

# GIRL POWER (GRADES 9-12)

Grade level	Duration	Subject Area
9-12	45-90 minutes, adjustable	English Language Arts/Social studies

Teaching Strategies	Materials/Equipment:	Vocabulary
Whole group instruction	Laminated hero descriptions (12)	Empathy: ( <i>n</i> ) the ability to understand and share the feelings of others.
Small group	Guided reading worksheets	Compassion: ( <i>n</i> ) concern for others.
Venn diagrams	Girl Power PowerPoint	Resistance: ( <i>n</i> ) the attempt to prevent something by argument or action.
	World map for projection under document camera	

## Learning Objectives (address anchor standards):

- (LAFS.K12.SL.1.1) I can participate in collaborative discussions, build on others' ideas, and express my own.
- (LAFS.910.RH.2.4) I can determine the meanings of words based on context clues in the text.
- (LAFS.910.RL.1.1) I can cite textual evidence to support my ideas about the text.
- (LAFS.1112.RI.1.3) I can analyze a sequence of events and explain how individuals and ideas interact over the course of a text.
- (SS.912.P.10.11) I can understand how the roles of women and men are perceived in societies.

## 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 struggling students

- 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:

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.SL.1.1, LAFS.K12.W.3.9, LAFS.910.RH.1.1, LAFS.910. RH.2.4, LAFS.910. RH.2.5, LAFS.910.RL.1.1, LAFS.910.RI.3.7, LAFS.910.RL.1.1, LAFS.910.SL.1.1, LAFS.1112.RH.1.2, LAFS.1112.RI.1.3, LAFS.1112.RI.3.7, LAFS.1112.RL.1.1, LAFS.1112.SL.1.1, LAFS.1112.W.3.9

**Anchor Standards (ELA): LAFS.K12.SL.1.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**LAFS.910.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**LAFS.910.RL.1.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.1112.RI.1.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Florida Standards (SS):** SS.912.A.6.3, SS.912.G.4.9, SS.912.P.10.11, SS.912.W.1.4, SS.912.W.7.11, SS.912.W.7.6, SS.912.W.7.7

**Anchor Standards (SS): SS.912.P.10.11:** Discuss the psychological research on gender and how the roles of women and men in societies are perceived.