|                                                                                                                |                                                                                                                                                                                                                    |                                        | ı              | Notes                           |  |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------|---------------------------------|--|
| Lesson Title and number:                                                                                       | Lesson #1 Heroism Must                                                                                                                                                                                             | Haves                                  |                |                                 |  |
| Know                                                                                                           | After completing this lesson st                                                                                                                                                                                    | udents will                            |                |                                 |  |
| Understand<br>Do                                                                                               | <ul> <li>Know         <ul> <li>How the concept of a h<br/>themselves, their peers</li> </ul> </li> </ul>                                                                                                           |                                        |                |                                 |  |
|                                                                                                                | <ul> <li>Understand:         <ul> <li>Why and how heroes an of society.</li> </ul> </li> <li>Do:         <ul> <li>Evaluate whether or no they recognize as heroestandards of societal here.</li> </ul> </li> </ul> |                                        |                |                                 |  |
| Vocabulary                                                                                                     | Heroism                                                                                                                                                                                                            |                                        |                | _                               |  |
| Technology integration                                                                                         | Teachers can integrate technology into this lesson through the use of Smartboard tools during the class discussion.                                                                                                |                                        |                |                                 |  |
| Preparation:                                                                                                   |                                                                                                                                                                                                                    |                                        | dents to co    | me to class                     |  |
| 1 Toparation                                                                                                   | Teachers should begin this lesson by instructing students to come to class with paper and a writing utensil for this activity.                                                                                     |                                        |                |                                 |  |
| Equipment:                                                                                                     | Projector or smartboard if ava                                                                                                                                                                                     | ilable                                 |                |                                 |  |
| Materials:                                                                                                     | Paper, writing utensils                                                                                                                                                                                            |                                        |                |                                 |  |
| Resources:                                                                                                     |                                                                                                                                                                                                                    |                                        |                |                                 |  |
| Tooch                                                                                                          | ore                                                                                                                                                                                                                | Students                               |                |                                 |  |
| Teachers Students  1. To begin this lesson, instruct students to Students should brain                         |                                                                                                                                                                                                                    | instorm a                              | Note: Students |                                 |  |
|                                                                                                                | draw a line down their paper, vertically.                                                                                                                                                                          |                                        |                | should be                       |  |
|                                                                                                                | On one side of the paper, students to be heroes on the Give                                                                                                                                                        |                                        |                | required to list                |  |
|                                                                                                                | should write "Give One", on the other One Side of their p                                                                                                                                                          |                                        | paper.         | at least three                  |  |
|                                                                                                                | One". After completing the                                                                                                                                                                                         |                                        |                | heroes on their                 |  |
|                                                                                                                | tudents to brainstorm for two ently, a list of people they                                                                                                                                                         |                                        |                | list.                           |  |
|                                                                                                                | heroes, and write their names                                                                                                                                                                                      |                                        |                |                                 |  |
| on the 'Give                                                                                                   |                                                                                                                                                                                                                    |                                        |                |                                 |  |
| 2. After time ha                                                                                               | 2. After time has passed, ask students to Students should take one                                                                                                                                                 |                                        |                |                                 |  |
|                                                                                                                | walk around the room and "Take" one hero from peers in the                                                                                                                                                         |                                        | their          |                                 |  |
|                                                                                                                | hero from another classmate. Students class.                                                                                                                                                                       |                                        |                |                                 |  |
|                                                                                                                | should only talk to one person at a time                                                                                                                                                                           |                                        |                |                                 |  |
| and only take one hero per student.  3. After students have at least five other  Students should be Note: Some |                                                                                                                                                                                                                    |                                        |                |                                 |  |
|                                                                                                                | heroes on their "Take One" side, lead encouraged to respectfully                                                                                                                                                   |                                        | pectfully      | heroes may be                   |  |
| students in class discussion by creating a                                                                     |                                                                                                                                                                                                                    | debate with each other                 |                | unknown to                      |  |
|                                                                                                                | s on the board. Be sure and                                                                                                                                                                                        | regarding the hero                     |                | others. It may                  |  |
| ask why ead<br>answer.                                                                                         | ch person is a hero after each                                                                                                                                                                                     | each person durin<br>class discussion. | g the          | be a good idea                  |  |
| aliswei.                                                                                                       |                                                                                                                                                                                                                    | ciass discussion.                      |                | to place a short explanation of |  |
|                                                                                                                |                                                                                                                                                                                                                    |                                        |                | them next to                    |  |
|                                                                                                                |                                                                                                                                                                                                                    |                                        |                | their name.                     |  |
|                                                                                                                | iss list is compiled, place                                                                                                                                                                                        | Students should and                    |                |                                 |  |
|                                                                                                                | complementary pairs and                                                                                                                                                                                            | what characteristi                     |                |                                 |  |
|                                                                                                                | n to develop criteria for what                                                                                                                                                                                     | required for some                      |                |                                 |  |
| it is required                                                                                                 | d to be a hero. After they                                                                                                                                                                                         | a hero. After creat                    | ung a list     |                                 |  |

|   | have completed a list, ask them to place the heroes on the board within those categories.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | of characteristics, students should place the heroes on the board under the categories they have created. |  |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--|
|   | <ul> <li>After students have created their categories and placed heroes into them, ask the class as a group which characteristic seems to have the most heroes underneath it. As students provide their answers, lead the class in a debate regarding whether or not that characteristic is the most important.</li> <li>To end the lesson, the teacher should explain to students that during this unit they will be exploring the concept of heroism through examining the citizens of Bellefontaine Cemetery who served St. Louis and their country during the Civil</li> </ul> |                                                                                                           |  |
|   | War. Students should be encouraged to consider their ideas of heroism and those of their peers as they study these St. Louis citizens throughout the unit.                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                           |  |
| 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                           |  |