

# Lesson Plans: 01 SS LPQ2 040 Parade of Heroes

**Title:** 01 SS LPQ2 040 Parade of Heroes

**Grade Level :** Grade 1

**Subject :** Social Studies - Elementary

**Standards/Assessed Benchmarks:** Florida STATE FL Social Studies Standard (2008)

Grade 1

Florida Sunshine State Standards

American History

2: Historical Knowledge

SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

**Description/Abstract of Lesson:** To compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation. To identify historic figures who have shown character ideals and principles including honesty, courage, and responsibility.

**Essential Question-Scope & Sequence:** Learning Goal: Students will understand that America is made of different cultures and people.

**Technology Connections and Teacher Materials:** "Down the Winding Road" by Angela Johnson, books, poems, games (about selected heroes) Short biographies of historical figures such as: Jane Addams, Frederick Douglass, W.E.B. DuBois, Helen Keller, Martin Luther King Jr., and Harriet Tubman from Library of Congress website

**Technology Connections and Student Materials:** Art supplies, Paper, magazines, Chart paper, sentence strips, Journals, Props for a hero parade Library of Congress website - Amazing Americans Biographies [Jane Addams Frederick Douglass WEB DuBois Martin Luther King, jr. Helen Keller Harriet Tubman](#)

**Duration :** 5 Days

**Vocabulary:** hero, history

**Steps to Deliver Initial Instruction:** BIG IDEA: People who do important things are heroes. State and discuss the learning goal and vocabulary. As students read and discuss the lesson, encourage them to compare the men and women who are remembered as heroes and to identify the qualities that made them heroes. Use a Tree map to begin a chart about our country's heroes. Use the headings: Who Are Our Country's Heroes? and What Made Them Heroes? Complete the chart during Closure. Read the story, *Down the Winding Road* by Angela Johnson to the class. This story is about a brother and sister who take a trip to visit their father's aunts and uncles—lovingly called "the Old Ones." The Old Ones provide the children with a day of stories, good fun, and entertainment.

**Guided Practice with Feedback:** Read the Library of Congress biographies on Jane Addams, Frederick Douglass, W.E.B. DuBois, Martin Luther King Jr., and Harriet Tubman and other heroic figures. Lead the students in discussions of individuals in the past and list their contributions in a journal. Challenge students to plan and create a "Historic Heroes Corner." Set aside a corner for a resource center with games, books, poems, videos, and other activities that children can use to discover more about the men and women we remember as heroes. Students may share what they learn by giving a brief oral report.

**Independent Practice:** Pair students to work on a Puzzle. Provide partners with drawing paper, crayons, and a sentence strip to create a puzzle about a hero they are familiar with. Have one student draw a picture clue to represent the person, such as a cannon and a pitcher. Have the other student write a clue, such as This hero helped fight for America's freedom. Students can then trade clues with other pairs and solve.

**Differentiated Instruction/Small Groups:** To extend the idea of people from other times and places, work in small groups to research the following: Rosa Parks, Frederick Douglass, John F. Kennedy, Thurgood Marshall, Barack Obama, or other relevant figures. Divide students into groups of five and have each group research its historical figure. Then have students create a trading card about their historical figure. On one side students should write who the person is, when the person lived, and where the person lived. On the other side, students should write what important things the person did. Students may trade cards with other groups.

**ESE/ESOL Accommodations & ESE/ESOL Strategies:** As students read this lesson, encourage them to use the strategy, Share, Pair, Think, to list in a vocabulary journal, any words that are new to them and to draw or paste pictures from magazines to illustrate the word. Share the words and pictures with buddies, ESE/ESOL and an advanced learner. Learn how to say each word and ESOL students can teach other students how to pronounce the word in their first language.

**Lesson** Summarize the Key Content of what contributions have been made by famous historical

**Closure/Review:** figures in history. Revisit the graphic organizer begun earlier and ask students to share new ideas they learned. Add these ideas to the chart. Allow students to write simple riddles with two or three clues about the heroes in this lesson. Have students take turns reading and answering their riddles and then pointing out each hero's picture in the book.

**Assessment with Clear & Compelling Product Standards:** Students will define the vocabulary word, heroes. Students will list and compare two heroes they admire from this lesson. Tell how the things these heroes did are the same and different.

**Explain Selected Design Qualities:** Invite students to dress up as their favorite hero and have a "Heroes Parade." Have each child choose a hero and find out more about that person by reading a biography or looking online. Children can make simple costumes and gather props such as wigs, hats, shawls, and eyeglass frames to represent their chosen hero. For example, "George Washington Carver" might want to carry a jar of peanut butter, and "Sandra Day O'Connor" might want to wear a black robe. At the end of the parade, ask the heroes in turn to tell who they are and what they did.

**Creator :** Social Studies Content Team

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