

# PROJECT PLANNER

## 1. Project Overview

Project Title	Community Heroes	Public Product(s) (Individual and Team)	<u>Individual Products</u> 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
Driving Question	What makes a community hero?		<u>Team/Whole Class Products</u> Shared set of characteristics for a community hero
Grade Level/ Subject	K		<u>Making It Public</u> A "Gallery of Heroes" displayed within the school, a local library, or local museum Guided tours for visitors
Time Frame	4 weeks		
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.	Literacy Skills	Expository writing Presenting ideas with evidence Engaging in collaborative conversation
Key Vocabulary	Community Difference Honor Contribute Hero/heroine	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.

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

### 4. Project Calendar

Driving Question: What makes a community hero?				
Week: 1	Project Milestone: Students will talk about the people they consider heroes and begin to establish an initial definition of a hero.			
Key Student Question(s): What is a hero?				
Day 1:	Day 2:	Day 3:	Day 4:	Day 5:

Ask students to draw a picture of a hero.

Ask students, "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.

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.

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?

Day 1:

Guide students with a picture walk of the book: Malala Yousafzai: Warrior with Words by Karen Leggett Abouraya. 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. Introduce the

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.

Day 3:

Guide students with a picture walk of the book: Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull. Read the book aloud, and discuss at appropriate places characters, setting, predictions, plot

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

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 \_\_\_\_\_. They are my favorite hero because \_\_\_\_\_."

**routine step-by-step. Do think alouds to help students understand the process.**

Form Assess: Have students share what they learned in writing and/or pictures or by recording their learning in SeeSaw.

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**routine. in partners**

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Revisit the list of need-to-know questions with students.

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.

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?

Day 1:

Review the heroes learned in the previous week (Milestone 2).

Guide them to an understanding that some heroes affect the whole world, some affect a whole group of people, and some affect a potentially smaller group in the community where they live.

Create a list of characteristics of a hero.

Form Assess: List of characteristics

Day 2:

Share a local news item to help shift the focus to heroes in the community.

Work with students to generate a list of people in the community whom they consider to be heroes.

Revisit the list of need-to-know questions with students.

Form Assess: List of community heroes

Day 3:

Invite guest speakers (such as tv reporters or familiar people from the community) to share their experiences with students about their heroes or people they know who are heroes.

connect any discussion with guests to the criteria and definition the class is developing about what makes a hero.

Form Assess: Have students share what they learned in writing and/or pictures or by recording their learning in SeeSaw.

Day 4:

Day 5:

Meet with the art teacher about next week's lessons on creating a portrait.

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.

Key Student Question(s): What can we create to teach others about heroes in our community?

Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
<p>Revisit the list of need-to-know questions with students.</p> <p>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.</p>	<p>Provide structure for description of community hero (ie graphic organizer, sentence stems)</p> <p>Students write their first draft and receive feedback in the form of "Glow and Grow."</p>	<p>Students revise drafts.</p> <p>Art teacher does a mini-lesson on how to create community hero portraits. (Write down art words on the project wall).</p> <p>Students do rough drafts of community hero portraits.</p>	<p>Students write final drafts of hero description.</p> <p>Do a silent museum Gallery Walk of the portraits and as a whole class discuss what they noticed about the portraits.</p> <p>Allow students time to revise and make a final draft of the portrait.</p>	<p>Send invitations to the "Gallery of Heroes" opening.</p> <p>Revisit the list of need-to-know questions with students.</p>

Support student reflection throughout this milestone with prompts such as the following: How does it feel to honor someone in the community for making a difference? What did you enjoy about creating a portrait of your hero? What do you want others to know about your hero?

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:	Day 2:	Day 3:	Day 4:	Day 5:
<p>Set up the gallery space.</p>	<p>Give students an opportunity to practice talking about their hero</p> <p>Organize a group of students to speak at the gallery opening.</p>	<p>Enjoy the "Gallery of Heroes" opening.</p> <p>Guide a post-project reflection and feedback process.</p>		

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