Hero Project  
**CCA10.1c**

**Unit Question:** What **qualities** help us face challenges successfully? What are the benefits of challenge?

**What is a hero?**

**“A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles.”** Christopher Reeve (1952-2004) defined hero in this way. Reeve was a famous actor, best known for his role as Superman in the 1978 film. He became a quadriplegic in 1995 when he was thrown from a horse in an equestrian competition. He spent the rest of his life in a wheelchair and had to use a breathing apparatus.

Part One

1. **Decide what makes a hero.** Ideally, I’d like your definition to take into consideration our unit question.
2. **Choose a hero** who meets your criteria. You will research that person’s life. The hero must be a real person, who may be deceased. You cannot use a fictional character: no superheroes, no characters from your favourite book series, no Thor!
3. Research your hero, identifying why this person is a hero.
4. See the information you need to include in part two to identify what information you need to research. Take notes. Be sure to put all information in your own words or quote from the text and cite the source. Refer to MLA citation resource in classroom, look online, and/or see me.

Part Two

CCA10.2d,h

1. Put your research together into one of the following multimedia presentations:
   1. Powerpoint
   2. Prezi
   3. Poster
   4. Another platform if you talk to me/show me

**Information you must include:**

1. Your own personal statement about what makes a hero.
2. Explain how your choice fits that description: heroic acts, challenges overcome, significant contributions, etc.
3. Include specific information. For example, don’t just say he/she’s brave. Explain why/how he/she’s brave.
4. Three or more facts
5. Two quotations about or by your hero
6. Basic biographical information (DOB/DOD, marriage, children, occupation(s), significant societal contributions)
7. Three or more photos
8. A bibliography: the sources from where you received your information.
9. Your poem (see below)

Part Three

1. **Find (or write) a poem**, either written about your hero specifically, or just a poem that can be applied generally to your hero and explain how it connects to the idea of a hero.

Top of Form

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| --- | --- | --- | --- | --- |
|  | Established- 4 | Progressing- 3 | Developing- 2 | Beginning- 1 |
| Research | Student has compiled expert information on all relevant information pertaining to the project, including noting source citations. Quality resources have been used. | Student has compiled sufficient information on most relevant information pertaining to the project, including noting source citations. | Student has compiled some information on some relevant information pertaining to the project; some source citations have been noted. | Student has failed to do adequate research and/or to note source citations. |
| Content | The presentation clearly states all required information in highly dynamic formats. Information is skillfully woven into presentation; everything flows smoothly. | The presentation has all information and it is interesting. Information is somewhat interwoven; however, it may be clumpy. | The presentation has most information, but lacks interest. Some information is clumpy or sketchy. | The presentation is missing information. Information is not creatively presented. |
| Poem | Poem captures the essence of the person’s heroism. Its sensibility suits the theme of the project and the student’s writing. | Poem provides a sense of the person’s heroism, although it may not be a perfect representation. Its sensibility may not suit the theme of the project really well. | Poem does not give a sense of the person’s heroism and may not be a suitable representation. Its sensibility is not well suited to the theme of the project. | Poem is not suitable to the person’s heroism or to the project. |
| Organization and  Design | Movement, sound, colour, and other effects are highly effective, thoughtfully edited, and used only where they add to reader understanding of the content. | Movement, sound, colour, and other effects are somewhat effective, somewhat edited, and mostly used to add to reader understanding of the content. | Movement, sound, colour, and other effects have limited effectiveness, are not edited, and/or do not add to reader  understanding of the content. | Movement, sound, colour, and other effects are not effective, are not edited, and/or do not add to reader understanding of the content. |
| Conventions | The student uses conventions, vocabulary, and terminology related to making and presenting products for inquiry with a high degree of effectiveness | The student uses conventions, vocabulary, and terminology related to making and presenting products for inquiry with considerable effectiveness | The student uses conventions, vocabulary, and terminology related to making and presenting products for inquiry with some effectiveness | The student uses conventions, vocabulary, and terminology related to making and presenting products for inquiry with limited effectiveness |

Bottom of Form

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| --- | --- | --- | --- | --- |
|  | Established- 4 | Progressing- 3 | Developing- 2 | Beginning- 1 |
| Information | Student has compiled expert information on all relevant information pertaining to the project. | Student has compiled sufficient information on most relevant information pertaining to the project. | Student has compiled some information on some relevant information pertaining to the project. | Student has failed to compile adequate information |
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