Theme 5

THEME 5: Heroes
CHALLENGE ACTIVITIES FOR

Heroes

Selections

1 Happy Birthday, Dr. King!
2 Gloria Estefan
3 Lou Gehrig: The Luckiest Man
1. A Better Way  150 MINUTES  SMALL GROUP
(Social Studies)

Map the Problem
Remind students to brainstorm and discuss their situations as a group. Tell them to:

- Base the play on a realistic situation for students of their age.
- All the characters should belong to about the same age group.
- Keep the situations general so they appeal to everyone.

English Language Learners: Pair beginners with more advanced students.

DAY 2

Choose the Solution
Check with students on their progress. Advise them to work individually to research and sum up ways of peaceful settlement, then discuss them as a group.

DAY 3

Present Your Play
Allow students time to rehearse their play. You may want to moderate the discussion about alternative solutions.
2. **Civil Rights Quilt** *(Social Studies) (Art)*

**Materials:** reference sources, including almanacs, crayons, markers, scissors, drawing paper, glue, and backing for the paper quilt

So that students can understand the far-reaching effects of Rosa Parks’ act, read aloud the description of the historic meeting between her and Nelson Mandela. You will find the scene on pages 229–231 of Douglas Brinkley’s biography *Rosa Parks*, (Penguin Lives, 2000).

3. **The Inspiration, Poetry**

**Materials:** The Collected Poems of Langston Hughes (*Vintage Classics, 1995*); other poetry anthologies

Guide students to two Langston Hughes poems, the short “I, Too” and “Freedom’s Plow.” Your school or public library may have a copy of *Freedom’s Children: Young Civil Rights Activists Tell Their Own Stories* by Ellen Levine (Putnam, 1993). African American southerners who were involved in the civil rights struggles of the 1950s and 1960s describe their feelings and experiences.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *Changing the Rules* with the anthology selection *Happy Birthday, Dr. King!*, using what they have learned about Cause and Effect. Students may discuss or write about their comparisons.

**Other Activities**

- Theme 5 Assignment Cards 1, 2, 3
- TE p. 548, Literature Discussion
- TE p. 555, Historic Sites
- TE p. 555E, Challenge Word Practice
- TE pp. R9, R15, Challenge
- Education Place: www.eduplace.com
- More activities related to *Happy Birthday, Dr. King!*
- Accelerated Reader®, *Happy Birthday, Dr. King!*

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**Expected Outcome**

A good quilt will include
- a picture and short biography about each person
- an organized design
- a statement of each person’s deeds and of his or her role in promoting civil rights

A good poetry reading will include
- a stirring interpretation
- an explanation of the poem’s affect on its readers
1. The Benefits of Biography

**Go to the Source**

Tell students to concentrate on their personal reasons for reading biographies, then use those reasons as a basis for thinking about what others might gain from biographies.

**English Language Learners:** Pair beginners with more experienced learners who can discuss with them any biographies they may have read in their primary language.

**DAY 1**

Students continue to work on this project.

**DAY 2**

**Make Your Argument**

Check with students on the organization of their thoughts.

**DAY 3**

Students continue to work on this project.

**DAY 4**

**Discuss Your Thoughts**

Remind students on the panel to speak slowly and clearly. Students in the audience should raise their hands if they have a question. Remind all students to let each student finish speaking.
2. The Wreck of the Ethie

(Challenge Theme Paperback)

*Materials:* The Wreck of the Ethie and Graphic Organizer Master 5

Remind students that there is no one correct answer because judgments are opinions. However, they should always back up their opinions with specific information.

3. Appealing for Help

*Materials:* reference sources

Remind students that the purpose of a persuasive letter is to convince the recipient to take a specific action. The letter should avoid unrelated information. Tell students this should not be a fan letter.

Additional Independent Work

*Connecting/Comparing Literature* 

Have students compare the Leveled Reader selection *Daniel Inouye: Hero from Hawaii* with the anthology selection *Gloria Estefan,* using what they have learned about Making Judgments. Students may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, *The Wreck of the Ethie*
- Theme 5 Assignment Cards 4, 5, 6
- TE p. 576, Literature Discussion
- TE p. 581E, Challenge Word Practice
- TE pp. R6, R11, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to *Gloria Estefan*
- Accelerated Reader®, *Gloria Estefan*
1. Equipped for Baseball

**150 MINUTES**  **SMALL GROUP**

**Sports**

**Materials:** reference sources, index cards, crayons, and markers

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**DAY 1**

**Choose the Items**

Tell students to divide the research evenly among the group members.

**English Language Learners:** Brainstorm with students different kinds of baseball equipment.

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**DAY 2**

Students continue to work on this project.

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**DAY 3**

**Research Their Uses**

Check with students on the progress of their information gathering. Tell students to think of what is the most useful information to have about any piece of equipment. They should use that information as the main idea of their explanatory paragraph. They may have to draw an object from different perspectives to clarify its shape.

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**DAY 4**

Students continue to work on this project.

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**DAY 5**

**Publish Your Work**

Remind students that their goal is to make their presentation easy to understand. Students should test any parts they are not sure of on classmates who are new to baseball.
2. Heroes  60 MINUTES  INDIVIDUAL

Remind students that they can choose someone famous or someone they know personally. Ask volunteers to share their essays with the class. For additional reading, have students read Marie Curie from the Houghton Mifflin Classroom Bookshelf.

3. The Fact or Opinion Game  60 MINUTES  INDIVIDUAL

**Materials:** poster board, index cards, markers, and reference sources

Students might use statements about baseball from their text, Practice Book, or other sources.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection Roberto Clemente: Baseball Superstar with the anthology selection Lou Gehrig: The Luckiest Man, using what they have learned about Fact and Opinion. Students may discuss or write about their comparisons.

**Other Activities**

- Theme 5 Assignment Cards 7, 8, 9, 10
- TE p. 602, Literature Discussion
- TE p. 607E, Challenge Word Practice
- TE pp. R13, R19, R21, Challenge
- Education Place: www.eduplace.com
- More activities related to Lou Gehrig: The Luckiest Man
- Accelerated Reader®, Lou Gehrig: The Luckiest Man

**Expected Outcome**

A good essay will include:
- someone who has heroic qualities
- details to support the choice
- an understanding of the theme

A good game will include:
- factual statements
- opinion statements
- clear playing directions

**Challenge Master CH 5–6**

**2. Heroes**

*Take notes describing the qualities that make up a hero. Then, think of someone in your life or in history that you feel shows the qualities of a hero. Write an essay explaining why he or she is a hero.*

**3. The Fact or Opinion Game**

*Make the board on poster board. Be sure it has a start, a finish, and multiple squares to travel on. Write 10-15 statements about baseball on index cards. Some should be facts and some should be opinions. Check each fact.*

_Accelerated Reader_, _Lou Gehrig: The Luckiest Man_