

Form 2: The Heroic Quest

"Heroes Against All Odds"

Stage 1—Desired Results	
Established Goals:	
For students to learn about people who had to overcome an obstacle.	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • People can rise above challenges presented by disabilities. • People must rely on God to capitalize on their abilities rather than acquiesce to their limitations. • People can use technology to help them in a difficult situation. • God is good and faithful in the midst of our struggles. • God's grace is sufficient. 	Essential Questions: <ul style="list-style-type: none"> • How can people rise above challenges presented by disabilities? • In what ways have people relied on God to persevere in spite of their disabilities? • How do these heroes use technology? How is the technology they use different then the technology you use today? • What evidence is there that God is good and faithful? • What does it mean that God's grace is sufficient?
<i>Students will know...</i> <ul style="list-style-type: none"> • The significance of (within the context of this unit) Eleanor and Franklin D. Roosevelt, Joni Eareckson Tada, Fanny Crosby, Sue Thomas, Beethoven, Harriet Tubman, Ruby Bridges, Helen Keller, and Langston Hughes. • How these heroes overcame their disabilities and used them as abilities. • How technology has helped to transform the lives of the disabled. • That sound is caused by vibrations. • How sound travels. How can we use sound and technology. • 2 Cor. 12:9 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Sing Blessed Assurance and other hymns by Fanny Crosby. • Recognize the 5th Symphony by Beethoven • Interpret one of Langston Hughes' poems • Tell/write about how sound is made, changed, and how it travels. • Recite 2 Cor. 12:9 as a class. • Tell/write how various heroes overcame their disabilities using different types of technology.
Stage 2—Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Write 5 sentences about at least 3 of our heroes. • Recite 2 Cor. 12:9 as a class. • Participate in science experiments about sound. • Write 6 sentences about how one or two heroes overcame their disabilities. • Use a given type of technology to help solve a problem. 	Other Evidence: <ul style="list-style-type: none"> • Sing Fanny Crosby hymns with the class • Respond to Beethoven's 5th Symphony and Heroic Symphony by writing, drawing, or discussing. • Work with a group to interpret a Langston Hughes poem. • Ability to use the technology in the classroom.
Stage 3—Learning Plan	
Learning Activities:	
<ul style="list-style-type: none"> • Paint pictures with mouth and/or feet • Underground Railroad "scavenger hunt" 	

- Read/act out/rewrite poems by Langston Hughes
- Do a Civil Rights activity – experience the disparity between blacks and whites
- Listen to Beethoven’s 5th Symphony and his Heroic Symphony (3rd Symphony)
- Read Sue Thomas story (by Amy Imbody) and illustrate
- Read biographies of these heroes: Eleanor and Franklin D. Roosevelt, Joni Eareckson Tada, Fanny Crosby, Sue Thomas, Beethoven, Harriet Tubman, Ruby Bridges, Helen Keller, and Langston Hughes
- Learn about sign language and Braille.
- Use, describe, and teach the class using the projector to present a project.

Seminar Books:

1. *Now One Foot, Now the Other* by Tomie dePaola
2. *Eleanor* by Barbara Cooney
3. *Follow the Drinking Gourd* by Jeanette Winter

Read Aloud Books:

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| <ul style="list-style-type: none"> • A Picture Book of Eleanor Roosevelt • Eleanor • <i>Now One Foot, Now the Other</i> by Tomie dePaola • <i>Prairie School</i> by Avi • Brundibar • Seeing Lessons | <ul style="list-style-type: none"> • The Secret Garden • <i>Follow the Drinking Gourd</i> by Jeanette Winter • <i>Ruby Bridges</i> • <i>The Heroic Symphony</i> by Anna Harwell Celenza |
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Artwork/Music:

Fanny Crosby’s hymns
 Beethoven’s 5th Symphony and Heroic Symphony (3rd Symphony)

The Heroic Quest: A Life of Virtue

Against All Odds

Scripture, literature, and life are full of inspiring examples of people who have risen above the challenges presented by disabilities – physical, mental, and situational. In this unit of study we will examine the lives of such heroes including Eleanor and Franklin D. Roosevelt, Joni Eareckson Tada, Fanny Crosby, Ruby Bridges, Beethoven, Harriet Tubman, Helen Keller, and Sue Thomas. With disabilities ranging from deafness, to quadriplegia, to blindness, we find that individuals have demonstrated remarkable courage, perseverance, resilience and resourcefulness to capitalize on their God-given *abilities*, rather than to acquiesce to their limitations. Whether by public service or artistic expression, by speaking or by vocation, these people are role models for us as we study their lives (information processing).

In two of our heroes, Beethoven and Sue Thomas, deafness presents itself as an obstacle to overcome. An investigation into the physics of sound helps us to understand these individuals and their particular issues, as well as to develop a keener appreciation for this remarkable gift from God. Familiarity with some of Beethoven’s masterpieces will further enrich our study of his life and work.

Fanny Crosby’s hymns will give us plenty to sing about, as she was a prolific producer of these musical testimonies to God’s goodness and faithfulness. Our scriptures will focus on those, which encourage us to rely on God’s strength in the face of our weakness (cognitive constructivism). A group from a rehabilitation hospital will visit us to teach us about the work done there and help us discover some of the ways in which man has learned to overcome or compensate for physical weaknesses.

Joni Eareckson Tada is a speaker, singer, and “mouth artist” despite being a quadriplegic due to a diving accident in her youth. We will try our “mouths” at “mouth art,” in which the brush or pencil is held between the teeth in order to paint or draw. We may even try out “foot art” in a similar fashion (behaviorism)!

The unit will also consider those with situational disabilities: obstacles not physical in nature, but equally challenging to overcome, such as Harriet Tubman's remarkable quest to lead hundreds of Africans from the clutches of slavery. We will be learning about the Underground Railroad and the many challenges that slaves faced on the road to freedom. Students will explore this idea even further by learning to sing "Follow the Drinking Gourd" (social constructivism), a song sung by escaping slaves to help them remember the path they should take.

The Heroic Quest: A Life of Virtue

Heroes Against All Odds

Perspective Statement

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