Assistance from the teacher is also an option. The students also have an option to present their hero. If they are not comfortable, they can just be involved in a group discussion. For the creative writing assessment, the students would write a shorter essay than tier 1 students and would be presented with a word bank for assistance in writing their essays.

*Tier 3*
For students who are hesitant about the concepts of heroism discussed in class, there will be more supporting procedures to assist them. Students who have a grip on the concepts can have one-on-one discussions to elicit information from Tier 3 students. Teacher assistance is also highly available. The student can then create a collage of their heroism ideas in pictures only. If they wish, they would have the option of presenting to the teacher only, taking away the pressure of a class presentation. In the final creative writing task, the assessment will include a fill-in-the-blanks format with a word bank.

**Assessments**

*Part 1: Collage*
The students will be assessed through a creative assessment, a collage. The teacher will be able to grasp the students’ understanding of the themes and topics surrounding heroes. Students will be asked to create a collage using headline news, online reports, pictures, heroic stories, and their own drawing. This will also allow the teacher to identify who is struggling with finding proper content for the purpose, as well as who needs further information or help regarding the lesson. Students will be evaluated on the overall content (how reliable are the stories/news used, the fluidity of their project and their creativity) and cohesiveness of their collage. Students having difficulties (Tier 2) could work in groups and help with each other’s projects. For those who need extra help (Tier 3), they would be allowed to only use pictures and visuals for their collage, making the research process and the assessment overall easier. Advanced students (tier 1) can elaborate further by incorporating examples of heroes from everyday life and from their local community. This would be worth 20% of their grade.

*Type 2: Oral presentation*
The students will be assessed through an oral presentation where they are asked to present the hero of their choice. This second assessment allows the teacher to evaluate the students’ critical thinking (the reasons behind their choice, the reasons this person makes a good hero), as well as their understanding of the topic and their capacity to express/share their opinions. Students with difficulties can work in groups to help each other describe and find reliable information on the person they chose. Instead of presenting in front of the whole classroom, they would present their hero to their peers within the group in a discussion form. For the students who are truly struggling, they would be able to present their hero in a one-on-one unstressful format with the teacher. The teacher would have given his/her availability outside the classroom to all the students beforehand. This assessment would be worth 40% of their grade.

*Type 3: Creative Writing*

This assessment allows the teacher to grasp their understanding of the topic (what makes a hero, what are heroic acts and the effects towards society) as well as the students’ capacities to put their own ideas into words. Students will write a creative essay about their own personal hero. It could be presented as ‘a day in my dreaming hero’s life’ or something more formal, like a descriptive essay on this fictional character, or simply a small collection of his/her heroic acts. Students would be free to choose the direction they are taking for this written assessment. This would allow advanced students to demonstrate further understanding and would also benefit to students with difficulties as they can choose what they are most comfortable with. For the latest, the length of the essay would be shorter, and a word bank handout would be distributed. For the one who are more struggling, a fill-in-the-blanks format (pre-made sentence beginnings and endings) would be provided in addition to the word bank. Finally, the advanced students would peer-edit other students’ papers, collaboratively helping them (and themselves). This assessment would be worth 40% or their grade.