

# GIRL POWER

Grade level	Duration	Subject Area
8	45-90 minutes, adjustable	English Language Arts/Social studies

Teaching Strategies	Materials/Equipment:	Vocabulary
Whole group instruction	Laminated hero descriptions (12)	Empathy: (n) the ability to understand and share the feelings of others.
Small group	Guided reading worksheets	<b>Enemy Alien:</b> (n) a person who is nonnative to the nation in which he/she resides but is considered an enemy of that nation.
Venn diagrams	Girl Power PowerPoint	<b>Resistance:</b> (n) the attempt to prevent something by argument or action.
	World map for projection under document camera	<b>Compassion:</b> (n) concern for the sufferings or misfortunes of others.

## Learning Objectives (address anchor standards):

- (LAFS.SL.1.1) I can engage in discussions with partners on grade 8 topics, build on others' ideas, and express my own clearly.
- (SS.8.A.1.7) I can view historic events through the eyes of those who were there.

## Higher-Order Thinking Questions:

1. What is a hero?
2. What characteristics do you think it takes to become a hero?
3. How does your hero display the characteristics of a true hero?
4. How are you similar to and different from your heroes?
5. How did you feel when you learned the fates of your heroes?

## Differentiation Strategies:

- Writing definitions on board
- Reading to students who struggle with grade-level material
- Teacher assistance with Venn diagrams

#### Introduction to Lesson:

1. Teacher will introduce him/herself and give a brief introduction to the Museum.
2. Ask students: what is a hero? Ask for some examples of famous heroes (like Superman or Spiderman). Let students to describe what types of characteristics a person must have to be that kind of hero (like superpowers, etc.).
3. Next, ask students if they think heroes existed during the Holocaust. Also ask about situations where heroes may have existed. What kind of characteristics do those heroes have?
4. After the brief discussion on heroism, the teacher will explain that students will be reading about several different heroes today.

#### Higher-Order Thinking Question:

1. What is a hero?
2. What characteristics do you think it takes to become a hero?

#### Differentiation Strategies:

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The definition of "hero" may be written on the board for students who benefit from the visual representation.

#### Instruction:

1. The teacher will break students up into 6 groups (groups of 2-5 students, depending on class size- smaller is better). Each group will receive 2 hero descriptions.
2. Each group will read through the descriptions and use the guided-reading questions to help them analyze each hero. They may also use this time for a brief discussion on their heroes.
3. Next, the teacher will use the Girl Power PowerPoint to give the class a brief description about each hero.

#### Higher-Order Thinking Question:

1. How does your hero display the characteristics of a true hero?

#### Differentiation Strategies:

The teacher can read the hero descriptions to students who have difficulty with its reading level.

### **Guided-Practice:**

1. Now, students will reflect independently. After viewing a sample from the teacher, each student will create their own triple Venn diagram. They will compare both of their heroes to each other and to themselves. This will help students discover personal connections to each hero that they've learned about.
2. Teachers may assist students in finding comparisons to themselves and their heroes.

### **Higher-Order Thinking Question:**

1. How are you similar to and different from your heroes?
2. How did you feel when you learned the fates of your heroes?

### **Differentiation Strategies:**

The teacher can partially fill in the Venn diagrams to help some students get started.

### **Closure/Review:**

1. Next, the teacher will project a map onto the board. Volunteer students will come up to the board and place a star on the map to represent each hero's country of origin.
2. The teacher will close with a brief discussion about how heroes can be from all different places and walks of life.

### **Florida Standards (ELA):**

LAFS.K12.R.1.1, LAFS.K12.R.3.9, LAFS.K12.R.4.10, LAFS.K.SL.1.1, LAFS.68.RST.3.9, LAFS.8.RI.1.1, LAFS.8.RI.2.4, LAFS.8.RI.3.8, LAFS.RL.1.1, LAFS.RL.2.5, LAFS.SL.1.1

### **Anchor Standards (ELA):**

LAFS.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Florida Standards (SS):**

SS.8.A.1.7

### **Anchor Standards (SS):**

SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.