SOCIAL STUDIES PROJECT PLAN

HEROES

GRADE: KINDERGARTEN

CHRISTAL KACZYNSKI

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Project Plan Overview:

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Class Dynamic:
My practicum placement is in a straight Kindergarten class in a large French Immersion School in Richmond. There are fourteen students in the class with nine girls and five boys. There are six English Language Learners; three level one and three level two. One child, a girl, receives extra speech support. There are several students in the class with social-emotional concerns. One boy struggles with personal space and social cues. He requires several reminders a day to keep his hands to himself. He has difficulties making and keeping friends. There are two students, a boy and a girl who have difficulties expressing emotion in a helpful way. The girl also struggles with anxiety due to done motor skill and coordination difficulties. The boy has a tendency to push boundaries and needs to have regular structure in place. The class is very energetic and need to take frequent body breaks. They enjoy active learning and work best when the activities are hands on. They have a good connection with each other and are very pleasant to teach.

Rationale:
For students of such a young age, the only types of heroes they have been exposed to are “Super Heroes.” What students do not realize is that there are everyday heroes all around us who contribute to our community in a positive way. Many of them “still have limited understandings about their world” (Woolfolk & Perry, 2012). With an awareness of the difference between real life heroes and superheroes, students will be more aware of their own ability to make a difference. In a previous unit, students have explored their own community and looked at who belongs in a community and what each person contributes. This unit will have students look deeper into their community and use the knowledge they have obtained from previous learning about community members. The unit will expand to include international figures that have made a positive impact. The
lessons and activities require that students are able to work together in small and large groups. Students will need to cooperate and encourage others.

I chose the individuals I did was because I took the age of the children as well as their prior knowledge. Most kindergarten students have some knowledge of who Terry Fox is as they participate in the Terry Fox run at the beginning of the year. With this prior knowledge I can talk deeper about the importance of what Terry Fox accomplished and explore their thoughts, wonders and feelings while learning about Canadian heroes. Using young teenagers and adults can also help children relate to what these individuals have accomplished. Most of these individuals were everyday Canadian citizens who overcame obstacles and fought to accomplish something positive. By introducing the students to Canadian heroes, the students can make connections to these heroes and realize that they too can make a difference. In the lesson plan I fully developed, I chose to begin with Terry Fox and include Rick Hansen, David Sheperd and Travis Price because of the similarities between the differences they made (Terry Fox and Rick Hansen) and because of their age (Terry Fox, David Sheperd, Travis Price. Bill Reid and Emily Carr are great sources of Indigenous Education as well as how art can make a positive difference in the world. Their stories and artwork is a great way to introduce another type of hero to the students.

The focus on these five Canadian heroes would be very extensive and the implementing of the action plans would involve a lot of planning and time. For that reason, I would choose to focus on these five individuals and have the opportunity to deepen the students understanding of what makes a hero, how that related to a Canadian identity and how they can also be Canadian heroes. If time permitted the other individuals I would include would be David Suzuki, Nellie McClung, Tommy Douglas and Louis Riel, otherwise these are individuals that could be introduced at an older age. Some of these individuals may be more suitable for an older age group as Kindergartens may have difficulties grasping the more complicated concepts such as medical care.

**PLO’s:**

**Socials Studies:**
- **A1:** Participate co-operatively in groups
  - With teacher prompts, demonstrates willingness o share and co-operate with peers (e.g., sharing stories of their lives and experiences)
  - Demonstrate active listening skills
- **A2:** Gather information from personal experiences, oral sources and visual representations
  - Access information from audio, visual, material, or print sources
  - Contribute to a class collection of information on a common topic
  - With teacher support, use simple graphic organizers (e.g., Venn Diagram, T-Chart, etc) to identify similarities and differences
- **A3:** Present information using oral or visual representations
  - Create pictures to present information
- **E2:** Demonstrate responsible behavior in caring for their immediate environment
  - Demonstrate care and concern for the environment in their actions
Language Arts:
- A6: Use oral language to explain, inquire, and compare
  - Distinguish between imaginary context and real life (events in cartoons and events in real life)
- B2: Responds to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking)
  - Connect information and events in text to self, personal experiences, and to other texts, including media texts
  - Create a representation (e.g., draw a picture, dramatize feelings, create a new page for a story)
- C1: Create simple messages using a combination of pictures, symbols, letters, and words to convey meaning
  - Create an illustration of something they have learned
  - Label a picture with words

Arts Education (Drama):
- A2: Explore and imagine stories by taking on roles
  - Use drama exploration to depict characters from stories
  - Use imagination and play to explore and depict ideas of who, where and with whom

Guiding Questions:
- What is a hero?
- Who can be a hero?
- What characteristics does a hero have?

Objectives:
Students are expected to:
1. Describe the characteristics of a hero.
2. Recognize the hero in a story.
3. Identify heroes in their own lives and express why that person is a hero to them.
4. Distinguish between a hero and a famous person.
5. Express verbally and in writing why a person is a hero to them.
Developed Lesson Plans:

#1: What is a Hero?

<table>
<thead>
<tr>
<th>Curriculum Area: Social Studies</th>
<th>Unit of Study: Heroes</th>
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Standard(s) Addressed (PLO’S):  

Social Studies:  
- A1: Participate co-operatively in groups  
  - With teacher prompts, demonstrates willingness to share and co-operate with peers (e.g., sharing stories of their lives and experiences)  
  - Demonstrate active listening skills  
- A2: Gather information from personal experiences, oral sources and visual representations  
  - Access information from audio, visual, material, or print sources  
  - Contribute to a class collection of information on a common topic  
  - With teacher support, use simple graphic organizers (e.g., Venn Diagram, T-Chart, etc) to identify similarities and differences

Intended Learning Outcome(s): SWBAT  
- Brainstorm the characteristics and qualities it takes to be a hero  
- Understand that there are different types of heroes (such as family members, community members, well-known figures)

Assessment Strategies: How will you assess the intended learning outcome(s)?  
Assessment DURING Learning:  
What will I be doing? (i.e. Circulate, Observe, Meet with Students Individual or in Groups)  
- I will be using a class list as a checklist to keep track of which students participate in the characteristics brainstorm session  
- I will be circulating the room to ensure that students are on task and understand what is expected when completing the graphic organizer. Can the student explain why they chose that character as the hero?

Assessment OF Learning:  
- I will collect the Graphic Organizers and determine who may need more time or assistance next class.  
- Exceeding expectations: student is able to identify the hero in the story and give three or more reasons without assistance.  
- Meeting expectations: student is able to identify the hero in the story and give three reasons with minimal assistance  
- Approach expectations: student is able to identify the hero in the story and give two to three reasons with assistance.  
- Not yet meeting expectations: student is unable to identify the hero in the story and give one reason without assistance.

Materials:  
- A list of characteristics/qualities to describe a hero to use as a prompt if students have difficulties coming up with their own  
- Chart Paper  
- Marker
- Pictures of heroes
- Laptop
- Paper Bag Princess by Robert Munsch
- Graphic Organizer: “Who is the hero in the story and why?”

**Hook and Activating Prior Knowledge:**
- Teacher will enter the class dressed as a superhero (in a cape)
- Introduce herself as “Super Teacher”
- Introduce the term “Hero” and ask students if they know what a hero is (activating prior knowledge)
- I can use the information the students give to assess what they already know about heroes (super heroes from movies/TV, famous people, everyday heroes such as parents, community members)
- Show students several pictures and ask them who these people are
- Ask students if they think that these people can be heroes
- Ask why these people are heroes and make a group list of the characteristics

**Learning Activities:**
- Teacher will read the book “Paper Bag Princess”
- Before reading the teacher will give the student a question that they must answer
- “Who is the hero in this story” and “Why is this person the hero”
- After reading the book, students will complete the graphic organizer to show their understanding of what a hero is

**Modifications:** *How will you change the lesson to meet the needs of individual students?*
- Have a list of characteristics/qualities that I can use to prompt students if they are having difficulties producing their own words
#2: **Canadian Heroes: Terry Fox, Rick Hansen, Pink Shirt Day Creators**

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<tr>
<th>Date or Lesson Number:</th>
<th>7 and 8</th>
<th>Time:</th>
<th>45 minutes/lesson</th>
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<tbody>
<tr>
<td><strong>Curriculum Area:</strong></td>
<td>Socials Studies and Language Arts</td>
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<td><strong>Standard(s) Addressed:</strong></td>
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**Intended Learning Outcome(s): SWBAT**

- Understand why Terry Fox, Rick Hansen and the Pink Shirt Day creators are called heroes
- Briefly explain what each hero contributed to Canada
- Identify someone in their own life that they see as a “personal hero”
- Brainstorm ways that they as students could make a difference in their communities/at school
- Understand the ways that they as students can also become a hero by helping others in the school community though the creation and implementing of a project plan

**Assessment Strategies:** *How will you assess the intended learning outcome(s)?*

**Assessment DURING Learning:**

What will I be doing? (i.e. Circulate, Observe, Meet with Students Individual or in Groups)

- During the creation of the KWL Chart I will record who contributes to the activity using a class list as a checklist.

**Assessment OF Learning:**

- On the class list checklist I will record the students participation.
- **Exceeding expectations:** student is able to participate and contribute to each section of the KWL chart more than once. Contributions are beyond what is expected at a Kindergarten age.
- **Meeting expectations:** student is able to participate and contribute to each section of the KWL chart.
- **Approach expectations:** student is able to participate and contribute to one section of the KWL chart.
- **Not yet meeting expectations:** student is unable or unwilling to participate and contribute to the KWL chart.

**Materials/Preparation:**

Terry Fox: A Story of Hope by Maxine Trottier

http://safeshare.tv/w/eKONvzXMlp

http://safeshare.tv/w/PSvmKPBmuz
<table>
<thead>
<tr>
<th>Chart Paper</th>
<th>Markers</th>
<th>Pencils</th>
<th>Crayons</th>
<th>“My Hero is” Graphic Organizer</th>
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**Introduction:**
- As most students should already be aware of who Terry Fox is I will reactivate their prior knowledge about who he is and what he accomplished.
- We will create a KWL Chart and fill out the “I Know” and the “I Wonder” part of the chart in regards to Canadian Heroes.
- We will read the book Terry Fox: A Story of Hope by Maxine Trottier and watch a few short video clips about Terry Fox and discuss what makes Terry Fox a Canadian Hero.
- We will discuss that Terry was a young man who developed cancer and wanted to help other children who were diagnosed with cancer.
- We will then make a list of all of the reasons that Terry Fox is a hero using characteristics that had been created by the class in lesson one of the unit (such as helps people, is nice, makes the world a better place, someone that we look up to, etc).

**Guided Learning Steps:**
- Once the students have a good understanding of why Terry Fox is a hero, they will be introduced to three new Canadian heroes, Rick Hansen and the Pink Shirt Day creators (David Sheperd & Travis Price) through pictures, books and videos.
- Before explaining who Rick Hansen, David Shepard and Travis Price are, we as a class will add to our list of “I Wonder” questions about why these people may be heroes.
- The students will then be detectives and research why they are heroes, using resources that I have provided and fill out the “I learned” part of the KWL chart.
- We will discuss as a class why each of these individuals are heroes as well as what makes them similar and different to each other as well as to them as students.
- Key concepts in this discussion involve students understanding that everyday people can make positive changes at any age.

**Further Inquiry:**
- We will continue our discussion on “Who are Canadian Heroes” by discussing how Bill Reid, Emily Carr, and David Suzuki were able to make a difference.
- Using the information we have learned about Canadian heroes, the class will decide what they can do to make a difference in the school community.
- The students will brainstorm a “class action plan” that require them to complete simple acts that fit the characteristics of what a hero is. It could be as simple as picking up garbage around the school.
- Students will put their plan into action and help make a difference in the school community in subsequent lessons.
#3: Create Your Own Hero

**Curriculum Area:** Social Studies and Language Arts  
**Unit of Study:** Heroes

**Standard(s) Addressed (PLOS):**

*Socials Studies:*
- A3: Present information using oral or visual representations
  - Create pictures to present information

*Language Arts:*
- B2: Responds to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking)
  - Connect information and events in text to self, personal experiences, and to other texts, including media texts
  - Create a representation (e.g., draw a picture, dramatize feelings, create a new page for a story)
- C1: Create simple messages using a combination of pictures, symbols, letters, and words to convey meaning
  - Create an illustration of something they have learned
  - Label a picture with words

*Arts Education (Drama):*
- A2: Explore and imagine stories by taking on roles
  - Use drama exploration to depict characters from stories

**Intended Learning Outcome(s): SWBAT**
- Identify who the heroes in the story are
- Describe the characteristics of the heroes
- Identify the type of heroes in the story (Everyday, Superhero, Animal)
- Brainstorm and create their own hero
- Use drama to portray the hero they have created

**Assessment Strategies:** How will you assess the intended learning outcome(s)?

*DURING Learning:*
What will I be doing? (i.e. Circulate, Observe, Meet with Students Individual or in Groups)
- I will be circulating the room to ensure that students are on task and understand what is expected
- I will check in with student’s hero. Do they know what makes this person or animal a hero?

*OF Learning:*
- I will collect the Graphic Organizer Wanted Posters and see who may need more time or assistance next class.
- **Exceeding expectations:** student is able to draw their hero and write three or more characteristics without assistance. Student adds details to their drawing and characteristics that were not on the class brainstormed chart.
- **Meeting expectations:** student is able to draw their hero and write three characteristics with minimal assistance.
- **Approach expectations:** Student is able to draw their hero and write three characteristics with assistance.
- **Not yet meeting expectations:** Student is unable to draw their hero and write...
one characteristics and requires assistance.

**Materials:**
- Franklin and the Hero (book version) or can use video clip on YouTube
  - a. [http://www.youtube.com/watch?v=2JxTvTVtMDs](http://www.youtube.com/watch?v=2JxTvTVtMDs)
- Graphic Organizer (Wanted Poster)
- Pencil
- Pencil Crayons

**Hook and Activating Prior Knowledge:**
- Students will watch Franklin and the Hero on the projector
- Teacher will pause the story two-three times to activate the students knowledge
- Students will provide feedback about who the heroes are and the progress of the story

**Learning Activities:**
- The teacher will explain what is expected of students when completing the Wanted Poster and check for understanding
- If needed, the teacher can show an example of what is expected
- Each student will receive a blank Wanted Poster that they will work on individually
- Before beginning their poster, students will turn to a partner and discuss each of the heroes they are going to create
- Students will work on their Wanted Posters for approximately 15-25 minutes
- Once students have completed their Wanted Poster, everyone will meet at the carpet
- Students will pair up and take turns acting out their hero
- Their partner will try to guess what kind of characteristics the hero has and what kind of hero their partner created (everyday hero, superhero, animal hero)
- Partners will then switch roles
- After each partner has shared, the class will sit in a circle and each student will share the hero they created
- A copy of each student’s Wanted Poster will be made and a class booklet will be made
- The original Wanted Posters will be used and displayed in the last activity “Gallery of Heroes”

**Extensions and/or Adaptations:**
- Students can complete the visual only Wanted Poster if not able to produce written work
- This is an easily adapted lesson for those looking for more to do. They can first of all exhaust their vocabulary, and in special circumstances can practice looking up words in a real dictionary
- This can be easily scaffolded by having partners
- The ELL students will need some extra help with the spelling of extra vocabulary not found on the characteristic list
WANTED

NAME: ________________________________

IF FOUND PLEASE CALL: ___ ___-____

DESCRIPTION: __________________________

_____________________________________

_____________________________________

REWARD: ______________________________
Additional Lesson Ideas:

What Makes a Hero?
In this lesson we will brainstorm the characteristics and qualities it takes to be a hero. Students will be shown various pictures and asked to identify them. We will discuss what makes a hero, who can be a hero (people, animals). Students will use the characteristics brainstormed to determine examples of heroes.

Hero Sandwich Booklets
In this lesson students will create a “hero” sandwich and identify characteristics they believe are most important in a hero. Students will cut out construction paper bread slices and sandwich fillings (meat, cheese, lettuce, tomato). Students will label each piece with a characteristics using the chart created in the previous lesson. Student will share and compare their sandwich booklets with each other.

“Heroes Around Us” (Everyday Heroes)
In this lesson students will discuss the different type of heroes that exist such as Everyday heroes, animal heroes and superheroes. The focus of this lesson will be on everyday heroes. Students will identify an everyday hero in their own lives and answer the question “Why is this person an everyday hero?”

Heroes in Our School Community
In this lesson students will go on a walk in the school and identify heroes within their own school community such as teachers, principals, librarians, etc. Students will then choose one of the heroes they identified in the school community and create a “Thank You For Being My Hero” card. Inside the card, students will explain why that person is a hero to them.

Heroes in Our Community
In this lesson students will go on a community nature walk and point out places they may find heroes (such as police station, fire house, schools, homes, etc.).

Canadian Heroes: Terry Fox, Rick Hansen and Pink Shirt Day Creators (David Sheperd & Travis Price)
In this lesson (which is two parts) students will create and complete a KWL Chart about Terry Fox, Rick Hansen and Pink Shirt Day Creators David Sheperd and Travis Price). Students will be introduced to several books and video clips. Students will then create a simple action plan that they will be able to initiate within the school community.

Canadian Heroes: Bill Reid and Emily Carr
In this lesson, students would be introduced to Bill Reid and Emily Carr. This lesson would include Indigenous Education as well as integrating the arts. Students would explore the artwork of both Bill Reid and Emily Carr and discuss how each is a part of our Canadian identity. Students would create their own art projects as well as another “action plan.” This action plan would involve creating
artwork and cards that would be given to sick children through “Cards for Kenji” which is a program that sends artwork and cards to BC Children’s Hospital (http://kenjiscauses.org/cards-for-kids/).

**Heroes of the World: Nelson Mandela, Mother Teresa, and Anne Frank**
In this series of lesson students will learn about various heroes of the world, both past and present. The focus will be on three heroes, Nelson Mandela, Mother Teresa and Anne Frank. Students will learn through books, pictures and videos. The information learned from these lessons will be used when creating avatars on the iPads. Students will choose a hero figure and use their picture as an avatar. They will then record themselves talking as if they were the avatars. Students will be required to use information from the lessons to create their descriptions.

**Create your Own Hero Logo (based on an everyday hero)**
In this lesson students will create their own hero logo, which will serve as the planning process prior to the Wanted: Hero lesson when students will create their own hero. Students will be expected to choose a name for their hero, and at least three characteristics that make them a hero. Students will have access to various materials to assist them in creating their logo’s.

**Hands for Heroes**
In this lesson students will each name two heroes. Students are encouraged to choose two different types of heroes such as everyday heroes, Canadian heroes, past heroes, animal heroes, personal heroes, etc. The students will trace their hands and label each with a different hero and why that person is hero. We will create a banner to display our Hands for Heroes that will be displayed during the Gallery of Heroes.

**Wanted: Hero**
In this lesson students will create their own hero using the planning they have done while creating their hero logo.

**“Can You Guess the Hero?”**
In this lesson (which is two parts) students will use the hero they created in the previous lesson and create a scene in which their hero is involved in a positive event. Their scene can involve other classmates and the use of props and settings.

**Gallery of Heroes**
In this lesson students will have the opportunity to display the work they have done throughout the unit. They will invite parents, other classes, and administration to visit their gallery of heroes. There will be hero themed snacks that will be determined by the students.
Resources and Critique:


  *This book is great for students to look through as the information is told in story like form and includes visuals.*

- The Life and Times of Terry Fox (a biography) Video

  *This is a great video to use if students do not have much knowledge on Terry Fox and what he accomplished. It is very detailed so if students have previous learned about Terry I would suggest using the YouTube videos that are brief.*

  - [http://safeshare.tv/w/eKONvzXMLp](http://safeshare.tv/w/eKONvzXMLp)
  - [http://safeshare.tv/w/PSvmKPbMuz](http://safeshare.tv/w/PSvmKPbMuz)

  *These are great short videos featured on YouTube that I would use if the students have a lot of prior knowledge about Terry Fox. There is just enough information to access their prior knowledge and a good introduction to Canadian Heroes.*


  *This website provides lots of information about what Rick Hansen and his foundation do. It may be at a level too high for Kindergarten and would require teacher assistance when exploring.*

- [http://www.pinkshirtday.ca/](http://www.pinkshirtday.ca/)

  *This website contains information about what Pink Shirt Day is and who the creators are. There are several pictures and videos which would be great to show to students.*


  *This book is quite dated but still contains useful information presented in storylike form which is very useful when working with Kindergarten aged children.*


  or

  - [http://www.youtube.com/watch?v=2JxTvTVtMDs](http://www.youtube.com/watch?v=2JxTvTVtMDs)

  *This is a great children’s literature resources as it feature three different types of heroes including animal heroes, superheroes and everyday heroes. Student’s*
are able to relate to the story as they are familiar with the series. The youtube version of the story is a great option as a different way to present the story.


  *I chose to use the Paper Bag Princess as an introduction to the unit. Most students are familiar with the story so they were able to look deeper for the hero and characteristics.*


  *This resource takes facts and creates short stories that young children would be able to understand. Each section also includes a brief biography of each individual.*


  *This is a very child friendly book featuring several famous heroes. The cartoon pictures make it fun for children and the information is at a level suitable for Kindergarten aged children.*


  *This resource was suitable for the unit as it included short stories about various Canadian Heroes. Though I only used the information on Terry Fox, it would be a very useful book when looking at other Canadian Heroes. It also has great visuals.*