PROJECT PLANNER

1. Project Overview

Project Title: Community Heroes

Driving Question: What makes a community hero?

Grade Level/Subject: K

Time Frame: 4 weeks

Individual Products
- Drawing, sculpture, collage, or another artistic medium to create a portrait of the hero
- A caption explaining who the hero was and how the hero contributed to their community

Team/Whole Class Products
- Shared set of characteristics for a community hero

Making it Public
- A "Gallery of Heroes" displayed within the school, a local library, or local museum
- Guided tours for visitors

Project Summary: In this project, students read and discuss books about well-known historical and present-day figures (e.g., Sojourner Truth, Cesar Chavez, Malala Yousafzai) who have worked in different ways to make their communities and worlds better. They also talk about examples of people in their own lives and communities whom they have seen working to improve conditions at a local level. These people might be family members, teachers, neighbors, or others. Students work together as a class to create a shared set of characteristics for a community hero. Then each student chooses (with support from a teacher- or class-created list) one community hero on which to focus. Each student uses drawing, sculpture, collage, or another artistic medium to create a portrait of the hero along with a paragraph caption explaining who the hero is and how the hero contributes to their community.

2. Learning Goals

Standards:
- C3 Framework for Social Studies
  - D2.Civ.14.K-2 Describe how people have tried to improve their communities over time.
  - D2.Civ.2.K-2 Explain how all people, not just official leaders, play important roles in a community.
  - D2.His.3.K-2 Generate questions about individuals and groups who have shaped a significant historical change.

Key Vocabulary:
- Community
- Difference
- Honor
- Contribute
- Hero/heroine

Literacy Skills:
- Expository writing
- Presenting ideas with evidence
- Engaging in collaborative conversation

Success Skills:
- Critical thinking and Creativity

Rubric(s):
- Critical thinking rubric (PBLWorks)
- Creativity and Innovation Rubric (PBLWorks)
### 3. Project Milestones

Directions: Use this section to create a high-level overview of your project. Think of this as the broad outline of the story of your project, with the milestones representing the significant ‘moments’ or ‘stages’ within the story. As you develop these, consider how the inquiry process is unfolding and what learning will take place. The Project Calendar (Section 4) will allow you to build out the milestones in greater detail.

<table>
<thead>
<tr>
<th>Milestone #1</th>
<th>Milestone #2</th>
<th>Milestone #3</th>
<th>Milestone #4</th>
<th>Milestone #5</th>
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<tbody>
<tr>
<td>Students will talk about the people they consider heroes and begin to establish an initial definition of a hero.</td>
<td>Students will read and discuss books about well-known historical and present-day figures.</td>
<td>Students identify and discuss examples of people in their lives and communities who strive to improve conditions at a local level.</td>
<td>Students choose a community hero to focus on, create a portrait of the hero, and write a paragraph to share about the person’s contribution to the community.</td>
<td>Students will present their portraits in a “Gallery of Heroes” display.</td>
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<tr>
<td>Key Student Question</td>
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<tr>
<td>What is a hero?</td>
<td>Who are some famous heroes from history and the present day?</td>
<td>Who are the heroes in our community?</td>
<td>What can we create to teach others about heroes in our community?</td>
<td>How can we share our tributes with others?</td>
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<td>Formative Assessment(s)</td>
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<td>Need-to-know questions (whole group)</td>
<td>Hero journal entry (individual)</td>
<td>List of community heroes (whole group)</td>
<td>Portrait of a hero (individual)</td>
<td>Reflection (individual)</td>
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<td>Brainstorm about heroes (individual)</td>
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<td>List of characteristics that make someone a hero (whole group)</td>
<td>Paragraph about the hero (individual)</td>
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<td></td>
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<td>Hero journal entry (individual)</td>
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### 4. Project Calendar

**Driving Question:** What makes a community hero?

**Week: 1**

<table>
<thead>
<tr>
<th>Day 1:</th>
<th>Day 2:</th>
<th>Day 3:</th>
<th>Day 4:</th>
<th>Day 5:</th>
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<tbody>
<tr>
<td>Project Milestone: Students will talk about the people they consider heroes and begin to establish an initial definition of a hero.</td>
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<tr>
<td>Key Student Question(s): What is a hero?</td>
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</table>
Ask students to draw a picture of a hero. Then ask, “What does a hero look like?” Students create a drawing that shows their version of a hero. Be careful not to give too many directions or steer their thinking; the idea is to gather some information about what comes to mind when they think of the word hero.

Students share their drawings with each other using a strategy - Mingle, Pair, Share. Bring students back together to talk about what they observed in their classmates’ drawings. Ask them what are some examples of heroes they saw and what they have in common.

Share an image, news story, or video related to heroism. Review the project, the rubric, and the driving question.

Facilitate a discussion about heroes.

Conduct an informal discussion or use a structure such as Think, Puzzle, Explore. Note that the purpose at this point is to draw out what students already know about heroes, uncover any misconceptions, and generate questions and excitement about the study ahead.

Share an image, news story, or video related to heroism. Review the project, the rubric, and the driving question.

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Conduct an informal discussion or use a structure such as Think, Puzzle, Explore. Note that the purpose at this point is to draw out what students already know about heroes, uncover any misconceptions, and generate questions and excitement about the study ahead.

Driving Question: What makes a community hero?

Week: 1-2  Project Milestone: Students will read and discuss books about well-known historical and present-day figures.

Key Student Question(s): Who are some famous heroes from history and the present day?


Do a whole group model of the ‘Step inside Thinking’ thinking routine. Introduce the routine.

Day 2: Guide students with a picture walk of the book: Before She Was Harriet by Lesa-Cline Ransome. Read the book aloud and discuss at appropriate places characters, setting, predictions, plot.

Do a whole group model of the ‘Step inside Thinking’ thinking routine.


Have students do the ‘Step inside Thinking’ thinking routine in partners.

Day 4: Guide students with a picture walk of the book: The Story of Ruby Bridges by Robert Coles. Read the book aloud and discuss at appropriate places characters, setting, predictions, plot.

Show the Scholastic video Celebrating Ruby Bridges (3:51). Have students do the ‘Step inside Thinking’ thinking routine in partners.

Day 5: Ask students to reflect on the heroes they have studied. Create a sentence frame for students to use as they reflect on a person who stood out for them in this milestone. An example: "_________ was/is a hero because ___________.

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Note that it is likely that younger learners will think of superheroes. Help them focus on the qualities and characteristics to form a clearer understanding throughout the project. - Check CNN Heroes for hero stories from all over the world.
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Review the heroes learned in the previous week (Milestone 2).</td>
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<td>Guide them to an understanding that some heroes affect the whole world,</td>
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<td>some affect a whole group of people, and some affect a potentially</td>
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<td>smaller group in the community where they live.</td>
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<td></td>
<td>Create a list of characteristics of a hero.</td>
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<td></td>
<td>Form Assess: List of characteristics</td>
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<td>Day 2</td>
<td>Share a local news item to help shift the focus to heroes in the</td>
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<td>community.</td>
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<td>Work with students to generate a list of people in the community whom</td>
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<td>they consider to be heroes.</td>
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<td>Revisit the list of need-to-know questions with students.</td>
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<tr>
<td>Day 3</td>
<td>Form Assess: List of community heroes</td>
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<tr>
<td>Day 4</td>
<td>Invite guest speakers (such as tv reporters or familiar people from the</td>
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<td>community) to share their experiences with students about their</td>
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<td>heroes or people they know who are heroes.</td>
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<td>Connect any discussion with guests to the criteria and definition the</td>
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<td>class is developing about what makes a hero.</td>
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<tr>
<td>Day 5</td>
<td>Form Assess: Have students share what they learned in writing and/or</td>
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<td>pictures or by recording their learning in SeeSaw.</td>
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Meet with the art teacher about next week’s lessons on creating a portrait.

Driving Question: What makes a community hero?

Week: 2-3

Project Milestone: Students identify and discuss examples of people in their lives and communities who strive to improve conditions at a local level.

Key Student Question(s): Who are the heroes in our community?

Driving Question: What makes a community hero?

Week: 4

Project Milestone: Students choose a community hero to focus on, create a portrait of the hero, and write a paragraph to share about the person’s contribution to the community.

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Notes: Possible writing prompts: What qualities does this hero have? What words could be used to describe this hero? Which quality or strength best describes this hero? **For each of the stories, capture student thinking on chart paper for students to see.**
Key Student Question(s): What can we create to teach others about heroes in our community?

Day 1: Revisit the list of need-to-know questions with students. Ask each student to select a hero they would like to focus on for the remainder of the project. Share the expectation that students will create a portrait and short written piece about the hero of their choice.

Day 2: Provide structure for description of community hero (ie graphic organizer, sentence stems). Students write their first draft and receive feedback in the form of ‘Glow and Grow.’

Day 3: Students revise drafts. Art teacher does a mini-lesson on how to create community hero portraits. (Write down art words on the project wall). Students do rough drafts of community hero portraits.

Day 4: Students write final drafts of hero description. Do a silent museum Gallery Walk of the portraits and as a whole class discuss what they noticed about the portraits. Allow students time to revise and make a final draft of the portrait.

Day 5: Send invitations to the ‘Gallery of Heroes’ opening. Revisit the list of need-to-know questions with students.

Driving Question: What makes a community hero?

Week: 5 Project Milestone: Students will present their portraits in a ‘Gallery of Heroes’ display.

Key Student Question(s): How can we share our tributes with others?

Day 1: Set up the gallery space.

Day 2: Give students an opportunity to practice talking about their hero. Organize a group of students to speak at the gallery opening.


Day 4: 

Day 5: 

Consider providing simple refreshments to contribute to the celebratory feel of the event.