



Objectives

Students will be able to:

- ▶ Explain why they tend to identify one gender over another when referring to heroes.
- ▶ Examine examples of female sports heroes in excerpts from a USA TODAY article.
- ▶ Reflect upon and identify the qualities that are most important for a hero to have.

Time: 60 minutes

Level: Grades 4-6

My First Thoughts (20 minutes)

- Use one of the following creative grouping strategies to identify student pairs:
 - Split the class in half. Identify one half as "Batman" and the other half as "Robin." Tell students to form pairs that contain one Batman and one Robin.
 - Write the names of five different "heroes" found in TV shows and movies (i.e. Spiderman, Iron Man, Wonder Woman, Captain America, The Hulk, Black Widow, etc.) Write these names on index cards so that every student in your class receives one card. (Several cards can have the same name on it.) Direct students to create a partnership with a student who has a different name on his/her card. (i.e. Black Widow and Iron Man).
 - Direct pairs of students to complete the "Top Ten" list.
 - Direct students to independently answer the three questions following the "Top Ten" list.
 - Invite a student to read question #1: What are the three most important qualities that a person must have to be a hero? Record student responses on a poster or the board for everyone to see. After you create a class list of qualities, ask students to make observations about the list.
- Invite a student to read question #2: How many of the heroes you listed are male and how many are female? Record student responses on a poster or the board. (One way to record student responses is to give each student two post-it notes. Direct students to write "male" and the number on one post-it note and to write "female" and the number on the other post-it note. Direct students to place each post-it note under a "male" and "female" sign on the poster or board.) Once responses are recorded, ask students to make observations about the list.
- Invite a student to read question #3: Why do you think you listed more of one gender than the other? Ask students to share their responses with the class. (Most likely, students listed more male heroes than female heroes. Ask students why they think students listed more males than females. Ensure they ask themselves if this may be because there are more male heroes portrayed in movies and television than female ones.)

My New Thoughts (25 minutes)

- Invite a student to read the introduction and directions.
- If you have strong readers, direct students to read independently and annotate with the specified symbols. If your readers need support, invite several students to read aloud as classmates add the symbols as they follow along.
- If there is time, direct students to share their annotations with a partner once they have completed the reading.

TEACHER'S GUIDE: Who is Your Hero?



- Invite one student to read the question following the reading. Ask if any students need clarification in order to understand the question.
- Give students a few minutes to respond to the question on the lines provided.
- Invite several students to stand and share their responses with the class.

My Reflective Thoughts (15 minutes)

- Invite a student to read the introduction.
- Direct students to work independently to complete the reflection about the qualities that matter most when they look up to someone as a hero.
- Once students have completed their "MY HERO" reflections, place students in pairs. Direct students to "stand and share" their "MY HERO" reflections with their partners. If there is time, invite several students to share their "MY HERO" reflections with the class.

National Standards

National Council of Teachers of English (NCTE) Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

National Council for Social Studies (NCSS) Standards

1. Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology and anthropology, as well as multi-cultural topics across the curriculum.
2. Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology and sociology.