

Our Twisted Hero by Yi Munyol

Time: Three weeks

Desired Results

Assisting students in examining the spirit of heroism through literature is to invite them to adopt that spirit themselves and to embrace the qualities of the hero. Morally, politically, and personally, stories of heroes can inspire students through the examples of their lives, for in many respects they promote a vision of the possibilities for heroism within each of us.

Standards/ Benchmarks

Reading

Acquisition of Vocabulary:

- A. Use context clues and text structures to determine the meaning of new vocabulary
- B. Examine the relationships of analogical statement to infer word meanings.
- C. Recognize the importance and function of figurative language.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- A. Apply reading comprehension strategies to understand grade-appropriate text.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g.,
- C. Use appropriate self-monitoring strategies for comprehension.

Reading Applications: Literary Text

- A. Analyze interactions between characters in literary text and how the interactions affect the plot.
- B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.
- C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.
- D. Identify similar recurring themes across different works.
- E. Analyze the use of a genre to express a theme or topic.
- F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.
- G. Explain techniques used by authors to develop style.

Assessment Objective:

1. To analyze the character traits of a hero.
2. To analyze the similarities and differences in the use of advanced literary elements among a variety of stories of different cultures.
3. To discover and select authors and works representing a broad diversity of social, cultural, and historical perspectives and develop sophisticated interpretations of their works.
4. To examine themes common to works from a range of cultures and historical periods and

compare the treatment of these themes (heroes) among the various works.

5. To assemble a collection of stories from diverse cultures around a common theme (heroes), and compare and contrast their treatment of that theme.

Essential Question(s):

What attributes make a hero?

When does a positive personality trait become a tragic flaw?

Does a culture dictate who is a hero?

What is the role of a hero in a culture?

How do various cultures reward / recognize their heroes?

Why is it important for people and cultures to construct narratives about their experience?

What is the relevance of studying multicultural texts?

How does the media shape our view of the world and ourselves?

In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

Assessment Evidence

Vocabulary

Study Guide Questions

Quizzes

Classroom discussion of Essential Questions

Graphic Organizers

Performance Assessment: Students will go online To My Hero Project and

Learning Plan

Learning Activities:

Day One: Pre-reading

Students will work in small groups to list the characteristics of a hero for classroom discussion.

1. Divide the class into small groups, and ask them to list as many heroic and unheroic traits as they can.
2. Ask each group to share their ideas. As students list their traits, write them on the board, chart paper, or an overhead transparency so that you have a class list of traits. Ask students to copy the traits down for later use.
3. Ask the class to infer any heroic traits based upon unheroic traits or vice versa.
4. Ask the class to discuss why these various traits are heroic or unheroic. Make a point of identifying which traits the class agrees on and which there is some question about. It is fine if there is disagreement. The point with this exercise is not to create consensus but to explore the idea of heroism which is a culturally constructed concept.

Day Two: Pre-reading

Students will use context clues to determine the meaning of new words on vocabulary handout. Then students will check their work using a dictionary or a computer.

Students will begin reading *Our Twisted Hero* using a graphic organizer to help with comprehension skills. See the website below for organizer.

During reading students will use graphic organizers to help comprehension.

After reading

Resources: Read/Write/Think website for graphic organizers and above connections to “The My Hero Project”.

<http://www.readwritethink.org>