

4.0 Pre- and Post-Visit Lessons

4.1 Heroes and Legends

Exhibit Title: The King of the Hill

Core Connection

Fourth Grade Language Arts Standard 6: Vocabulary - Students learn and use grade level vocabulary to increase understanding and read fluently.

Fourth Grade Language Arts Standard 8: Writing - Students write daily to communicate effectively for a variety of reasons.

Summary: During their visit to the museum, students will hear Alf Engen referred to as both a "hero" and a "legend." They might hear about the "legacies" the early ski pioneers left behind. The focus of this lesson is to provide students with the understanding of the difference in meaning between these words and to identify present day heroes and legends. Students and teacher will work together to produce a book entitled, "Our Heroes and Legends." For more background, please refer to "Secret #4: Does Utah Have Skiing Legends? Yes!"

Lesson Learning Objectives:

4. Prior to visiting the museum, students will understand the definitions of, and the differences between, a "hero," a "legend," and a "legacy."
5. Students will identify heroes and legends in present day society and write a
6. paragraph about a hero of their choice, including the legacy this hero will leave behind.
7. Students will learn categorization skills as they define reasons people are
8. considered to be heroes and sort the student paragraphs according to these reasons.
9. Students and teacher will work as a class and in small groups to write and revise chapter introductions for the book.
10. After the visit to the museum, students will write a paragraph about Alf Engen, validating the reasons he is both a hero and a legend.

Materials: paper and pencil, crayons or colored pencils pictures brought by students, cardstock for book cover, books of community helpers and/or sports figures provided by teacher

Time Approximate: 55 minutes pre-visit
40 minutes post-visit

Teacher background:

The terms "hero" and "legend" are often used interchangeably, but there is a difference in definition between them. Since sports are of high interest to many students, these terms become familiar to children and should be properly understood. Heroes are most seen as individuals who perform extraordinary feats or acts of great bravery. A person who enters a burning building to save another is a hero; a sports star who displays extraordinary skill to win a competition may be viewed as a hero by his or her fans. Heroes are recognized for specific deeds or accomplishments and earn a great of admiration

from others for those deeds and accomplishments. Heroes become legends when they do such extraordinary things over a long period of time that they rise above other "heroes" in the same field and become looked upon as "icons". Legends can also be people who have never been considered "heroes" but whose names and reputations have given them instant recognition for their actions. For instance, Al Capone and Butch Cassidy are legendary outlaws.

Pre-visit activity:

Instructions:

1. Discuss with students the definition and characteristics of "heroes" and "legends."
2. Have students bring pictures of people they consider heroes. These can be people in their everyday life or celebrities they admire.
3. Provide students with pictures or books of community helpers, sports figures, etc. from the school library.
4. Have students share their pictures and tell why they consider their selection to be a hero. Write these characteristics on the board.
5. Using pictures of community helpers, discuss those often considered to be heroes. Write the reasons on the board.
6. Evaluate the characteristics listed on board and divide into specific categories. (Heroes who save lives, heroes who overcome adversity or illness, etc.)
7. Have each student write a short paragraph about the hero they selected, clearly defining why they consider this person to be a hero.
8. When students have completed their writing, have them read their paragraphs to the class. As a group, students determine which category fits each hero and paragraphs are grouped together by category. (Legends would be a separate category if students have identified any of their choices as such.)
9. After all paragraphs have been categorized, divide students into groups. The number of groups will be determined by the number of "hero" categories. Each group writes an introduction for a chapter in the "Our Heroes" book based on their category of hero and decides how to present the paragraphs and any visual aids they will include in that chapter.
10. When groups are finished, the teacher reads the introductions to the class for revisions or changes.
11. Each group then prepares the final copy of their chapter.

Post-visit activity:

Instructions:

1. Upon returning to class, discuss why Alf Engen is both a hero and a legend.
2. The teacher writes these reasons on the board. As a class, group reasons into paragraph topics and compose the final page for the book together.
3. The teacher compiles the chapters, along with the "Alf" page and binds them into book form.