5th Grade Lesson Plan Hispanic Heritage Month Roy Benavidez-Medal of Honor Recipient





Teacher:	Date:
Grade: 5th	Lesson: Hispanic Heritage Month
	September 15-October 15

		T	
OBJECTIVES: CCSS.	ELA-	STRATEGIES:	
LITERACY.RL.5.7	d and different distributions and the	□ Drawing/Coloring	
Analyze how visual and		□ Writing	
contribute to the meani	•	☐ Think/Pair/Share	
a text (e.g., graphic no		□ Collaboration	
presentation of fiction,	ioiktale, myth, poem).	Discussion Questi	ons
		□ Small Groups	
		□ Large Group	
MATERIALS:	Computer/laptop: inter	rnet (with access to YouTu	be); Smart Board; Students will need
		`	art of this lesson; copies of the
			on sheet; copies of Label the Parts of
		•	or Recipient Roy Benavidez
	•	•	c Novel Page-Roy Benavidez.
Engage: Hook the			ispanic Heritage Month. We will learn
students	about the heroic action	ns of a first generation Mex	ican American named Roy
	Benavidez. A person i	s given the adjective "first of	generation Mexican American" if their
	parents were born in N	Mexico, the parents immigra	ated to the United States, and the
			applies to families who immigrate to
			s well. For example, if they come from
	Germany, they would be first generation German Americans. Think/Pair/Share Activity-		
			S directions. The students will think of
		their partner and share the	
			or a medal? Why did you receive it?
	What did it mean to yo		
Explore: Students			el (page 2 of this lesson plan) with
make sense of a		parts of the graphic novel	
concept through		• • •	ny one of these elements, what do you
observations.	lose? Can you still und		
			mages. How does the combination of
		p with understanding?	
	Have students go to the		ovellssue2RoyBenavidez/#page=1
	Students will read the Roy Benavidez Graphic Novel. Hand out the MOH worksheet. Students will research Roy Benavidez online. Hand out the Draw a Page from the Life		
	of Roy Benavidez using the Graphic Novel template.		
Explain: Teacher	panels	thought balloon	Valor
introduces formal	bleed	captions	recipient
vocabulary and	gutters	sound effects	Medal of Honor
language to students.	dialogue balloon	motion lines	conflict/war
Elaborate: Students	By analyzing the techr	nical elements of graphic ne	ovels, students will understand how
apply what they have	visual and multimedia	elements contribute to the	meaning, tone, or beauty of a text
learned.			ction, folktale, myth, poem).
Evaluate:	The teacher will select	t the items to be used for fo	ormal/informal assessments.
assessment.			
Enrichment/Service-	Explain that military se	ervice is not the only kind o	f service we can participate in,
Learning Project	collaborate with your s	students to think of a servic	e they can provide to people in need
-	in their community. Fo	or ideas, go to <u>www.wreaths</u>	sacrossamerica.org/teach

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The Technical Elements of Graphic Novels

Panels (Frames) usually squares or rectangles containing a single scene. Can also be "Open" (where one or more, or all, of the panel's sides are open to show dramatic effect), or "Splash" (where one panel takes up the space of several panels in order to introduce or highlight an action or character)

Bleed - images spreading beyond the panel's edges

Gutters - space between panels

Dialogue Balloons - show communication between or among characters. Read left to right and/or top to bottom as appropriate.

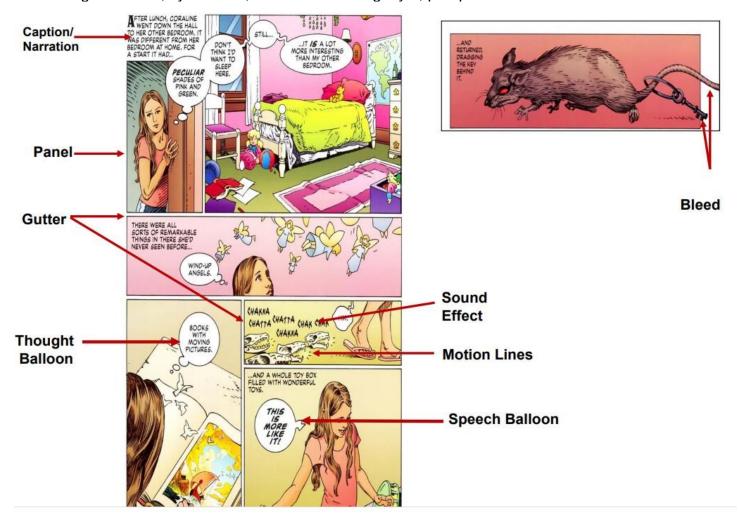
Thought Balloons - show a character's thoughts

Captions - contain information about a scene or character, act as narrator

Sound Effects - visual sound clues (for example, Wham, Boom!)

Motion Lines - indicate how characters or objects are moving

Art - design features, symbolism, fonts and lettering style, perspective

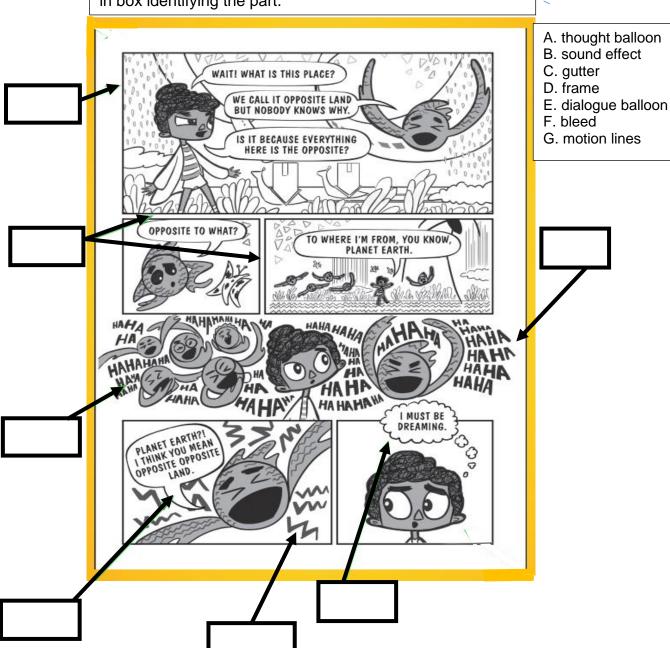


Excerpt from Neil Gaiman's Coraline

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Name______
Label the Parts of a Graphic Novel

Directions: Label the Graphic Novel parts with the corresponding letter from the list below. Place your answer in box identifying the part.



Excerpt from Opposite Land, By Charlotte Rose Hamlyn

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Medal of Honor Recipient Roy Benavidez

Name			
vame			

Directions:

- 1. Go to Roy Benavidez's MOH Graphic Novel.
- 2. Read the graphic novel.
- 3. Answer the questions on this worksheet.
- 4. Google Roy Benavidez. What other things did you learn about him?

In which Conflict(war) did Roy Benavidez serve?

Describe the obstacles Roy Benavidez had to overcome.



THE MEDAL OF HONOR

List two facts you learned about Roy Benavidez.

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Name Draw a Page from the Life of Roy Benavidez Directions: Using the frames below, draw your own graphic novel page about the life of Roy Benavidez.			

Remember-Honor-Teach

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Service-Learning Project

- **1. Define Community Service**-Community service is unpaid work performed by a person or group of people for the benefit and betterment of their community.
- **2. Explain** that community service can take many different forms. (For example, conducting a canned food drive for your local food bank, or raising money to help a local charity that provides food and other necessities for a local animal shelter, or providing school supplies for students whose families may have fallen on hard times.)
- **3. Describe** some of the opportunities available for your students to perform a community service project in your local community or school.
- **4. Brainstorm** ideas for a Service-Learning Project your students can perform! Think about the needs of local Veterans or your local community or school.
- 5. **Pick a Project**-Discuss the various ideas from the Brainstorming Activity, allow the students to vote or choose a project they can complete as a class.
- 6. Discuss the next steps for their project. Make a list!!
- 7. **Examine** ways parents, family members and friends can help your class with their Service-Learning Project.
- 8. **Decide** a Start and End date for your project.
- 9. **Send** a note home to parents, letting them know their child will be participating in the project. The type of project your class decides to do will determine how much help they may need from parents and family members. For example, if they decide to clean up around the school playground, they may only need disposable gloves and trash bags.
- 10. **Conduct** a debriefing when the project is complete. Ask students to write a short paragraph about their project. Explain to students that "service" does not have to be military service-they can "Serve" in many different ways!
- 11. Make sure you send an email to <u>teach@wreathsacrossamerica.org</u> telling us what kind of project your class completed, include pictures! Put your school's name and project name in the subject line of the email!! We look forward to hearing from you!!