



# **TERRY FOX LESSON PLAN**

## **Sharing His Story With Your Students**

Lesson: Identifying Heroes and Character Traits

Curriculum Connection: Language Arts

Grade Level: Junior

Time: Approximately 45 minutes

### Lesson Snapshot

Terry Fox is the epitome of the character virtues we as teachers are trying to instill in our students. Using this lesson, students will work through activities to help identify Terry as a national hero, as well as recognize every day heroes in their own lives.

### Success Criteria

Students;

- will identify effective words and use them to describe Terry Fox
- are able to identify famous and non-famous heroes in their lives

### Curriculum Expectations

Reading 1.1

- Read a variety of texts

Reading 1.5

- Use stated and implied ideas in texts to make inferences and construct meaning

Reading 1.8

- Make judgments and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views

Reading 1.4

- Sort and classify ideas and information for their writing in a variety of ways

### Materials/Media

- BLM J-1: "Word Graffiti" (enlarged to 11x17)
- BLM J-2: "Heroes"
- BLM J-3: "Terry Fox Graffiti Assignment" rubric
- Chart paper
- Markers (Seven Different Colours)

## Lesson Delivery

### Setting the Stage: Graffiti Activity

- Take enlarged sheet of graffiti words and cover each student's desk. When students come to their desks, ask them to silently read the graffiti sheet that is on their desk. Emphasize NO talking. You want the students to come up with their own ideas and opinions about the words. Ask them to circle or highlight five words that truly stand out to them.
- Hand out BLM J-2. Students will sort the words they have selected in order and then use the words to describe people they know or people they have heard of, in a sentence.

### Core Learning Activity

- Group the students. Together they will bring their worksheets and graffiti pages together. Distribute a marker and piece of chart paper for each group.
- Draw the following chart on the board for students to copy on their chart paper.

<u>PEOPLE WE KNOW</u>	<u>PEOPLE WE HAVE HEARD OF</u>

### Application of Information

- Given their list of phrases, selection of words and the words on the graffiti sheet, the students must name 5 to 7 people in each category.
- Each group will present their ideas and as a class circle commonly themed names.
- Have a discussion about who the graffiti was about.
- Introduce Terry Fox to the class and share his biography and information about The Terry Fox Foundation.
- Each student will then create their own graffiti about Terry, following the format of the given sheet at the beginning of the lesson. Students may use 5 of the words included in their graffiti.

## Assessment

Anecdotal observations can and should be made during the group work part of this lesson.

Teachers may choose to mark the BLM J-2 and use the attached rubric (BLM J-3) to assess student created Terry graffiti.

## Extension Activity

Use the website wordle.net to create a graffiti word web about a hero in their own lives. Display on a bulletin board near the Terry Fox graffiti that is the main product of this lesson plan.

# Word Search

Read all of the following words. Circle or highlight the five words that stand out the most to you. Think of someone who that you know or who you have heard of that would be described this way.

unique loving  
 Canadian  
 humble  
 inspiring  
 athlete  
 sincere  
 determined  
 heroic  
 helpful  
 courageous  
 selfless

# HEROES

WRITE DOWN FIVE OF THE WORDS FROM THE GRAFFITI THAT YOU THINK WERE MOST POWERFUL. RANK THEM IN ORDER OF HOW POWERFUL THEY ARE. FOR EXAMPLE, PUT THE NUMBER 1 BESIDE THE WORD YOU THINK IS THE MOST POWERFUL. THE NUMBER 5 WILL BE BESIDE THE WORD THAT IS THE LEAST POWERFUL OF THE 5 YOU CHOSE.

WORD	RANK
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

USE EACH WORD IN A SENTENCE TO DESCRIBE A PERSON YOU KNOW, OR SOMEONE YOU HAVE HEARD OF.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# TERRY FOX GRAFFITI ASSIGNMENT

	Level Four	Level Three	Level Two	Level One
Word Choice	All selected words are effective, appropriately describing Terry Fox	Most words selected are effective, appropriately describing Terry Fox	Some words selected are effective, describing Terry Fox	Few words selected are effective, inappropriately describing Terry Fox
Colour	Use of many vibrant and bright colours	Use of some vibrant and bright colours	Use of few vibrant and bright colours	Used little colour
Feedback				

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