

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



Wreaths Across America

Lesson Plan

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

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|--|--|----------------|-----------------|-------|-------|----------|-----------|---------|---------------|----------------|------------------|--------------|--------------|
| <p>OBJECTIVES: <u>CCSS.ELA-LITERACY.RL.5.7</u> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> | <p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group | | | | | | | | | | | | |
| <p>MATERIALS:</p> | <p>Computer/laptop; internet (with access to YouTube); Smart Board; <u>Students will need access to a tablet and the internet to complete part of this lesson</u>; copies of the Technical Elements of a Graphic Novel information sheet; copies of Label the Parts of a Graphic Novel Activity; copies of Medal of Honor Recipient Roy Benavidez worksheet; copies of the Draw Your Own Graphic Novel Page-Roy Benavidez.</p> | | | | | | | | | | | | |
| <p>Engage: Hook the students</p> | <p>Explain: Today's lesson is a part of celebrating Hispanic Heritage Month. We will learn about the heroic actions of a first generation Mexican American named Roy Benavidez. A person is given the adjective "first generation Mexican American" if their parents were born in Mexico, the parents immigrated to the United States, and the child was born in the United States.) Explain this applies to families who immigrate to the United States from other parts of the world as well. For example, if they come from Germany, they would be first generation German Americans. Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner and share their answer. T/P/S Question: Have you ever received a trophy or a medal? Why did you receive it? What did it mean to you?</p> | | | | | | | | | | | | |
| <p>Explore: Students make sense of a concept through observations.</p> | <p>Share The Technical Elements of a Graphic Novel (page 2 of this lesson plan) with students. Examine the parts of the graphic novel. Ask the students what happens if you take out any one of these elements, what do you lose? Can you still understand the story? Explain that graphic novels use both words and images. How does the combination of words and images help with understanding? Have students go to the following website: https://77a9072e.flowpaper.com/AUSAGraphicNovellIssue2RoyBenavidez/#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.</p> | | | | | | | | | | | | |
| <p>Explain: Teacher introduces formal vocabulary and language to students.</p> | <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">panels</td> <td style="width: 33%;">thought balloon</td> <td style="width: 33%;">Valor</td> </tr> <tr> <td>bleed</td> <td>captions</td> <td>recipient</td> </tr> <tr> <td>gutters</td> <td>sound effects</td> <td>Medal of Honor</td> </tr> <tr> <td>dialogue balloon</td> <td>motion lines</td> <td>conflict/war</td> </tr> </table> | panels | thought balloon | Valor | bleed | captions | recipient | gutters | sound effects | Medal of Honor | dialogue balloon | motion lines | conflict/war |
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| bleed | captions | recipient | | | | | | | | | | | |
| gutters | sound effects | Medal of Honor | | | | | | | | | | | |
| dialogue balloon | motion lines | conflict/war | | | | | | | | | | | |
| <p>Elaborate: Students apply what they have learned.</p> | <p>By analyzing the technical elements of graphic novels, students will understand how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> | | | | | | | | | | | | |
| <p>Evaluate: assessment.</p> | <p>The teacher will select the items to be used for formal/informal assessments.</p> | | | | | | | | | | | | |
| <p>Enrichment/Service-Learning Project</p> | <p>Explain that military service is not the only kind of service we can participate in, collaborate with your students to think of a service they can provide to people in need in their community. For ideas, go to www.wreathscrossamerica.org/teach</p> | | | | | | | | | | | | |

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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

Caption/ Narration → AFTER LUNCH, CORALINE WENT DOWN THE HALL TO HER OTHER BEDROOM. IT WAS DIFFERENT FROM HER BEDROOM AT HOME, FOR A START IT HAD...

Panel →

Gutter →

Thought Balloon → PECULIAR SHADES OF PINK AND GREEN.

...IT IS A LOT MORE INTERESTING THAN MY OTHER BEDROOM.

...AND RETURNED, DRAGGING THE KEY BEHIND IT.

Sound Effect → CHAKKA CHAKKA CHAK CHAK

Motion Lines →

Speech Balloon → THIS IS MORE LIKE IT!

Bleed

Excerpt from Neil Gaiman’s *Coraline*

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Medal of Honor Recipient Roy Benavidez

Name _____

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.

The drawing area consists of three distinct frames for a graphic novel page. The top frame is a large, empty rectangle. The middle frame is divided into two vertical panels, each empty. The bottom frame is another large, empty rectangle.

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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 teach@wreathscrossamerica.org 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!!