**Lesson Activity: ‘Legends & Heroes’**

**Grade 5**

**Objectives:** Students will…

* Read closely to determine what text provided says explicitly about a Native American hero and make logical inferences from it.
* Cite specific textual evidence to support conclusions drawn from the text by discussing inferences with a small group.
* Integrate and evaluate content presented in reading by writing through the perspective of someone who was a part of a Native American hero’s tribe.

**Vocabulary:** legend,hero, tribe, perspective

**Snappy Launch:** State the objectives. Explain to students that today they will be assigned a Native American legend or hero. Their job will be to read about their hero, discuss their hero, and then create a journal entry in the perspective of someone who was a part of their hero’s tribe. Emphasize, today we want to recognize and honor the struggles, accomplishments, and lives of these people. Begin lesson with whole group discussion: *what do you think it means to be a hero*?

**Procedure:**

1)      State the objectives.

2)      Whole group discussion: *what do you think it means to be a hero?* Guide the discussion as needed. A hero is a person who is admired for their courage and/or accomplishments.

3)      Put students into groups of 4 or 5. Each small group will be assigned the same hero. They will independently read/research about their hero, then discuss with the group what they think makes that person heroic. Monitor discussions and redirect as needed. Based on the class, potentially model what a productive and respectful discussion should look like before students get to work.

A great resource for articles on Native American heroes and legends (be wary of reading levels): <http://www.legendsofamerica.com/na-people.html>

A great resource for independent research if technology is available for online reading: <http://kids.britannica.com/>

Potential heroes and legends to be assigned:

-Chief Black Kettle (Cheyenne)

-Chochise (Apache)

-Crazy Horse (Lakota Sioux)

-Pocahontas (Powhatan)

4)      After each group has read and reflected, bring the class back together. Have one student from each group share something about the hero or legend that they were assigned.

5)      Explain and post the final task somewhere visible from anywhere in the room. Each student must write a one-page journal or diary entry from the perspective of someone who might have been led by their assigned hero or legend. Their entry must address each of these questions:

*Who is he/she?*

*What are some things that you would see him/her doing or accomplishing?*

*How would his/her actions be described? Brave? Dangerous? Helpful?*

*Why is he/she important?*

\*\*Break lesson into two sessions if needed.

\*\*Allow students to use the text about their hero as they write.

6)      In closure, have one or two student restate the objectives. As a class, reflect on if objectives were met.

**Assessment:**

40%  Every question in journal entry prompt is addressed.

40%  Text is used to support conclusions and inferences in discussion and in journal entry.

5%  Writing mechanics (spelling, punctuation, capitalization)

5%  WOW factor! Journal entry demonstrates thoughtful and thorough research, evaluation, and reflection.