

REGINA
PLAINS
MUSEUM

Learning Kit

TEACHER'S GUIDE:

Heroes and
Heroines



Themes and Ideas

Heroes and Heroines

There are heroes in all communities and in all walks of life. Heroes contribute to society in various ways. Heroes help to form the identity of a community. This Learning Kit is intended to help students explore heroes from their community's past and present.

Vocabulary Words

- Hero
- Heroine
- Heroism
- Character
- Achievement
- contribute

Activity Ideas

- Write a letter to someone you admire. This could be a relative, someone in your community, an athlete or artist.
- Be a hero! Organize a class activity to do something good for your school or community. Encourage others to do the same.
- Nominate heroes in your school or community. Display their photo and information about what makes them a hero. Create a 'hall of fame' in your school or classroom.
- Brainstorm: have the qualities of a hero changed since the past? Make a comparison chart of heroes then and now.



Lesson Plan

Unit: Heroes and Heroines – What is a Hero?

Theme/Skill(s):

- Students will examine and compare the character qualities of heroes in TV, movies, books and real-life.

Equipment/Resources:

- Chart paper or chalk board
- A photo and history of someone important to you, your own personal hero

Objectives:

Students will work together to make a list of qualities that a hero has. Real-life heroes will be compared with heroes in movies, TV and books.

Assessment:

This is an introductory lesson, intended to introduce the concept of heroism. If desired, evaluate students on participation and listening skills.

CELS:

Communication: Students will brainstorm character qualities and organize their thoughts to form a definition of a hero. .

Personal and Social Values and Skills: Through the study of heroes and heroines, students will learn about the importance of some characteristics.

Curriculum Connections:

Social Studies: The themes of identity and heritage are explored through research on contemporary and historical figures.

This lesson was adapted from http://edsitement.neh.gov/view_lesson_plan.asp?id=262

	Activities/Tasks:
Introductory Activities:	<i>Show</i> students a photograph of someone you admire, a personal hero. This can be a family member, or anyone who has made a difference in your life. Explain to students that soon you are going to tell them about someone who is a hero to you, and display your "mystery photo" in the class.
Development:	<p><i>Using chart paper</i> or the chalk board (chart paper is handy for later reference), make a chart with 3 columns labeled TV, movies and books. The class will then brainstorm a list of sources for all three categories. Draw a horizontal line under these items.</p> <p><i>Ask</i> students who the heroes are in the sources they have just brainstormed. Record the names in the appropriate columns (example: Harry Potter would be in the books category). Each time an example is give, ask students why they believe that person is a hero. Make notes of the reasons beside the person's name on the chart.</p> <p>From the examples generated on the chart, create a list of heroic qualities.</p> <p>Return to your "mystery photo". Explain to students why this person is a hero to you, and, if necessary, add their heroic traits to the list you have just created.</p> <p>Ask students about the real-life heroes they know. What makes these people heroes? What makes real-life heroes different than the ones on TV or movies?</p>
Group Work:	This lesson has been laid out as a class activity, but it is possible for students to work in groups to generate lists of heroes and heroic qualities.
Review of Learning:	Using what you've discovered, create a definition for a hero. This can be done as a group, or students can each contribute by finishing the sentence "A hero is...". Display the finished work in the class.
Extensions:	Find the heroes in your school. Is there a staff member or student that meets your definition of a hero? Create an award or certificate, and recognize your school heroes for what they're worth.
Adaptive Dimension:	An introduction or review of adjectives and descriptive words may be useful for this lesson. The concept of character traits is an important concept to understand. If desired, choose heroic figures before hand and concentrate on brainstorming why these people would be considered heroes.



Lesson Plan

Unit: Heroes and Heroines – The Greatest Saskatchewanian

Theme/Skill(s):

- Students will learn about heroes and heroines in their community, and the role these heroes have played in history.

Equipment/Resources:

- Research materials – school and community libraries, internet, community members, etc.

Objectives:

Students will research a Saskatchewan hero or heroine and create an argument as to why they should be named "The Greatest Saskatchewanian".

Assessment:

Students will be evaluated during the research process, as well as their final product. Refer to the evaluation rubrics included with this Learning Kit.

CELS:

Communication: Students will accumulate and organize information in order to construct a logical argument.

Personal and Social Values and Skills: Through the study of heroes and heroines, students will learn about what is important to their province and community.

Curriculum Connections:

Social Studies: The themes of identity and heritage are explored through research on contemporary and historical figures.

Review of Learning:	<i>Discuss:</i> why do you think the winner was chosen? What makes the people you researched heroes? Who are the heroes in today's community? What makes them heroes? Why are heroes important?
Extensions:	Create posters of Saskatchewan heroes in your school. Keep the rest of the school posted on the progress of the debate by creating notices and announcements. If allowed, let an "advertising campaign" take place through the school with students making convincing displays about their hero.
Adaptive Dimension:	<p>This lesson can be simplified into a biographical research project, or teachers can introduce information on historical figures as they see fit.</p> <p>The depth of research required will depend on student experience and ability.</p>

Additional Resources

Heroes and Heroines

Print Materials

Anderson, Frank & Robert K Allan. The Riel Rebellion – 1885. Surrey, BC: Heritage House Publishing Company Ltd., 1984.

Brennan, J. William. Regina: An Illustrated History. Toronto: James Lorimer & Canadian Museum of Civilization, 1989.

Gorman, Jack. Pere Murray and the Hounds: The Story of Saskatchewan's Notre Dame College. Hanna, Alberta: Gorman Publishers, 1977.

Howard, Victor. We Were the Salt of the Earth. Regina: Canadian Plains Research Centre, University of Regina, 1985.

Koester, C.B. Mr. Davin, M.P. Saskatoon: Western Producer Prairie Books, 1980.

Lone Pine Publishing. Red Serge Wives. Edmonton: Lone Pine Publishing, 1985.

MacEwan, Grant. Fifty Mighty Men. Saskatoon: Western Producer Prairie Books, 1958.

MacEwan, Grant. ...And Mighty Women Too: Stories of Notable Western Canadian Women. Saskatoon: Western Producer Prairie Books.

Saskatchewan Labour Women's Division. Notable Saskatchewan Women, 1905-1980. Saskatoon: Western Producer Prairie Books.

Saskatchewan Diamond Jubilee Corporation. The Saskatchewanians. Regina: The Saskatchewan Diamond Jubilee & Canada Centennial Corporation, 1967.

Saskatchewan Heritage Foundation. "For Valour": Saskatchewan Victoria Cross Recipients. Regina: Saskatchewan Heritage Foundation, 1995.

Internet Sources

<http://www.occdsb.on.ca/~sel/cahero/webquest.htm> - a webquest of Canadian heroes and heroines.

<http://www.myhero.com/myhero/go/directory/index.asp> - the "my hero" project, and excellent listing of heroes worldwide, and ideas about what being a hero means.