

Engaged Learning Project Template

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Title of Project: The My Hero Project

Subject(s): ELA

Grade Level(s): 5th

Abstract:

The My Hero Project will utilize www.myhero.com to allow students to become published authors to pay tribute to a special person in their life that they call a hero, while introducing students to opinion writing. The students will use the content currently posted on “My Hero” to learn about different types of heroes from many cultures, living in the past and present, while learning writing conventions from the quality writing of each piece. Students will then compose their own “My Hero” piece using GoogleDocs, a platform many adults use. They will collaborate with peers over the GoogleDocs platform to become editors of their peers’ writing before finally publishing their own work for the world to read on the My Hero website and inviting their heroes into school for a *Hero Tea*.

Learner Description/Context:

This project will take place in my 5th Grade ELA classroom. I will teach two separate groups of students during the day, and both groups will complete this project during the first quarter. I will have access to a computer cart containing enough laptops for each student for the duration of this project. My students are primarily Hispanic (~85%) and African American (~15%). We are a Title 1 School, and about 95% of our students are living in poverty. These students are very connected to their family and extended family, and often live in the same home with multiple generations. They have strong communities that often gather to celebrate holidays and one another. The students are very skilled in taking care of younger siblings and navigating the neighborhood on their own. The majority of the students speak both Spanish and English.

I hope these assets and more will be highlighted in this project. Students will have the option of writing their opinion piece in the language of their choice and may receive assistance from the parent liaison or parent volunteers to do so. They may then translate their piece for their English speaking classmates. I also hope that in highlighting heroes from the students’ cultures, the richness and cultural capital of the students’ cultures will be displayed for the rest of the class and the world.

Time Frame:

This learning experience will take place during our daily Reader’s and Writer’s Workshop times, which are one hour each, per day, for a total of two hours per day. The project will continue for three weeks.

Standards Assessed:

ISTE NETS-S

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.

Writing

- **ELACC5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.

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- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.
- **ELACC5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Language

- **ELACC5L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb aspects.
 - c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense and aspect.
- **ELACC5L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - e. Spell grade-appropriate words correctly, consulting references as needed.
- **ELACC5L6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*)

Speaking-Listening

- **ELACC5SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **ELACC5SL6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Learner Objectives:

Students will be able to utilize a variety of 21st Century tools to write an organized opinion piece, supported by reasons and evidence, about their personal hero. Students will be able to collaborate during the writing process to improve their writing and the writing of their peers. Finally, students will publish their opinion pieces as a live webpage to an authentic audience, and invite their heroes to school to present their writing.

The “hook” or Introduction:

Hook (Day 1): Watch the MyHero [intro video](#), which gives some examples of heroes and gets students thinking about heroes. Allow students to brainstorm what qualities make someone a hero. Teacher will type responses

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into a Wordle that will be projected onto the whiteboard. Teacher pulls up the My Hero webpage and shows students a few Hero webpages, while she informs students that they will have the opportunity to create their own Hero webpage, which will be visible to the world, to honor a hero in their life.

Teacher gives out the [My Hero Scavenger Hunt](#) to table groups of students. Students work together to collaboratively explore the [My Hero site](#) as they complete the scavenger hunt. At the completion of the scavenger hunt, discuss what students noticed about the site. Revisit the Hero Wordle and add any hero qualities that students identify. Print this Wordle for student reference and invite students to add to it as the project continues. Students do a quick write in their writing notebook to brainstorm possible heroes they would like to create a My Hero webpage to honor. Student homework for the night is to determine who they will honor with a Hero webpage.

Process:

(See Day 1 Above)

Day 2-3: During the three weeks of this project, students will have time to independently explore the My Hero site during their independent reading time. They will read one to three Hero webpages each day and jot down things they liked or didn't like about each page on a collaborative Google Doc, entitled, "My Thoughts on Hero Writing." This will help them think about how they want to develop their own Hero webpage.

Teacher introduces students to interviewing, and informs students they will be interviewing 2-4 people for this project and use their responses to support your opinion that your person is a hero. The students will interview the hero and 1-3 others about their thoughts about the hero. The teacher introduces the speaking and listening expectations for interviewing, and then models the process via Skype with her own personal hero. (If a time can't be arranged to interview the hero in real time, the Skype session will be recorded and shown to students.) Students write their own interview questions and practice the interviewing process with partners using the interview self-assessment rubric. Students have 4-5 days (including the weekend) to do their interviews. Skype interviews are encouraged.

Day 4-5: Teacher introduces students to opinion writing and students formulate an opinion and an organizing structure for their reasons explaining why their person is a hero. Students begin planning, leaving space to plug in interview responses as necessary.

Week 2: Drafting

Day 1-3: Teacher reviews introductions, supporting details and topic sentences, phrases to link opinion and reasoning, and closing sections. Students discuss their comments collected on their collaborative Google Doc, "My Thoughts on Hero Writing," paying careful attention to writing elements they liked and want to incorporate into their own Hero pieces. All interviews should be complete, and students draft opinion pieces about their heroes on GoogleDocs. Student work is shared with the teacher and with peers (meaning, if anyone wants to view another's writing for examples or revising assistance, they have access).

Day 4-5: Teacher reviews editing and introduces peer revising using Google Docs comments. Teacher models the use of peer revising using a My Hero piece from the My Hero website using the editing checklist. Teacher then pulls up another piece and has students practice the peer review process with that piece using the editing checklist. Finally, the students offer each other feedback using the peer editing checklist. The teacher will monitor the revising comments posted on each piece and pair students with various strengths to assist each other further in the editing process. Parent volunteers and the parent liaison will visit the room to assist students in translating papers to Spanish for students wishing to translate their papers.

Week 3: Website Creation & Publishing

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Day 1: Students polish Hero pieces on Google Docs, using the first portion of the Opinion Paper & Webpage Rubric.

Day 2-4: Students add Hero piece to My Hero website, add links, and images. (Students with translated papers may upload both to the same webpage.) Submit.

Day 5: Hero Tea: Heroes visit the class to be recognized. Students present their webpages to their heroes and other guests as they circulate the room and provide heroes with a hard copy print as a gift. Students that aren't able to have their hero attend will present to the guests, but also act as photographers to document the celebration. The celebration pictures, along with the My Hero webpages, will be linked to the teacher's blog for additional community access. The teacher will grade final pieces based on the Opinion Paper & Webpage Rubric.

Product:

Students will create a webpage about their personal hero, which includes text, images, and hyperlinks. The site is viewed by students and teachers around the world. Technology will be integrated during readings of other online hero webpages, the use of GoogleDocs to create and collaborate on the students' hero opinion pieces, and the students' creation of their hero's webpage. When students have finished their pieces, they will be published on the internet for the world to see and the hero webpages will be presented to the heroes at school during a *Hero Tea*. The teacher will assess this project using several rubrics to determine to what degree each standard was met during the students' writing, peer editing, and webpage publishing.

Technology Use:

Laptop computers and the **internet** will be used extensively for this project. Students will access www.myhero.com to view and learn from current hero webpages before creating and publishing an original webpage of their own. The laptops and **My Hero website** make the learning authentic and performance based, as the students take on the role of producer to create a meaningful product to share with an interested audience. The teacher will use a laptop and LCD projector to project ideas compiled during student discussion using www.Wordle.com.

Students will utilize **GoogleDocs** (on a secure account that has previously been provided for them) to write their own hero piece and provide peer feedback to their classmates' hero pieces. This technology allows students to take on the role of teacher, while they assist their peers in improving their writing. It also improves the collaborative nature of this project, by allowing students to work together and learn about writing through online discussions. GoogleDocs will also allow the teacher to be a facilitator. The teacher will have access to student writing as it is being written to better monitor its progression. She can then facilitate the learning process by strategically creating student pairs and groups with diverse strengths to better revise and edit together.

The class will use **Skype** or **Gmail Video Chat** to first watch the teacher model an interview of her hero. Then, students will have the option to utilize Skype or Gmail Video Chat to interview their own heroes. This technology supports the culturally responsive nature of this unit, as it allows students to bring in heroes from a variety of cultural backgrounds. This project incorporates the culture's "funds of knowledge" and positively highlights the students' cultures.

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References and Supporting Material:

GoogleDocs (2013). Retrieved from: <http://www.drive.google.com>

MyHero (2013). Retrieved from: <http://www.myhero.com>

MyHero Intro (2013). Retrieved from: <http://www.myhero.com/myhero/go/about/intro.html>

MyHero Scavenger Hunt (2013). Retrieved from:
<http://myhero.com/go/teachersroom/files/MY%20HERO%20Lesson%20PlanScavenger%20Hunt%20Handout.pdf>

Skype (2013). Retrieved from: <http://www.skype.com/en>

Wordle (2013). Retrieved from: <http://www.wordle.com>

Student Timeline of Tasks: Students initial the tasks they have completed

	Week 1	Week 2			Week 3	
Student Name	Interviews	Drafting	Self-Editing	Peer Editing	Translating (optional)	Published My Hero Webpage

Rubrics: See below for the Interview Self-Assessment (Speaking and Listening Standards), Self & Peer Editing Checklist (Writing and Language Standards), and Opinion Writing & Webpage Rubric (Writing and Language Standards)

Interview Self-Assessment

Interview Self-Assessment	Did not meet standard.	Met standard.	Exceeded Standard!
ELACC5SL1: a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	I forgot, or didn't prepare my materials. I didn't practice and was not confident. I was disorganized and I don't think I got as much information as I could have.	I brought all of my materials and led the interview in an organized and confident way.	I brought my prepared list of questions and something to write with, and was ready to lead a professional interview. I could tell the person was impressed with my preparation and I felt great about the interview!
ELACC5SL1: b. Follow	I rushed through the	I was kind to my	I greeted my

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agreed-upon rules for discussions and carry out assigned roles.	interview and didn't give my interviewee enough time to answer. I interrupted them a few times.	interviewee and thanked them for their time. I asked questions and waited for their response. If I did it again, I would improve my use of body language.	interviewee with a smile and thanked them for their time. I asked questions and waited patiently for their response. I used body language to show I was interested and listening (Ex. nodded my head to show I was listening).
ELACC5SL1: c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	I forgot to ask questions or make conversation.	Sometimes I asked questions, but I mostly let my interviewee do the talking.	When my interviewee said something interesting, I asked a follow up question to get more information. I also responded to things they said to make it a natural conversation.
ELACC5SL1: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	I forgot to sum up or repeat back what I was hearing.	A couple times, I summed up or repeated things that the interviewee said to make sure I was understanding.	Several times, I summed up or repeated things that the interviewee said to make sure I was understanding.
<ul style="list-style-type: none"> ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	I spoke to my interviewee in a way that didn't fit the situation (too formal or too informal, or used a language they weren't comfortable with).	I spoke in the language that my interviewee was most comfortable speaking. The way I spoke to them fit the situation well.	I spoke in the language that my interviewee was most comfortable speaking. The way I spoke to them fit the situation perfectly.

Self and Peer Editing Checklist

Category	The paper includes...	Self-Editing Checklist	Peer Editing Checklist	Peer Comments Check for all of the listed elements and check here to show which elements you offered specific comments on using GoogleDocs. (Give at least 4 specific pieces of feedback. We are helping each other to become better writers!)
Organization	...an indented introduction.			
	...a topic sentence for each paragraph.			
	...a closing sentence for each paragraph.			
	...a concluding			

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	paragraph.			
	...transitional words and phrases.			
Content	...logical reasoning with facts and details.			
	...supporting details pulled from interviews.			
Conventions	...correct capitalization.			
	...correct punctuation.			
	...correct spelling.			
	...correct verb tense			

Opinion Paper & Webpage Rubric

Category	Standard	0 points	2 points	4 points
Organization	...an indented introduction.	Missing	Introduction is written, but not very clear or engaging.	Introduction is clear, engaging, and sets the stage for the piece.
	...a topic sentence for each paragraph.	All missing	Some paragraphs have an interesting and fitting topic sentence.	All paragraphs have an interesting and fitting topic sentence.
	...a closing sentence for each paragraph.	All missing	Some paragraphs have an interesting and fitting closing sentence.	All paragraphs have an interesting and fitting closing sentence.
	...a concluding paragraph.	Missing	Conclusion is written, but lacking in sense of closure.	Well thought out conclusion that wraps up the piece.
	...transitional words and phrases.	Included 1-2 transitional words.	Included 2-3 transitional words.	Included 4 or more transitional words.
Content	...logical reasoning with facts and details.	No details provided, or very confusing.	Some paragraphs included only 2-3 details.	Provided at least 3-4 excellent details per paragraph.
	...supporting details pulled from interviews.	0-1 details from interviews, or the details are not	Included 2-4 relevant details from interviews.	Included 5 or more relevant details from

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		relevant to the paragraph.		interviews.
Conventions	...correct capitalization.	5 or more errors	2-4 errors	0-1 errors
	...correct punctuation.	5 or more errors	2-4 errors	0-1 errors
	...correct spelling.	5 or more errors	2-4 errors	0-1 errors
	...correct verb tense	5 or more errors	2-4 errors	0-1 errors
Webpage	Formatting	Did not try to format text and webpage, or page is very confusing.	Formatted page so the audience could clearly understand.	Creative, clear, understandable use of formatting.
	Images	No images	1 image	At least 2 meaningful images
	Links	No links, or links are broken.	1 link	2 or more working links
	Timeliness	Submitted 1 day late or more		Turned in on time

_____ /60 points