R/ELA - 4th Grade Heroes Unit Model

The following unit was developed by a small group of educators from different districts around our state. Documents considered during the development of the units included the Common Core State Standards and its appendices, our state’s Common Core State Curriculum documents, and the PARCC model content frameworks. These units were planned around a theme topic that is further defined through 1 or more essential questions. Our state does not have a common text. The large list of options for texts and web resources is meant to allow our districts the flexibility to choose appropriate text from their approved materials lists to further develop these units. The lessons and seeds are written around specific texts; however, the emphasis in creating these lessons was to model the shifts that the Common Core State Standards are bringing to instruction in the R/ELA classroom not simply to teach the texts.

Unit Components:

The **unit overview** includes a brief description of the unit (its controlling idea, rationale, purpose, structure, etc.), 1 or more essential questions to provide overall coherence, the Common Core State Standards addressed through the lessons and seeds, student outcomes, suggested texts, a brief assessment description, a list of lesson plans and lesson seeds, interdisciplinary connections, and additional resources.

The **calendar** presents an at-a-glance view of the unit. It shows how all of the pieces fit into the unit. This will be an interactive piece on our state website. Teachers will be able to click on a day in the calendar and retrieve the lessons, seeds, handouts, etc.

Each model unit features two to three complete **lesson plans**. These lessons may be multi-day lessons. Lessons are meant to model one or more of the shifts in teaching that the CCSS requires. They also model the integration of standards within and across the strands of the CCSS. The principles of Universal Design for Learning were considered to demonstrate that instruction should meet the needs of all learners. Assessments are evaluated using scoring tools based on the CCSS. These tools will be revisited and rubrics will be developed after PARCC releases its rubrics.

**Lesson seeds** are ideas for the standards that can be used to build a lesson. Lesson seeds are not meant to be all-inclusive, nor are they substitutes for instruction. When developing lessons from these seeds it is crucial that a teacher considers Universal Design for Learning and the needs of all learners. It is also important to build checkpoints into the lessons where appropriate formative assessments will inform a teacher’s instructional pacing and delivery.
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ELA Unit Components

Grade 4    Length of Unit -  5 weeks

Unit Title - Heroes

Unit Overview – Heroes and defining qualities

The central topic of this unit is heroes, specifically identifying and defining the qualities of heroes.

The concept of a hero may be viewed through an individual’s lens, but there are numerous facets to heroism. In this unit, students will explore universal qualities such as courage, compassion, perseverance, and resourcefulness and the way these traits impact the thoughts and actions of a hero. In the same realm, students will explore how an ordinary person, when faced with an overwhelming obstacle or in the face of danger, often times will become a hero based upon his reactions to a given situation.

The purpose of this unit is to investigate the qualities that define a hero and the impact heroes can have on mankind, utilizing both narrative and informative texts. Using close reading practices, students will analyze the thoughts and actions of characters to determine the meaning of heroism. Multiple opportunities will be included for students to work in collaborative groups to share and discuss readings in depth. Through reading and discussions, students will define and describe heroes, distinguish between heroes and celebrities, and develop their ideas about why a person may be considered a hero.

In this unit, students will also read a variety of Greek myths to determine the traits displayed by several Greek heroes. Greek mythology has influenced Western civilization’s culture, the arts, and literature while remaining a part of Western heritage and language. Myths explain the ancient Greeks’ religious and scientific ideas. They look or attempt to explain where the Greeks came from and how they should behave, as well as identify the consequences of not acting in a certain way. Generally, the Greek heroes were presented through extremes in both good and bad ways and had a volatile relationship with one of the gods or goddesses. Heroes in Greek mythology reveal the character traits valued by the Greek culture at the time the myths were created.

Many of the Greek heroes longed for fame and a reputation of excellence. While Western society’s heroes may exemplify excellence and may achieve fame, the facets of heroism in Western society extend beyond fame and excellence. Students will be asked to compare the characteristics of Greek heroes with the facets of heroism in Western society. They will also learn about the impact of mythology on words and phrases that are commonly used today.

Essential Question

What are the many facets of heroism?

Unit Standards

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10: By the end of the year, Read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Student Outcomes

- Students will identify heroic character traits to analyze character actions and acquire new vocabulary to describe a hero.
- Students will respond both orally and in writing citing text evidence to prove their beliefs about a character’s status as a hero.
- Students will read Greek myths, identify common elements and themes, analyze character actions, and determine heroic character traits of Greek myths.
- Students will determine the meaning of words and phrases based on Greek literature.
- Students will make inferences and draw conclusions about the characteristics Greeks admired in heroes.
- Students will work collaboratively to respond to the texts and refine their thinking.
- Students will define, reflect, modify, and determine a definition of a hero.
- Students will review and use a variety of reading strategies to comprehend text.

Anthology Text

Hero Titles - *Storytown* Harcourt Copyright 2008 Harcourt, Inc.

- Mighty Jackie: The Strike-Out Queen – Marissa Moss – (Biography)- pg.58
- Kai’s Journey to Gold Mountain – Katrina Saltonstall Currier – (Historical Fiction)- pg.112
- On the Banks of Plum Creek – Laura Ingalls Wilder – (Historical Fiction) - pg. 158
- Just Like Me – edited by Harriet Rohrner- (Autobiography) – pg.444
- My Diary From Here to There – Amada Inma Perez


- Unit 1 - Cesar Chavez by Sam Hiller; pp. 32- 35
- Unit 2 - Mighty Jackie the Strike-out Queen by Marissa Moss; pp. 166 – 183
- Unit 2 - “Making a Splash” *Time for Kids*; pp. 192-195
- Unit 3 – “Words Add Up to Success” *Time for Kids*; pp. 330-333
- Unit 6 – “Taking the Lead” *Time for Kids*; pp. 734-737
- Unit 6 – Leah’s Pony by Elizabeth Friedrich; pp. 678 – 697

Hero Titles – *Nation’s Choice* Houghton Mifflin – Copyright 2003

- Theme 1 - Akiak; pp. 29 - 51
- Theme 1 - Around the World in 20 Days; pp. 60G – 60H
- Theme 1 - Braving the Pacific on a Bamboo Raft; pp. 80G – 80J
• Theme 5 - Avalanche; pp. 532A – 532D
• Theme 5 - Happy Birthday, Dr. King; pp. 535 - 549
• Theme 5 - Dear Mrs. Parks; pp. 553 - 555
• Theme 5 - Kids Did It - Real Life Heroes; 558G- 558J
• Theme 5 - Gloria Estefan; pp. 560 - 576
• Theme 5 - Animals in Action; pp. 582G – 582J
• Theme 5 - Lou Gehrig: The Luckiest Man; pp. 584 - 602
• Theme 6 - Flamebusters; pp. 684 - 685
• Theme 6 - Balto: Brave Sled Dog; pp. 686G – 686J


• Unit 5 - Poseidon and the Kingdom of Atlantis retold by Gillian Reed; pp. 632 – 635

Mythology Titles - Storytown Harcourt Copyright 2008 Harcourt, Inc.

• Theme 2 – Bellerophon and Pegasus: A Greek Myth

Other Possible Model Texts (possible texts that could be utilized in unit)

Consider the need for Accessible Instructional Materials (AIM) when selecting texts and/or novels for this unit or lesson. Also, consider the need for captioned/described video when selecting video or other media for this unit or lesson. See “Sources for Accessible Media” for suggestions.

Bibliography (Heroes) - Nonfiction Titles

Roberto Clemente Pride of the Pittsburgh Pirates by Johan Winter
Teammates by Peter Golenbock and Paul Bacon
The Hero’s Trail by T.A. Barron
Dare to Dream! 25 Extraordinary Lives by Sandra McLeod Humphrey
The Children’s Book of Heroes edited by William J. Bennett
Dear Mrs. Parks, A Dialogue with Today’s Youth by Gregory Reed
I am Rosa Parks by Rosa Parks
Over the Top of the World by Will Steger
Chicken Soup for the Kid’s Soul by Jack Canfield, Mark Hansen, Patty Hansen, Irene Dunlap
Martin’s Big Words The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport
Of Thee I Sing A Letter to My Daughters by Barack Obama
Ten True Tales – Heroes of 9/11 by Allan Zullo
Miracle Pets True Tales of Courage and Survival by Allan Zullo
Nuts, the True Story of a Mutt, a Marine, & a Miracle by Major Brian Dennis, Kirby Larson, and Mary Nethery
Girls Who Rocked The World: Heroines from Sacagawea to Sheryl Swoopes by Amelie Welden and Jerry McCann
Tales of Famous Heroes Peter & Connie Roop and Rebecca Zomchek
Heroes for Civil Rights by David A. Adler and Bill Farnsworth
The Hero’s Trail: A Guide for a Heroic Life by T.A. Barron
50 American Heroes Every Kid Should Meet by Dennis Denenberg and Lorraine Roscoe
Animal Heroes: True Rescue Stories by Sandra Markle
Ten True Animal Rescues by Jeanne Betancourt

Bibliography (Heroes) - Fiction Titles

Pink and Say by Patricia Polacco
Thank You, Mr. Falkner by Patricia Polacco
Bud, Not Buddy by Christopher Paul Curtis
Stone Fox by John Reynolds Gardiner and Greg Hargreaves
Fever 1793 by Laurie Halse Anderson
Wreck of the ZEire by Hillary Highland (historical fiction)
Kate Shelley Bound for Legend by Robert D. San Souci (historical fiction)
Snowshoe Thompson by Nancy Levinson (historical fiction)
Abigail Takes the Wheel by Avi (historical fiction)
The Other Side by Jacqueline Woodson
They Called Her Molly Pitcher by Anne Rockwell (historical fiction)
Mr. Lincoln's Way by Patricia Polacco
Hero by Mike Lupica
On the Wings of Heroes by Richard Peck
A Lion to Guard Us by Clyde Robert Bulla
Rosa Parks by Nikki Giovanni (retelling of a historical event)

Websites (Heroes)

www.Myhero.com (teacher – lesson plans – short texts about many different heroes)
http://www.theheroesclub.org
http://tabaron.com/young-heroes
http://www.edsitement.neh.gov/lesson-plan/what-makes-hero#sect-activities

Mythology Bibliography

Book of Greek Myths by Ingrid and Edgar Parin D'Aulaire
Classic Myths to Read Aloud by William F. Russell
Greek Myths retold and illustrated by Marcia Williams
Greek Myth Plays – 10 Readers Theater Scripts by Carol Pugliao - Martin
Hercules The Man, the Myth, the Hero by Kathryn Lasky
Pandora by Robert Burleigh
The Gods and Goddesses of Olympus by Aliki
Z is for Zeus A Greek Mythology Alphabet by Helen L. Wilbur

Mythology Websites

http://carlos.emory.edu/ODYSSEY/GREECE/welcome.html
http://www.activityvillage.co.uk/greek_myths_for_kids.htm
http://teacher.scholastic.com/writewit/mff/greece.htm
www.ActivityVillage.co.uk

Assessments

- Pre – Assessment: Students will brainstorm words to describe a hero. Initial responses will be an assessment of their understanding and beliefs about heroes.
- Formative Assessment: At the conclusion of the Heroes Carousel, students will have read multiple nonfiction hero pieces in a variety of different categories. Students will select a hero and write about why they think this person or animal's contribution was the most important compared to the other heroes. They will develop an argument/opinion piece, citing text evidence.
- Formative Assessment – At the conclusion of reading Shiloh, students will write an opinion piece in which they identify whether or not there is a hero in the story. Students will cite text evidence from one or more chapters in their writing.
- Summative Assessment - At the conclusion of the heroes unit, students will have the opportunity to choose from a variety of writing prompts as listed in the culminating writing possibilities. Students will choose a hero and respond to the chosen prompt, citing text evidence to support thinking/reasoning.

Lesson Plans

Lesson #1 - Shiloh, Chapters 1-3 – close reading practices to analyze character relationships
Lesson #2 - What Makes a Greek Hero? – common themes and elements, origin of Greek language

Lesson Seeds

Lesson #1 - Unit Opener- Lesson Seed - build knowledge about heroic character traits
Lesson #2 – Character Trait Lesson Seed - develop character trait vocabulary and craft a hero definition
Lesson #3 – Heroes Carousel – expand understanding of heroes utilizing informational sources; Formative Assessment
Lesson #4 – Shiloh – literature groups and activities for Chapters 4-15
Week One

Unit Openers

- LAI 4.3

- SL.4.1, SL.4.1

- RI.4.1

- RL.4.1

- 50-50 Balance

- Fiction/Nonfiction

- Source: Webpage

- Text: Fiction/Nonfiction

Fourth Grade Heroes ELA Unit A-LA Glance Organizer

Week Two

Heroes Carousel Lesson Seed #2

Characer Traits "Qualities of a Hero" Lesson Seed

and develop definition of hero.

Participate in group discussion.

Character traits examined.

Read text and highlight.

L4.6


Standards: RL.4.1, RL.1, RL.4.1

(50-50 balance)

Text: Fiction/Nonfiction

- Source: Webpage

- Text: Fiction/Nonfiction

Week Three

Siiloh Lesson Plan - Chapters 1, 2, and 3

and participate in discussions.

HeroesCarousel

- SL.4.1, SL.4.1

- RI.4.1

- RL.4.1

- 50-50 Balance

- Fiction/Nonfiction

- Source: Website

- Text: Fiction/Nonfiction

Week Four

Assessment

Formative

Assessment

- SL.4.1, SL.4.1

- RI.4.1

- RL.4.1

- 50-50 Balance

- Fiction/Nonfiction

- Source: Website

- Text: Fiction/Nonfiction

Week Five

Heroes Carousel Lesson Seed #3

Heroes Carousel

- SL.4.1, SL.4.1

- RI.4.1

- RL.4.1

- 50-50 Balance

- Fiction/Nonfiction

- Source: Website

- Text: Fiction/Nonfiction

Week Six

Siiloh Lesson Plan - Chapters 1, 2, and 3

and participate in discussions.

HeroesCarousel

- SL.4.1, SL.4.1

- RI.4.1

- RL.4.1

- 50-50 Balance

- Fiction/Nonfiction

- Source: Website

- Text: Fiction/Nonfiction

Week Seven

Siiloh Lesson Plan - Chapters 1, 2, and 3

and participate in discussions.

HeroesCarousel

- SL.4.1, SL.4.1

- RI.4.1

- RL.4.1

- 50-50 Balance

- Fiction/Nonfiction

- Source: Website

- Text: Fiction/Nonfiction

Week Eight

Siiloh Lesson Plan - Chapters 1, 2, and 3

and participate in discussions.

HeroesCarousel

- SL.4.1, SL.4.1

- RI.4.1

- RL.4.1

- 50-50 Balance

- Fiction/Nonfiction

- Source: Website

- Text: Fiction/Nonfiction
## Mythology Lesson Plan

### ASSESSMENT

- **Possibilities**
  - a variety of culminating writing
  - character analysis
  - research paper

- **Standards**
  - W1.1, W3.9a

**Culminating Unit Project**

**See Novel Lesson Seed**

### FORMATIVE ASSESSMENT

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Unit Opener – Lesson Seed #1 (Day 1)

Select a short informational text that captures the idea of heroism to use as an Interactive Read Aloud. See bibliography for possible sample texts.

Standards:
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Student Outcomes/Activities:

➤ Teacher will ask students to think about someone they think of as a hero. Pose question: what words come to mind when you think of your hero?
➤ Students will work in small groups to discuss their heroes. Use a sticky note to record the words that come to mind regarding the hero. Make sure there is one word per sticky note on separate sticky notes.
➤ Teacher will construct a Lotus Diagram (or other accessible graphic organizer) to use as a whole class process chart (see sample attached). This chart will be used throughout the unit to demonstrate students’ changing beliefs about the qualities of a hero.
➤ Use students’ initial responses as an assessment of their understanding and beliefs about heroes; allow them to share and teacher will post their descriptive words on the Lotus Diagram chart (or other accessible graphic organizer).
➤ Teacher might find commonalities and work with students to attempt to group and label similar words together (i.e. famous, brave, kind/generous, rich, smart). Students may keep a list of these words in a reading journal or electronic file for use in other activities.
➤ Tell students that this chart will show how their thinking changes about the qualities of a hero.
➤ Watch the video Touching Them All to introduce the concept of heroism.
➤ Discuss – who is the hero? Why? What did you see in the video that supports your thinking?
➤ Complete a short interactive read aloud using an appropriately complex text about someone who could be considered a hero.
➤ Students will listen to the text and discuss the characteristics and/or actions that make this person a hero, citing text evidence.
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Character Trait (Qualities of a Hero) Lesson Seed #2 (3 days)

Text: Fiction and nonfiction (50%/50% balance). Possible texts included in bibliography.

Standards:

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Student Outcomes/Activities:

➢ Revisit the Lotus Diagram (or other accessible graphic organizer) created yesterday.

➢ Review or explicitly teach character trait vocabulary such as loyalty, steadfast, perseverance, integrity, reliable, patience, responsible, generous, determined, etc. Define vocabulary, synonyms, and differences in meaning, as needed. Relate vocabulary to concrete examples from student’s own experience.

➢ Link the character traits to the heroes that students identified.

➢ During the next few days, students will read grade-appropriate texts (could include anthology selections, web-based digital texts, etc.) with scaffolding as needed related to the theme of heroism.

➢ Students will discuss how their character/person exemplified specific character traits.

➢ Students will write short opinion pieces, in which they identify a hero from their reading, identify a prominent character trait and provide reasons supported by facts and details from the text (support a point of view). Support student writing if necessary by providing real-world examples of opinion writing, allowing a student to use a recording device for the drafting of the opinion piece, provide writing process steps to aid in organization, and or provide a sample writing checklist for opinion writing.

➢ Students will work in collaborative groups to write a definition of a hero. They will refer to this definition throughout the unit to revise and modify their definitions based on future experiences reading various texts. As their thinking changes, students might revise their definitions. Chart and post; revisit throughout the unit.

For additional support and ELL learners:

Traits can be categorized to help struggling language users make connections to familiar vocabulary (i.e. character traits such as generosity, compassion, cooperative, moral, loyalty, reliability may be in a category of caring/kind. Honest, trustworthy, moral, etc. can be placed into the same category).
Heroes Carousel Lesson Seed #3 (4 days)

Overview:
This lesson seed focuses on informational sources to expand students’ understanding of the facets of heroism. Students will rotate through a “carousel” of texts that feature heroes in a variety of categories such as community heroes, heroes in science, explorers, and animal heroes. Students will have opportunities to read closely on a variety of topics. Students will use text-based information to infer prominent character traits about their heroes. Once students have read a variety of texts, they will write an informative or opinion piece about one or more of the heroes, citing text evidence.

Standards:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Texts/Sources:
Select texts with strong heroes from multiple cultures and content areas (include texts from science and social studies). Refer to bibliography and the hyperlinks that follow.
Consider using accessible instructional materials (See www.marylandlearninglinks.org)

Lesson Ideas:
- Create a class model of the Heroes Graphic Organizer (attached). Begin each class period by viewing one of the short video clips from the My Hero Website (listed below). Complete the class model of the Heroes Graphic Organizer as each clip is viewed.
  - http://myhero.com/op/films/view.asp?film=MacGillivray&res=high – One World One Ocean; describes a movement to restore and protect the health of the world’s oceans
http://myhero.com/go/films/view.asp?film=fernandez&res=high - Erica Fernandez: The Tool of Protest; features a young girl who emigrated with her family to the farming community of Oxnard from Mexico when she was 12 years old. After learning that the wealthiest mining corporation in the world planned to develop an LNG pipeline, she became concerned and knew she had to act.

http://myhero.com/go/films/view.asp?film=elio&res=high – Eli; a big story about an amazing man, Elio, who dedicated his life to moving poverty stricken families into homes he builds in villages that include schools, churches and medical facilities


http://myhero.com/go/films/view.asp?film=aicycancun&res=high - An Inconvenient Youth; youth activists are exasperated by a lack of action from world leaders regarding climate change.


http://myhero.com/go/films/view.asp?film=justimagine&res=high - Just Imagine; produced for the Austin, Texas chapter of the Juvenile Diabetes Research Foundation, this music video was used to raise nearly $500,000 to help fund research and find a cure for Type 1 diabetes.

http://myhero.com/go/films/view.asp?film=tigertalk - Tiger Talk; documentary celebrating those who fight to save the tiger population in India. The story is told through the eyes of a tiger.


http://myhero.com/go/films/view.asp?film=dirt&res=high – Hummingbird; excerpt from Dirt, the movie; takes a humorous and substantial look into the history and current state of the living organic matter that we come from and to which we will later return. This segment animates a story from Nobel Prize Winner Wangari Maathai, about a brave hummingbird who struggles to do good while others just look on.


http://myhero.com/go/films/view.asp?film=Literacy%20in%20Colombia&res=high – Biblioburro; follows Luis Soriano, a teacher in the small town of La Gloria, Colombia, as he travels into the hills and through the fields, on the back of his donkey, bringing with him books for children of the rural communities who have no access to any bookstores or libraries.


http://thetanimalvoice.blogspot.com/2009/06/animal-heroes-more-human-than-human.html - amazing short video that shows a dog rescuing another dog who has been hit by a car.
Teacher will collect a variety of texts and place them at stations throughout the classroom. Students will work with a partner to rotate through the stations and read a variety of nonfiction texts that feature people or animals that could be viewed as a hero (see samples listed from the *My Hero* website). Students will use the Heroes Graphic Organizer to record the title of the text, person/animal, action, and heroic character trait displayed.

**Informative Sources for Heroes:**
http://www.myhero.com/go/directory/

Directory of Heroes stories; contains short texts from categories such as angels, animals, artists, business, community, earthkeepers, explorers, faith, family, freedom, musicians, poets, scientists. When thinking about embedding social studies and science into the reading, the site includes articles about scientists and community members. Some samples that you may find appropriate for 4th graders:

<table>
<thead>
<tr>
<th>Lifesavers</th>
<th>Scientists</th>
<th>Child Heroes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balto – led his dog team on the lifesaving 1925 serum run to Rome, Alaska</td>
<td>Ameen Abdulrasool – a young inventor who developed a portable navigation system for the blind</td>
<td>Brandon Keefe – provides books to underfunded libraries in his hometown</td>
</tr>
<tr>
<td>Babak Darvish, MD – a doctor with a debilitating disease inspires his patients and coworkers with his upbeat attitude and determination</td>
<td>Debbye Turner – became Miss America and pursued her dream to become a veterinarian</td>
<td>Hannah Taylor – started the Ladybug Foundation to help the homeless in her community</td>
</tr>
<tr>
<td>Dan Mazur – sacrificed climbing to the summit of Mt. Everest to save another climber</td>
<td>Darlene Ketten (an interview) – studies stranded whales and dolphins</td>
<td>Catherine Malonza – saved her brother’s life by donating her kidney to him</td>
</tr>
<tr>
<td>Eddie Arkau – loved the sea and often risked his life to save others</td>
<td>Dr. Michael DeBakey – father of modern open-heart surgery</td>
<td>Ibrahim Alex Bangura – makes music that sends a message of peace and tolerance</td>
</tr>
<tr>
<td>Emmanuel Ofosu Yeboah – rode a bike across Ghana to challenge the stigma of being disabled</td>
<td>Philo T. Farnsworth – inventor of television</td>
<td>Jimmy Woodard – helps community groups with his knowledge of media and technology</td>
</tr>
<tr>
<td>Firefighters in New York – recounts heroism on 9/11</td>
<td>Ben Franklin – an inventor, diplomat, writer, and a huge influence on American history</td>
<td>Calista M. Pierce – makes and sells crafts to raise money for the Special Olympics</td>
</tr>
<tr>
<td>Judith Blair – donated one of her kidneys to a man in desperate need</td>
<td>Dean Kamen – makes science and technology exciting for young people</td>
<td>Ruby Bridges – bravely led the way to desegregation of schools as a child</td>
</tr>
</tbody>
</table>

**Animals**

| Community Heroes |
| Teachers |

<p>| Binti Jua - a lowland gorilla who rescued a young boy at a Chicago zoo | Ablaye – a talented artist with an ambitious career planned, despite his physical disability | Bill Belsey – a teacher with a mission to stop bullying |</p>
<table>
<thead>
<tr>
<th>Friends of the Sea Lion – rescue, treat, and release these mammals back into the ocean</th>
<th>Art Miles Mural Project – uses art to create a more peaceful global community</th>
<th>Geoffrey Canada – an educator, social activist and president of the Harlem Children’s Zone in New York City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hero, A Dog – affords Gareth Jones companionship and freedom</td>
<td>Dave Congdon – a Special Olympics athlete and an inspiration to many facing barriers and difficult times.</td>
<td>Annie Mansfield Sullivan Macy – developed methods for teaching blind and deaf students</td>
</tr>
<tr>
<td>Koko – shows people that animals have feelings, wants and needs</td>
<td>Devin VanCleave - the Ambassador for a campaign to collect toys for children’s hospitals.</td>
<td>Mali Bickley – uses technology to help her students connect with their peers around the world to build empathy and tolerance</td>
</tr>
<tr>
<td>Tuy Sereivathana – is a Cambodian environmentalist who solves conflicts between elephants and people</td>
<td>Antonio Roman-Alcala and Alemany Farm – a gardening activist seeking a sustainable food system</td>
<td>Mary McLeod Bethune – used education to help in the fight for racial and gender equality</td>
</tr>
<tr>
<td>Yao Ming, Richard Branson team up to stop shark fin trade</td>
<td>Jessie Christopherson – helps the physically and mentally challenged accomplish things they never thought possible.</td>
<td>Viola Vaughn – founded an organization that supports girls working to achieve academic success in Africa</td>
</tr>
</tbody>
</table>

- At the completion of the carousel, when students have read multiple hero pieces in a variety of different categories, they can write an informative/explanatory short piece: *Use your Hero Organizer to help you select a hero who is new to you. Give some background information about your person or animal, describe what this person or animal did, and identify a character trait that your hero displayed.* Have students share their pieces with each other, explaining why they selected the hero from the list of heroes they compiled. Scaffold instruction for students who need support during the writing process (i.e. use a word processor, use a recording device for prewriting, provide an organizer, provide a chart of steps in the writing process, etc.)

**FORMATIVE ASSESSMENT:**
- At the completion of the carousel, when student have read multiple hero pieces in a variety of different categories, students can write an argument/opinion short piece citing text evidence: *Use your Hero Organizer to help you select the hero you think made the greatest contribution. Describe what made your person or animal a hero. Write about why you think this person or animal’s contribution was the most important compared to the other heroes.* Have students share their pieces with each other. Provide accommodations for students with documented disabilities during the writing process (i.e. use a word processor, use a recording device for prewriting, provide an organizer, provide a chart of steps in the writing process, etc.)

<table>
<thead>
<tr>
<th>Sample Writing Checklist (W1 Opinion)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Standards</strong></td>
</tr>
<tr>
<td>I introduce my topic or text clearly and express my opinion about it.</td>
</tr>
<tr>
<td>I provide reasons for my opinion that are supported by facts and details.</td>
</tr>
<tr>
<td>I group related reasons, facts and details together in a way that will make sense to my readers.</td>
</tr>
</tbody>
</table>
I link my reasons to my opinion using words and phrases that will make my meaning clear.

I provide a concluding statement or section that relates back to my opinion.

I edited my work for spelling, capitalization, punctuation, word usage, and grammar.

<table>
<thead>
<tr>
<th>Grade: 4</th>
<th>Unit Title: Heroes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Shiloh  Chapters 1 - 3</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Overview

This lesson and the accompanying lesson seeds focus on the Newberry Award winning book, Shiloh, by Phyllis Reynolds Naylor. The goal of this lesson is to allow students the opportunity to use reading and writing skills to analyze the relationships and interactions between Marty, his family, his neighbors, and the dog, Shiloh. By reading and rereading through close reading practices, students will be able to identify how the characters' relationships develop and grow. Students will analyze the thoughts and actions of the characters relative to heroes, referring to character traits and the Lotus Diagram developed in the lesson opener and in the Qualities of a Hero lesson seed.

This lesson will last approximately three days and is scheduled to begin during the second week of the unit. The lesson plan will encompass the first three chapters of Shiloh.

The first chapter should be read orally to students with the purpose of affording students the opportunity to notice the author’s use of language, dialect, and visual imagery to set up the story. When reading the remaining chapters, teachers will need to consider the reading levels of the students and possible formats (refer to Unit Overview) that allow all students access to the text.

Students should record thoughts, reflections, and connections to the text using a response log, journal, etc.

Teacher Planning and Preparation

- Read Shiloh in its entirety in advance.
- Look through the lesson plan as well as the lesson seeds.
- Note that specific page numbers in Shiloh have not been included in the lesson plan due to differences in available editions.
- Preview the language in each chapter. Be sensitive to potentially offensive language.
- Provide accessible versions of the novel for students, if necessary (audio, accessible electronic)
- Have previously created Lotus Diagram available.
- Click here for ELL options.
### Essential Question

What are the many facets of heroism?

### Unit Standards Applicable to This Lesson

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  
W.4.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature (e.g., “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.  
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### Student Outcomes

- Students will participate in class and peer discussions using descriptive vocabulary about character traits.  
- Students will actively engage in discussions to express ideas and build upon the ideas of others.  
- Students will identify reasons and evidence for their ideas and those of others.  
- Students will analyze text to describe characters based on the characters’ words and actions.  
- Students will express themselves orally and in writing, using text support as evidence, to prove their beliefs about a character’s status as a hero.

### Materials

- Class set of the novel *Shiloh* by Phyllis Reynolds Naylor  
- Journals, response logs, etc.

### Pre-Assessment

- Use what you have observed about students’ ability to draw on or infer specific details from the text when responding to text-dependent questions.

### Lesson Procedure

**Chapter One**

Teacher will review the characteristics of heroes that students have been adding to the Lotus Diagram developed in the unit opener. Tell students that this book, *Shiloh*, will help them to continue to think about the many facets of heroism.

Teacher will read aloud Chapter 1 of *Shiloh*. The details of the setting play an important role in Marty’s opportunity to be a hero. It is important for students to grasp the many details in this first chapter, hear the dialect, and begin to know Marty and his family.
• Before reading, direct students to listen closely to the author’s language to help them to visualize.
• Read aloud the chapter without stopping while students follow along in their text.

Procedure for Rereading and Discussion of Text-Dependent Questions

• Group students (partners or triads) in preparation for discussing text-dependent questions (listed below).
• Orient students to the purpose for rereading with a statement such as, “Good readers reread and pay attention because they can notice things they might have missed the first time.”
• Help students isolate portions for rereading, and then instruct students to reread selected portions independently. (For ELL or struggling readers, it may be necessary for the teacher or paraprofessional to reread each portion aloud prior to students independently reading.)
• Pose suggested text-dependent questions to students. Consider having students highlight or use post-its to mark text to aid in citing text during the discussion.
• Instruct students to discuss each question with their small group citing specific text evidence for their thinking.
• Conduct whole group discussion centered on individual questions, again, citing specific text evidence.

Direct students to reread independently from the beginning of Chapter 1 to “Which is when I leave the table.” (10 paragraphs).

• Question 1: Why did Marty leave the table? What in the text helped you to know?
  • If needed, support students in making the inference that Marty is uncomfortable thinking about animals being shot. Specific text support: Marty wished that dad hadn’t said, “I shot him in the neck;”; Marty asked if the “rabbit died right off”; Marty said that he “can’t eat unless he knows that’s what happened”; when Dad said he “didn’t quite shoot the rabbit’s head clean off”, Marty left the table.
  • Clarify, through the discussion, any unfamiliar “expressions”, complex sentence syntax, slang or vocabulary that may have caused confusion to the readers during the close reading.

Direct students to reread independently from: “We live high up in the hills…” to “…sometimes a house or two.” (3 paragraphs).

• Question 2: What does the author want the reader to know about where Marty lives? What words and phrases did the author use that led you to your answer?
  • If needed, help students to understand the relationship between the setting and Marty’s feelings about where he lives. It is important that students understand the details that show how much Marty loves living in a town that is remote, quiet, and full of nature. Specific text support: high up in the hills; hardly anybody knows where that is, you ask me the best place to live, right where we are, little four-room house with hills on three sides, early morning’s the best, three kinds of animals, favorite place, river to one side, trees the other.
  • Clarify, through the discussion, any unfamiliar “expressions”, complex sentence syntax, slang or vocabulary that may have caused confusion to the readers during the close reading.

Direct students to reread independently from: “I get to the front stoop and say, “Go home, boy.” to the end of the chapter (16 paragraphs, primarily dialogue).

• Question 3: How does Marty feel about Shiloh? What words and phrases did the author use that led you to your answer?
  • If needed, help students to interpret the details that show that Marty is beginning to become attached to Shiloh and is worried about Judd’s treatment. Specific text support: heart squeeze up, scared to pee, don’t have to mark a dog to hurt him, how come he don’t treat him right, sneak to the window, name him Shiloh.
  • Clarify, through the discussion, any unfamiliar “expressions”, complex sentence syntax, slang or vocabulary that may have
caused confusion to the readers during the close reading.

- Teacher should have students begin to use a journal to record their thinking at the end of Chapter 1 as a natural extension of the conversations that occurred as a response to what they have read. Use assistive technology (audio recording of journal) if needed.

Chapter Two

Briefly review the big ideas of Chapter One. Introduce Chapter Two briefly, such as “In this chapter, the author gives us new insights into the relationship between Marty and Judd. Notice details the author provides to help us better understand both characters.” An initial reading must occur prior to close reading whether as a read aloud, with a small group, or as an independent reading.

- Direct students to reread from the beginning of the chapter to “Good Boy, Shiloh,” I whisper, and stroke him all over.” (14 paragraphs)
  - Question 1: How does Marty show persistence in trying to make sure Shiloh gets fed? What words and phrases did the author use that led you to your answer?
  - If needed, help students to connect text details that show Marty’s persistence. Specific text details: pushing piece of rabbit around plate, says, “I’ll eat it.” “I try all kinds of ways to figure out...,” takes an egg from the hen house, knows where to go so mom can’t see him.
  - Clarify, through the discussion, any unfamiliar “expressions”, complex sentence syntax, slang or vocabulary that may have caused confusion to the readers during the close reading.

- Direct students to reread from: “The reason I don’t like Judd Travers...” to “I’ll bet.” (8 paragraphs)
  - Question 2: Why does Marty dislike Judd so much? How does this help the reader learn more about Marty’s character? What words and phrases did the author use that led you to your answer?
  - Students should paraphrase what Judd has done to make Marty dislike him. Students should also infer the additional traits/values these examples display about Marty. For instance, Marty thinks it’s important to be honest and not cheat others (sees Judd cheat, can’t believe Judd done that, Judd can get away with anything, kills deer out of season), Marty thinks that people should not bully others (sees how close he can spit to where you’re standing), Marty thinks that people should be considerate of others (block view, rising up out of seat, so’s I missed the best part).
  - Clarify, through the discussion, any unfamiliar “expressions”, complex sentence syntax, slang or vocabulary that may have caused confusion to the readers during the close reading.

- Direct students to reread from: “...and then the awful words...” to the end of the chapter. (10 paragraphs)
  - Question 3: What mood does the author create? What details in the text help to create the mood?
  - If needed, help students understand the desperation of the situation for Marty and that the mood could be described as fearful, frightened, anxious, helpless, desperate. Specific text evidence: the awful words, bad mistake, animal to be mean to, heavy footsteps, thrusting his face, connects with Judd’s right foot, yelps, etc.
  - Clarify, through the discussion, any unfamiliar “expressions”, complex sentence syntax, slang or vocabulary that may have caused confusion to the readers during the close reading.

- Teacher should have students continue to respond in their journals to record their thinking at the end of Chapter 2 as a natural
extension of the conversations that occurred as a response to what they have read. Use assistive technology (audio recording of journal) if needed.

Chapter Three
Review the big ideas of Chapters One and Two. Introduce Chapter Three briefly.

An initial reading must occur prior to close reading whether as a read aloud, with a small group, or as an independent reading.

- Direct students to reread from the beginning of Chapter 3 to “...that's what I'm going to have to do.” (3 paragraphs)

- Question 1: Why does Marty decide he has to buy Shiloh from Judd? What do these thoughts and actions show about Marty and the kind of person he is? What words and phrases did the author use that led you to your answer?

- If needed, help students to infer Marty's feelings of guilt and worry, and discuss some possible character traits such as loyalty, compassion, persistence, determination, creativity. He feels he has let Shiloh down. Specific text details support the idea that Marty can't think about anything but Shiloh (doesn’t sleep, dreams of Shiloh). He pictures him out in the rain, head on paws, disappointed him, whistling like I meant something, taking him back to be kicked, don't dwell, all I know is that I can think on only one way, that's what I'm going to have to do. Marty is beginning to emerge as a hero.

- Clarify, through the discussion, any unfamiliar “expressions”, complex sentence syntax, slang or vocabulary that may have caused confusion to the readers during the close reading.

- Direct students to read from: “That night Dad and I sit out on the porch.” to “She laughs and I laugh.” (7 paragraphs)

- Question 2: What do readers learn about the family’s relationship from this section? What words and phrases did the author use that led you to your answer?

- If needed, help students understand the family is close and loving, and that this is a simple family who appreciates their simple life. Specific text support: butterfly kisses, Dad laughs, Becky squeals, Dad and I sit on the porch, crawls on my lap.

- Clarify, through the discussion, any unfamiliar “expressions”, complex sentence syntax, slang or vocabulary that may have caused confusion to the readers during the close reading.

Teacher directs students to read from: “'Morning', Dad says as the jeep pulls up.” to "Lose one, I'll buy another", Judd tells him. (9 paragraphs)

- Question 3: What does Dad’s conversation with Judd reveal to Marty? What words and phrases did the author use that led you to your answer?

- Dad shows compassion for Marty by letting him know that he recognizes Marty’s concern for Shiloh (dog's okay?). Marty understands that Dad cares about his son (I know he's asking for me, I know he's saying that for me too). Dad gives Marty a way to talk to Judd by engaging in small talk before asking an important question (dog's okay?). Dad shows Marty how to appeal to Judd’s needs (or you won't have 'em long). Marty also understands that Dad is willing to try to influence how Judd treats his dogs (got to keep 'em healthy). This conversation models for Marty how to have a less confrontational conversation with Judd.

- Clarify, through the discussion, any unfamiliar “expressions”, complex sentence syntax, slang or vocabulary that may have caused confusion to the readers during the close reading.

- Teacher should have students continue to use a journal to record their thinking at the end of Chapter 3 as a natural extension of the conversations that occurred as a response to what they have read.

Lesson Closure
Return to the Lotus Diagram to refine the thinking generated throughout the chapters. Discuss how 'close reading' helps readers learn more, think more deeply, and notice the significant details that are important to the story.

### Assessment

- Have students respond in writing (Use assistive technology [audio recording of journal] if needed)

  to: Think about what you know about heroes. Is there a hero in the text at this time? Identify whether or not you think there is a hero. Cite specific text evidence from one or more of the chapters to prove your point.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Level 1: Entering</th>
<th>Level 2: Emerging</th>
<th>Level 3: Developing</th>
<th>Level 4: Expanding</th>
<th>Level 5: Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit:</strong> Heroes</td>
<td><strong>Match the character traits words with pre-selected picture cards working with a partner or in small groups.</strong>&lt;br&gt;<strong>Marty is _____</strong>&lt;br&gt;<strong>Marty shows _____ and _____</strong></td>
<td><strong>Discuss topical vocabulary using the lotus diagram with pre-selected pictures and sentence frames working with a partner or in small groups.</strong>&lt;br&gt;<strong>Marty is _____</strong></td>
<td><strong>Participate in class and peer discussions using descriptive vocabulary about character traits using sentence frames and teacher modeling.</strong>&lt;br&gt;<strong>Marty is _____ because he _____</strong></td>
<td><strong>Participate in class and peer discussions using descriptive vocabulary about character traits using visual support.</strong>&lt;br&gt;<strong>Marty is _____ because he _____</strong></td>
<td><strong>Participate in class and peer discussions using descriptive vocabulary about character traits.</strong>&lt;br&gt;<strong>Marty is _____ because he _____</strong></td>
</tr>
</tbody>
</table>

**Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade level words and expressions such as: honest, optimistic, resourceful, selfless, courageous, loyalty, confident, trustworthy, moral, perseverance.

**Cognitive Function:** Students at all levels of English language proficiency DESCRIBE the traits of characters in the text.

**Example Context for Language Use:** Students participate in discussions and collaborative groups using topical vocabulary to describe character traits.
Shiloh Lesson Seeds #4 (Weeks 3 and 4)

Overview

These seeds give suggestions for continuing the student reading and response to the novel. Continue to utilize the electronic versions of the text and assistive technology for response when needed. Consider sources for captioned/described video.

Standards

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

➢ For each lesson:
  o Make sure to connect what is being read with the characteristics of a hero
  o Make sure to revise and review the definition of a hero

➢ Decide on the group format to utilize to read the literature (i.e., Reciprocal Teaching, Literature Circles, etc.)

➢ Think Along strategies can be used to help students monitor comprehension and track their thinking. Review reading strategies and skills such as making connections, inferring, drawing conclusions, author’s message, determining important ideas, etc. Encourage students to jot down ideas as they read to track their thinking. Students can also use Think Marks, sticky notes, comprehension strategy bookmarks, Think Aloud Bubbles, I Wonder bookmarks and/or Reading Road Maps. These can be used by students before, during and after reading.

➢ Students can read assigned chapters or sections of text, tracing their thinking to monitor comprehension.

➢ In Shiloh, there are no chapter titles. Have students create titles to:
  o Summarize the chapter
  o Identify the characteristic of hero revealed in the chapter
Ideas for close reading:
- Explain how the hero is revealed
- Explain how the barriers or obstacles encountered were overcome
- Explain how the setting impacted the plot
- As you read the chapters, explain the hero characteristics that are described
- Pick two characters and compare and contrast them
- Explain a character’s action that was not consistent with their personality
- Explain the role of the law in Shiloh

Illuminate point of view by determining other characters’ perspectives

Discuss all characters and their potential to be considered a hero

View the author video about the dog that inspired the book Shiloh to help students make connections to the powerful message from the author.
http://bcove.me/v2hp69b4
or
http://link.brightcove.com/services/player/bcpid46047440001?bckey=AQ~~AAAAAFwNjhQ~.2UA9EcWU7eP5deM9ZNtDnpymQvz6Xqnx&bclid=911422007001&bclid=912336545001

Formative Assessment

Have students write to the following: (Use assistive technology [text to speech, word predicting, audio recording, etc] if necessary.)

Who is the hero in Shiloh? Use specific text based evidence to support your opinion. Use opinion checklist from Lesson Seed 3
Lesson Overview

These learning experiences should last approximately four days. Students will be introduced through multi-media resources to Greek gods, goddesses, and heroes as they explore several Greek myths. Students will analyze character traits Greeks admired in their heroes. They will also gain an understanding of the organizational structure and elements of Greek mythology.

Teacher Planning and Preparation

- Teacher background information:
  All cultures have heroes. Heroes are defined by a particular culture and the time period. Greek heroes longed for a reputation of excellence and fame. Many references in current day have their origins in Greek Mythology – Olympics, word origins, literary allusions (Herculean strength, Achilles heel, Pandora’s Box, etc.), history, geography, and much more.

  Consider the following excerpt from *Z is for Zeus – A Greek Mythology Alphabet* as a way to build background about the characteristics of myths as well as the impact of mythology on current day life:

  *The ancient Greeks told stories we call myths to explain the mysteries of the world around them. As part of this mythology, they worshiped many gods. They attributed both beneficial and harmful natural events to the actions of their gods. These gods controlled everything – sunrise, sunset, rainbows, the seasons, winds, storms, and earthquakes – and also took part in the drama of human life.*

  *Ancient Greece is often called, “the cradle of Western civilization,” because of its great influence on today’s institutions and culture. The ideals, language, politics, poetry, theater, art, architecture, science, and philosophy of ancient Greece have helped to shape almost every aspect of modern life from trial by jury to sporting competitions. Wilbur, H. L. (2008). *Z is for Zeus - a Greek Mythology Alphabet*, Sleeping Bear Press, Chelsea, MI, p. 2.*

- Collect a variety of Greek myths (print and digital) for students to read and explore. See Media Specialist to ensure appropriate Greek myths are available in your school library. Provide samples of texts or copies of myths so that each student can have access to the stories.
- Select 3-5 short, appropriate texts for students, highlighting Greek heroes. All texts should be pre-read to ensure they are appropriate for students. The content of some myths may be questionable for 4th graders.
- Organize students in cooperative groups so that they may lead effective discussions of the reading material as well as support each other as needed. Identify appropriate roles in the group and list the responsibilities of each identified role. Create a checklist for group responsibilities to guide group work.
- An ELL resource is available for the Day 4 portion of the lesson
- Provide accessible print and digital sources and texts in a variety of formats (auditory, large print, Braille, closed caption/described video, and accessible websites). See www.marylandlearninglinks.org for more information on choosing accessible resources.
- Use the graphic organizer, *Elements of Greek Mythology*, to support thinking and learning.
- Support struggling readers in small, teacher-led groups while remaining students work in cooperative groups.
- Use appropriate technology to share on-line text as well as multimedia presentations.
- Provide many concrete and varied examples.
- Provide vocabulary lists of terms to aid in comprehension.
- Provide student access to computers.
- Provide assistive technology (text to speech/speech to text software, recording devices for drafts, word prediction, concept mapping, etc.) for composing written responses if needed. Other supports could include: sentence starters, modeling out-loud the writing prompt and/or guided steps through the writing process.

**Essential Question**

What are the many facets of heroism? How do the facets of modern heroism compare to Greek myths?

**Unit Standards Applicable to This Lesson**

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature (e.g., “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

**S.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Student Outcomes

Students will read Greek myths to understand the content and structure of Greek mythology.

Students will compare the story elements present in all Greek myths.

Students will make inferences and draw conclusions about the characteristics Greeks admired in heroes.

Students will determine the meaning of words and phrases based on Greek literature.

Materials

Student copies of Elements of Greek Mythology graphic organizer; Suggested texts for partner and/or individual reading:

- http://www.activityvillage.co.uk/greek_myths_for_kids.htm (printable Greek myths for kids)
- www.mythweb.com/heroes/heroes.html (on-line readings of Greek myths)
- on-line text about Hercules such as http://teacher.scholastic.com/writewit/mff/greece.htm
- on-line text about Perseus such as http://www.mythweb.com/heroes/perseus/index.html
- on-line text about Jason such as http://www.mythweb.com/heroes/jason/index.html

Consider the need for captioned/described video. See “Sources for Accessible Media” at www.marylandlearninglinks.org.

Pre-Assessment

- Use a graphic organizer, such as a KWL chart, to brainstorm and share background knowledge about Greek Mythology. These ideas may be based on students' experiences, stories they have read such as the Percy Jackson series, Magic Tree House series and other Mary Pope Osborne novels such as Tales From the Odyssey, or from movies such as Disney's Hercules.

Lesson Procedure

Day 1:

➢ View an introduction to ancient Greece video at
http://www.carlos.emory.edu/ODYSSEY/GREECE/welcome.html. Once the video is complete, click on the tab “Gods, Goddesses, & Heroes” on the bottom of the screen. This will bring about one slide with music that can be used to introduce the next topic: the characters of Greek Myths – Gods, Goddesses & Heroes. Read the text explaining the background of myths.

- Add to/revise the graphic organizer that was used as a pre-assessment.
- Work in differentiated cooperative groups to read a minimum of two Greek myths. Use either the teacher provided graphic organizer, Elements of Greek Mythology, or one of your own to compare commonalities among the myths. It may benefit the students if the teacher completes the first row of the organizer as a model for student group work. Teacher should lead students to notice myths may contain the following similarities: gods and goddesses are central characters with special powers; a natural phenomenon, occurrence, or event is explained; a lesson is taught or a cultural or moral value is explained; gods and goddesses interact with mortals; gods and goddesses display positive and negative human behaviors; gods and goddesses often play tricks on mortals and one another.
- Teacher and/or students share a brief synopsis of the myths and the common elements noticed in the myths.

Days 2-3:

- Examine the character traits of heroes in Greek Mythology by choosing one of the online texts listed below or another of your choice, or reread their myth from yesterday.
  - Homepage for Greek Heroes: http://www.mythweb.com/heroes/heroes.html
  - On-line text about Hercules such as: http://teacher.scholastic.com/writewit/mff/greece.htm
  - On-line text about Perseus such as: http://www.mythweb.com/heroes/perseus/index.html
  - On-line text about Jason such as: http://www.mythweb.com/heroes/jason/index.html

- Have students determine traits valued in Greek heroes such as – glory, loyalty, hospitality, valor, strength, courage, reputation, clever, dutiful, or bold.
- Review the Hero Trait Organizer completed in lesson seed #3.
- Discuss, with charting, how the Hero Trait Organizer compares with the Traits of Greek Heroes. (Greeks admired fame, etc.). Use concrete examples and/or vocabulary lists to scaffold for learners, if needed. Help students understand that all cultures have values. Heroes reflect the values of the culture. This is revealed through the heroes depicted in the literature/stories of a particular time period.
- Have students review and discuss their definition of a hero (created throughout the unit). Does Hercules fit the definition? Achilles? Why or why not?
  - Have students respond in writing to the following prompt (see teacher preparation section for additional ways to scaffold for understanding): How do the facets of modern heroism compare to Greek myths? Cite examples from your sources to support your thinking.

Day 4:

The purpose of today’s lesson is to support students in understanding the meaning of words and phrases that allude to significant characters found in mythology. Many terms used today have their origins in Greek mythology (nemesis, narcissistic). Click here for ELL resources.

- Read a myth about King Midas and his golden touch. Help students understand the allusion to Midas’ touch is based on this myth. Everything he touched turned to gold. Although it seems that having lots of gold would be wonderful, Midas turned his daughter as well as his food into gold. The lesson to learn: be careful what you wish for. Help students understand many phrases we use today are based on the Greek myths.
- Have students listen as you read and post interesting phrases:
  - Herculean effort: It will take a Herculean effort to win the basketball game against the
world champs
  o Achilles' heel: Math is his Achilles' heel, preventing him from getting straight A's.
  o Midas touch: I always choose her as my partner because of her Midas touch. She always wins.
  o Pandora's box: Asking the students to make up all the school rules was like opening Pandora's box.

➢ Have students work in a small group to read assigned Greek myths linked to the phrases. Ask them to use details from the reading to infer the meaning of the phrase that has been assigned to their group. (Assign group roles & review responsibilities)
➢ Have students present the meaning of their group's phrase to the class, citing evidence to support reasoning.

Lesson Closure

Reflect back on the ideas in your brainstorming Greek Mythology graphic organizer. Think about what you have learned about how Greek heroes compare to modern day heroes and about words we use today that began with Greek heroes.
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Infer language proficiency INFER the meaning of phrases descriptive language in collaborative groups to Greek myths.
## Elements of Greek Mythology

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<th>gods and goddesses have special powers</th>
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Culminating Activity Possibilities

Listed below are some ideas for writing opportunities that would conclude the unit. The culminating writing activity should require students to use the vocabulary developed around character traits. It should be based on the hero(es) explored through this unit. Students should cite evidence from the texts and/or media to develop their ideas and support their thinking/reasoning expressed in their writing. The teacher should develop a tool to guide the students based on the writing standards that are appropriate to 4th grade and to the task chosen.

- Write a letter to a hero explaining what they have accomplished to make them a hero and why you believe they are a hero.
- Write a letter to a film director explaining why a movie should be made about a particular hero.
- Write a letter to an author explaining why a book should be written about a particular hero.
- Write an interview with a hero. (e.g., newspaper reporter and Zeus, TV reporter and Balto’s owner)
- Write a letter to a video game developer explaining why your hero should be a character in a new game