

True Heroes

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Leadership, it may be said, is really what makes the world go round. Leadership is a public transaction with history... it affirms the capacity of individuals to move, inspire, and mobilize masses of people so that they act together in pursuit of an end.

-Arthur M. Schlesinger, Jr., *Robert F. Kennedy*

INTRODUCTION

I've always been enticed by the lives of other people, especially those of history. My earliest childhood memories involve me going to the county library and reading children's books about famous people such as Martin Luther King. I remember longing all year for the "Reading Is Fundamental" or RIF day. It was on this day that each student could choose any book to keep. I can remember walking around the tables and shelves trying to carefully choose a book that held a story of some famous person.

My love for life stories of famous persons continued well through my primary and secondary education. Every single speech that I made in my high school speech class reflected the life story of someone famous. I was amazed at the young lives of many successful people. Once I read Maya Angelou's *I Know Why the Caged Bird Sings*, I understood immediately how she had become such a confident woman who refused to answer and live by the standards of society. I also understood why so many black women both young and old looked up to her. Angelou dealt with the most horrific tragedies that a child could suffer yet still she rose out of the ashes. And there are countless other examples of men and women who had to overcome incredible obstacles to make their life work and give something back to others. It is the lives of those people that I hope to share with my students.

To truly understand my approach in this unit, I think it is important for me to explain a little of my personal background. I was a good student. I graduated in the top ten percent of my class, went to a good college and successfully completed an internship in public administration. However, it wasn't until I attended graduate school that I realized my knowledge of leaders and heroes in society was extremely limited and mostly segregated. Most of the heroes I could recall were either black or male and predominately members of either the civil rights era or the civil war era. During my first week in graduate school, Gloria Steinem spoke at my campus. I had never heard of her and had no clue how instrumental she had been in changing the lives of women. It was in those two years that I began to research stories of people who made drastic changes in society. I purposely refrained from researching those household names like Dr. King, Malcolm X, and Franklin Delano Roosevelt. My purpose was to look deeper and find

names of those responsible for public libraries, music education, establishment of national parks, animal activism, helping the homeless, tirelessly working for children, and fighting for the rights of all humans. Needless to say, my research presented names that were never blockbuster hits at the movie theater, but they had obviously changed the world.

CHALLENGES

Now, I'm a high school teacher, and I see in my students what was in me. They know the popular leaders and little of what has made them famous. Because our country and world has advanced so drastically during the twentieth century, many students can't and don't imagine what the early leaders sacrificed. It's important for students to know that they don't die from diseases such as smallpox and polio because someone invented a cure. Although many people might not think inventors of vaccines heroes, I pose to them this question: Where would we be now if those vaccines weren't continually present? I want my students to understand how the leaders and heroes of past generations affect the lives they live today. Thus this unit will include a focus around such leaders and their accomplishments.

I have two obstacles that I must hurdle in teaching this unit. The first is having students delineate between hero and leader. The second is arousing the interest of my students. The student body at my school is quite different than others. There are at least thirty-five different ethnicities represented and many more different languages spoken. Needless to say, the students have a wide array of religious and cultural practices. Most students at my school are first generation Americans and many continue to visit their homeland. Thus, some students will not consider the persons that I have chosen for this unit heroes or leaders for that fact. To overcome these obstacles will be challenging; however, it is my goal to have students learn about persons who have contributed a great deal to society not accept these individuals as their personal heroes.

Having students from such different backgrounds I hope will also provide an interesting insight. Knowing my students and their eagerness to share their history, I will allow my students to contribute to the list of heroes that we will study. In the beginning while I'm explaining the instructions and process of the unit, I will allow students to verbally or in writing suggest leaders that they would like to include on the list. I will research those leaders and consider placing them into the list of leaders in the unit.

UNIT GOALS

I personally have four goals in teaching this unit to my students. The primary purpose of this unit is to help students realize those people that have sacrificed and given incredible gifts to society. The second aim is to have students internally develop their individual ideals of what makes a hero. It is my sincere hope that by completion of the unit, my students will have their own ideas of what makes a hero. The third goal is to have

students learn to successfully comprehend and research reliable primary and secondary documents. My fourth and final purpose is to have students remember the lives of the leaders and heroes that we study. Although we live in a technological age where information can be received at the tips of a finger, students still don't know many important and legendary figures. I cannot count the number of times I've read a story to my students that referred to some historical figure whom they did not recognize.

While we are in the midst of Operation Iraqi freedom, I try to make comparisons to this war and the Persian Gulf War. The students I teach now can't even remember the Persian Gulf War. When students hear comparisons made by the news about the current President Bush's involvement with Iraq compared to his father's involvement with Iraq, they have a difficult time understanding the issues. Of course the students I currently teach were 10 years younger when the last showdown with Saddam took place, but I believe that they still need to have the knowledge of that conflict and the leaders who fought so bravely in that war. It is not unlikely that they will someday be asked to make parallels of both wars for a standardized test or college history course. Thus, at some point a teacher or parent must discuss leaders and heroes throughout history to bridge gaps. It is through these four goals that I hope to bridge those gaps for my students.

OBJECTIVES

Instead of using this unit as an addition to covering basic objectives established by the Texas Education Agency, I've decided to include those objectives within the unit. Each social studies content area has objectives that focus on the impact of leaders on society. In World Geography, we will focus on the SS TEKS 113.34.b.1.

SS TEKS 113.34.b.1. **Geography.** Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

In this objective, students are required to look at the influence of the decisions made by individuals on society. To cover this objective in the unit, students will look at world leaders and how their decisions impacted society geographically. For example, students will study rulers and military heroes where they will learn that much of the notoriety for these leaders comes from the territory that they were able to conquer rather than their heroic capabilities.

The United States History and United States Government objectives will both be covered in each content area. Here the students are focusing on the effectiveness of the leaders on the physical, economical, and political development of the United States. The U.S. History and U.S. Government TEKS emphasized and listed are:

SS TEKS 113.32.b.1. **History.** Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights

SS TEKS 113.35.b.1. **Government.** Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system.

Other objectives that will be reviewed throughout the unit include the following:

SS TEKS 113.32 c.2. (C). **History.** Analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.

SS.TEKS. 113.32.c.4. (B) **History.** Evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society; and

SS TEKS 113.35.c.2. (D). **Government.** Identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders

Econ TEKS. 118.2.c.19. (D). **Economics.** Identify the contributions of entrepreneurs, past and present, such as Mary Kay Ash, Andrew Carnegie, and Bill Gates

COGNITIVE CHALLENGES

As mentioned earlier, many students at my school have arrived from different countries and they speak a wide array of languages. Therefore, there are several challenges I will incur in the actual teaching of the subject matter. First, all students will not be at the same reading level or comprehension level. Second, students will not all possess the same level of writing skills. It is important to me that no child is excluded from participation in the activities of this unit. If a student cannot comprehend the information given, then he is excluded. For these reasons, I will provide the biographical information the students need to complete the research. By doing this, I know the information will be accurate and individualized for each student's level.

IMPLEMENTATION

This is a semester unit. It will consist of five segments. In the first part, all subjects will review the songs listed and identify common characteristics in each. The second and later parts will vary slightly according to the content of the class. Specifically in World Geography and World History, students will focus on world leaders. In these subjects, students will research leaders that were instrumental in the development of world issues.

In United States History, students will research American leaders. Students will look at authors, freedom fighters, athletes, and many others. In economics, students will look at entrepreneurs and how they have used their found wealth to reshape some part of society. In American Government, students will research our country's founding fathers, presidents, and other political leaders.

Part I

I imagine that many students will approach this unit as just another assignment. This is exactly what I do not want to happen. Therefore, I want to do my best to make this unit apply to their individual lives in society today. To do this I've chosen to implement parts of two secular songs.

The songs I've chosen to use are "The Dance," by Garth Brooks and "Hero," by Mariah Carey. I've chosen these songs because they express and explain both the highs and lows of a hero's journey. For example in "The Dance," Garth Brooks sings:

Looking back on the memory of
The dance we shared
'neath the stars above
For a moment, all the world was right
How could I have known
That you'd ever say goodbye

Although this song could be the average love song, I think it speaks more about the heroes that have come to us, changed our world, and died suddenly or too soon. This stanza in particular infers that as a result of this person's life, the Earth, if only for a moment, was changed in a positive way. In a future stanza, Brooks explains the importance of having to accept the pain if we are wishing for something great to occur. He sings:

And now I'm glad I didn't know
The way it all would end
The way it all would go
Our lives are better left to chance
I could have missed the pain
But I'd 've had to miss
The Dance

In my opinion this song speaks so perfectly about the relationship of a people's hero. We so desperately need someone to lead us and change our world, but we must be prepared for both the good and the bad outcomes. For discussion, I will suggest leaders like Ghandi, Martin Luther King, Mother Theresa, and Princess Diana as possible examples for this song.

I've chosen Mariah Carey's "Hero" for a different point of view. Whereas Brook's "Dance" forces us to examine the importance of heroes in our society, Carey's "Hero" forces us to examine what type of "Hero" might reside within us. I plan to share this particular song at the beginning and conclusion of the unit. Hopefully, this song will force students to look at the many hero characteristics that they contain within themselves. If students can visualize these great characteristics they have within themselves, maybe they will consider a hero's journey as part of their life. Students will first hear the song without looking at the lyrics and then the song will be repeated while the students read the lyrics.

There are two stanzas that we will closely discuss. In the first stanza, Carey's song perfectly tells each of us how to get in touch with that inner hero. The song begins:

There's a hero
If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul

As Carey's song continues, she describes in the chorus the many obstacles that a hero faces and how to overcome those obstacles. This is the second stanza that we will analyze as a class. The chorus of the song sings:

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

Just imagining the faces of my students when they read these words and think about them is a powerful picture. How many students have ever been told they are a hero or hold hero characteristics? I bet not many. This song brings to the realization that a hero does the right thing because they believe it is the right thing, not because of what society believes. Most importantly, a hero is not always popular, but a hero believes in himself.

After studying these two songs, the students will continue into part two of this unit where they will actually begin to develop their criteria for a hero.

Part II

Every hero is a leader, but every leader is not necessarily a hero. Thus, the students will focus on delineating between hero and leader. This part of the unit is divided into three segments to help make this separation easier. In the first part, students develop a definition for the word hero. Students are allowed to use dictionaries, books, and each other to develop the definition. After developing the definition, students comprise a list of qualities that they think a hero should possess. “Leaders have been responsible for the most extravagant follies and most monstrous crimes that have beset suffering humanity” (Schlesinger 9). For that reason, students will be asked to consider the following specific qualities about the leaders’ actions. For example, did the leader lead by force or by persuasion? Was the leader given this status based on their position in life? Was it the duty of the followers to obey?

Students will then take the list of characteristics that they have developed and formulate a rubric. In the rubric, each characteristic will be given a percentage score according to its importance. For example, “sacrifice” might be worth thirty percent while “courage” is worth twenty percent. Within those categories, sacrifice or courage, each leader would receive a rank according to their accomplishments. Each individual leader will be analyzed according to the rubric and receive a total score. The students will develop the rubric in the class. The students will brainstorm, use the dictionary, and the songs studied for examples of qualities that a hero should possess. The students have the right, as a class, to accept, deny, and add to the list. I will require certain qualities be listed in the rubric that I consider an integral part to any hero. They are: Sacrifice (a giving up of something valuable or important for somebody or something else considered to be of more value or importance), Determination (firmness of purpose), Bravery (extreme courage in the face of danger or difficulty, or an example of extreme courage), and Selflessness (putting other people’s needs first).

Part III

In the third part of the unit, the students actually research particular leaders. Specifically, each Friday the students will look at a different leader and analyze that person according to the rubric previously developed. The teacher, to ensure that key people in history are not overlooked, will provide the list of leaders. The teacher will also provide the biographical information to ensure that students are using valid sources and information that they are able to comprehend. By the completion of the semester, students will have analyzed at least a dozen leaders.

Part IV

In part four, students compare the rubrics and debate on which leaders have had the most substantial impact on the world, the United States, or economically depending on the subject of the class. In this section, the class will be given a set of note cards. Students

will be given enough note cards for each leader. Simply, if there are twenty leaders studied throughout the class, then the students will be given twenty note cards with the highest point being twenty and the lowest point being one. Each card, a different color, will represent the different points. For example, a blue card will be worth ten points and a red worth four points, etc. The list of leaders studied will be placed on the board. Students will be allowed to take their cards and place them next to the leader that they believe deserves the corresponding points. See table below. The leaders will then be ranked according to the points they received from the class.

Leader	Student Card	Student Card	Student Card	Total Points	Rank
Martin L. King	Blue Card (10)	Red Card (4)	Yellow Card (6)	20 Points	1

Part V

In the fifth and final part, each student will randomly draw a name of one of the leaders. Each student will then research that leader in depth and develop a three-minute speech to present to the class. In the speech, the student will highlight the leader’s qualities, skills, and accomplishment, while trying to convince that class to rank the leader higher or give him or her the hero status.

RESEARCH

As previously mentioned, students will research leaders according to the subject of the class. The teacher will provide short biographies, allow students to read the biographies and individually rank the leader of each biography. Ideally, by the end of the semester students will have identified numerous facts, dates, and important events of history.

World Leaders

In World history and World Geography classes, students will research leaders that have challenged and changed world history. We will visit the lives of many different rulers and review the successes of their reigns. We will also take a look at individuals that went above and beyond the call of duty. People like Martin Luther and Joan of Arc are sure to be included in this category. Finally, we will look at rulers in military wars. Specifically, we will look at those men who changed the face of history through leading a successful or unsuccessful military campaign. Some leaders that we will visit in this class include:

Alexander the Great (356 – 323 B.C.): Born to King Philip of Macedon and his wife Olympias, Alexander studies Greek under famed philosopher Aristotle. After his father’s assassination in 336 B.C., he becomes the new king of Macedon. The remainder of his

years would include many successful battles and invasions until his death in Babylon in 323 B.C. He would be known for his military genius (Stewart 2003).

Christopher Columbus: An Italian explorer given credit for the European discovery of America. In an attempt to find the western route to India, he sailed from Spain across the Atlantic Ocean westward. He made several trips back to the New World (www.msnencarta.com).

Constantine the Great: This Roman emperor issued a document that allowed Christians to practice their religion within the empire (www.msnencarta.com).

Joan of Arc (1412-1431): A French girl who at the age of seventeen fought to establish the rightful King to the throne. She became a French military leader and led the French to a victory over English troops. It was an important turning point for France during the Hundred Years' War. She was eventually captured, sold to the English, and tried for heresy. She was burned at the stake (*MSN Encarta*).

Julius Caesar (100-44 B.C.): Born into an upper class Roman household, Caesar was instrumental in shaping Rome. Caesar's accomplishments included: defeating Ptolemy and installing Cleopatra as the head of Egypt in 47 B.C; revising the Roman Calendar which later became a standard in the Western world; and in 44 B.C. becoming dictator until he was murdered by enemies in the Roman Senate (Nardo 1997).

Spartacus (died 71 BC): A Roman slave and gladiator, he led an insurrection of Roman slaves, which became known as the Gladiator's War. He and his forces were able to defeat several Roman armies before he fell to his death (*MSN Encarta*).

Thomas More (1478-1535): An English man known as the author of UTOPIA. More's refusal to recognize Henry VIII as head of the Christian Church in England led to his death. He is known for placing his principle above his personal ambitions (*MSN Encarta*).

William the Conqueror (1027-1087): Also known as William I, he defeated the English in the famed Battle of Hastings to become the first Norman King of England. He is known for his reorganization of the English Feudal system (*MSN Encarta*).

Winston Churchill (1874-1965): Born at Blenheim Palace, Churchill's first thirty years are actively field in military. By 1900, Churchill becomes politically active and serves many different posts. He also publishes *The World Crisis*, a detailed history of World War I. In the early 1930s, he warns against German strength. He comes prime minister in 1940 and makes his famous "blood, sweat, and tears" speech. He gives the "Iron Curtain" speech in Fulton, Missouri in 1946. He is made an honorary citizen of the United States in 1963 (Lace 1995).

U.S. Leaders

In United States and American Government classes, students will research American leaders. We will look at those Americans who changed American history. We will spend time looking at the founding fathers, revolutionary fighters, those rebellions before and after the Civil War, great civil war figures, literary authors, music artist, athletes, and more. We will focus on some of the obscure leaders of history and many women history makers.

Barbara Jordan (1936-1996): Born in Houston, Texas and living the young years of her life in segregation, Jordan chose to rise against the odds. By 1960, she had graduated from Texas Southern University, Boston University Law School, opened a law practice, and campaigned to elect John F. Kennedy as president of the United States. By 1967 she is elected as a state senator and in 1972 is the first Southern Black woman to serve in the United States House of Representatives (Jeffrey 1997).

Cesar Chavez (1927-): Born on a farm near Yuma, Arizona, Chavez's parents became victims of the depression, which led to their new lives as migrant farm workers in California. Chavez serves in the Navy during World War II and later becomes an active member for his community. By 1959 he begins his work to transform life of farm workers. He calls for boycotts of major industries and lands the support of top officials like Robert F. Kennedy (Rodriguez 1991).

Chief Joseph of the Nez Perce (1840-1904): This Native American Chief refused to give up his peoples' land to the U.S. Army. He leads his people in 13 battles against the U.S. army until he finally agrees to Surrender in 1877. In 1879 he travels to Washington, D.C. and speaks to law makers about the injustices toward his people (McAuliffe 1998).

Dred Scott: Scott was a slave that was brought to live in a free territory. When his master decided to leave the territory, Scott believed he was free since he had lived in the free territory. Scott fought for this civil right all the way to the Supreme Court. This landmark case added fuel to the most argued freedom of slaves.

Elizabeth Cady Stanton and Lucretia Mott: These women defied the odds by launching the first woman suffrage movement in 1848. They held the convention in Seneca Falls, New York. They were abolitionists before they began the women's right movement (Danzer 2003).

Franklin Delano Roosevelt (1882-1945): Roosevelt was the only U.S. President to be elected to four terms. He was instrumental in guiding the nation through the Great Depression. His economic programs helped rebuild the United States (*The White House*).

Frederick Douglas (1818-1895): Douglas was born a slave named Frederick Bailey near Easton, Maryland. He worked for several masters before trying to escape. In 1838 he manages to escape to New York and change his name to Frederick Douglas. After touring England and authoring his life story, he begins printing the *North Star* in 1847. Douglas becomes a valuable asset to President Lincoln during the Civil War. Douglas continues to be politically active for freedmen until his death (Russell 1988).

George Washington (1732-1799): Known as a Revolutionary War hero, this man continued to serve his country in its most desperate times of need. In 1789 he is elected as the first president of the United States (*The White House*).

Harriet Tubman (1820-1913): Born a slave, she escaped to freedom. After the passage of the Fugitive Slave Act, she decided to become a “conductor” on the Underground Railroad. On this railroad she traveled back to the South 19 times and helped to free 300 slaves (Danzer 2003).

Henry Cisneros (1947-): Born a Mexican American in San Antonio Texas, Henry knew he wanted to improve life for his family and his people. Henry attained his government education from both Texas A&M University and Georgetown University. By 1973 he had worked for the National League of Cities in D.C., been named a White House Fellow, and studied at Harvard University and Massachusetts Institute of Technology. He eventually returned home to San Antonio to improve lives in his hometown community. In 1975 he was elected to the city council and by 1981 was elected as the first Hispanic mayor of a major city (Roberts 1991)

James Monroe (1758-1831): Monroe was elected the fifth president of the United States in 1816. Monroe is famously known for his principles which eventually became known as the Monroe Doctrine. This doctrine insisted that other countries respect America the young nation (*The White House*).

Madeleine Albright (1937-): Born in Prague, Czechoslovakia, Madeleine’s family was forced to flee to the United States after a 1948 political coup. She would later graduate from Wellesley College and work as an aide to a National Security Council advisor and be appointed U.S. permanent representative to the United Nations. In 1997, she was appointed the first woman Secretary of State of the United States (Hasday 1999).

Robert F. Kennedy (1925-1968): Born in Brookline, Massachusetts, Robert Kennedy graduated from Harvard University, served in the Navy, graduated from the University of Virginia Law School, and worked for the U.S. Justice Department by 1951. In 1960, he was appointed U.S. Attorney General by his brother, John F. Kennedy. In 1968 he announced his candidacy and was assassinated that same year (Petrillo 1989).

Sojourner Truth (1797-1883): Born into slavery, she escaped and became an abolitionist and advocate for women’s rights. She prophetically spoke during a women’s rights

convention in 1851 in which stated that her gender did not make her weak nor her race make her non-feminine. She was received by Lincoln as a guest in the White House in 1864 and after the civil war she helped freed slaves find work (Danzer 2003).

Thomas Jefferson (1743-1826): This Virginia Lawyer was chosen to write the final draft of the Declaration of Independence. Within this document, Jefferson stated the idea that power over people can only come from the people and when the government abuses its power, the people can choose to abolish the government. This document is considered one of the most influential writings in American History (*The White House*).

Thurgood Marshall (1908-1993): The first black to be appointed to the Supreme Court, this man is known for his service as a lawyer for the NAACP. In 1954, he represented Brown before the Supreme Court in the case of Brown vs. Board of Education (Danzer 2003).

W.E.B. Dubois (1868-1963): Known as the first black man to graduate from Harvard. Dubois conducted much research on the experiences of blacks in America. His findings opened the way for the civil rights and black power movements. He is also known as one of the founding fathers of the NAACP (*MSN Encarta*).

Economic Leaders

In Economics, students will focus on entrepreneurs who have gathered massive wealth and used their wealth to impact society. I expect this study to be the most exciting for all of my students. We will look at the lives of the world's wealthiest, see how they obtained their wealth, how they maintained their wealth, and why they choose to use their wealth for good. It is my hope that students will really learn the meaning of that old phrase "money can't buy you love." Some entrepreneurs in this list will include:

Andrew Carnegie (1835-1919): Born in Scotland, Carnegie moved to the United States at a young age where he worked as a bobbin boy in a cotton mill. He later became a messenger in a Pittsburgh telegraph office. This and similar jobs laid the foundations for his financial goals and investment interests. By 1899 he controlled twenty-five percent of the American iron and steel industry. He would eventually give great sums of his money to educational, cultural, and peacemaking organizations (*MSN Encarta*).

Bill Gates (1955 -): Born in Seattle, Washington, Gates participates in a programmers group in 1970. With Paul Allen, Micro-Soft is formed in August 1975. In 1980, Microsoft agrees to develop MS-Basic and an operating system for IBM. Microsoft competes with Macintosh. In 1986, Microsoft goes public and makes Gates a multimillionaire. By 1987, Bill Gates becomes the world's youngest billionaire. In 1997, Bill Gates is named by *Forbes* magazine as the richest person in the world. In the same year, Gates begins the Library Foundation. Over the next few years, Gates would give ample amounts of money to non-profits and schools (Wood 1990).

Henry Ford (1863-1947): Working as an engineer for the early years of his life, Ford would invent his first automobile in 1896. By 1903, he would develop his own company. Ford's perfection of the assembly line technique of mass production hoisted him to an American Industrial leader. His foundation, The Ford Foundation, continues to fund a great number of charities.

John D. Rockefeller (1839-1937): Born in Richford, Ohio, Rockefeller was educated in public schools. At the height of his career, Rockefeller owned 90 percent of oil refineries in the country. He would later give a great sum of his fortune to charities (*MSN Encarta*).

Ralph Nader (1934-): Nader is known by many as a Presidential candidate during the 2000 elections. However, Nader began as a leading advocate for consumers. He wrote a book which charged the automobile industry with producing unsafe cars. He later attacked other industries that allowed people to work in unsafe conditions. (*MSN Encarta*).

Ted Turner (1938-): He is considered one of the most powerful television executives. In 1970, Turner purchased a failing TV station in Atlanta, GA. By 1975, the station had turned into the "Superstation" known as WTBS. In 1980 Turner developed and launched the first all day news network called CNN. In 1996, Turner's company was purchased by AOL Time Warner in a \$7.6 billion deal. In 1997, Turner gave \$1 billion dollars to the United Nations to use for humanitarian causes. His donation is considered one of the largest single charitable donations ever made (*MSN Encarta*).

CONCLUSION

It is the heart that makes one great or small. - Muhammed Ali

When Ali spoke these words I'm sure he had no idea the truth they withheld in them. And as students begin their study in this unity, I'm sure they will have no idea of the impact that the lives of these strong, courageous, dedicated souls had upon society. It is my fondest hope that this unit will probe more interest in additional heroes and leaders than mentioned; and it is my greatest intention to introduce my students to this different level of selflessness so that they might consider it among themselves.

LESSON PLANS

Lesson Plan I - "What is a Hero"

Objective: Organize and express ideas in written form.

Draw Conclusions using everyday mediums

1. The lesson begins with students listening to two songs: first, "The Dance" by Garth Brooks and then "Hero" by Mariah Carey.

2. Students will then be asked to write down their thoughts about the songs.
3. Students are then divided into groups where they discuss whether or not these songs actually depict the life of a hero or describe characteristics that a hero must possess.
4. Each group will come up with a summary to share with the class
5. Teacher will then collect all summaries, post them on the board for class discussion.
6. Class will listen to the songs again.
7. After hearing the songs for the second time, and using the lists created, the class will discuss what qualities are present in these songs that they would like their personal heroes to have.
8. These qualities will be recorded and be used for the next lesson.

Lesson Plan II – Definition of a Hero’s Qualities

Objective: Use critical thinking skills to analyze information to develop answers and conclusions.

1. The class will begin with a short discussion about the people that I, the teacher, consider heroes (just to get the students in the correct frame of thinking). I’ll ask students to think of as many heroes as they can.
2. Students are then divided into groups of four. In the groups they gather a list of persons they consider to be heroes. From this list of heroes, they find qualities that are consistent. Students will be reminded of the list that they developed the previous day from the songs. Once they have found four consistent qualities, they define each of them using a dictionary. Using these definitions, each group defines the word “hero”.
3. Each group writes their definition of hero on a sheet of poster paper which I will paste on the wall. Each group will explain how and why they defined “hero” in this particular way.
4. The class will vote on a definition of a hero.

Lesson Plan III – “A Hero’s Qualities”

Objective: Develop criteria for making judgments.

1. All students are asked to develop a list of qualities that a hero should possess. After 10 minutes, A volunteer will write the qualities on the board (placing an additional mark by the qualities that are continually repeated)
2. From the qualities, we organize them in a list. Here we will need to combine words that have similar meanings and delete words that do not belong.
3. Students then vote by a show of hands on which qualities are the most important. Hopefully this will narrow down the qualities into categories.
4. Students then go back into their groups from the previous day and decide how to quantify each category (how much each quality is worth).
5. Each group will share their conclusions.
6. The class will “debate” and vote on the final points for each category.

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A children's biography book on the life of Athea Gibson, this book looks at Gibson's young life through her career as a tennis champion.

Bruns, Roger and Arthur Schlesinger, Jr. *Abraham Lincoln*. New York: Chelsea House Publishers, 1986.
A children's biography book on the life of Abraham Lincoln, this book gives a good account about the young and adult life of Abraham Lincoln.

Collins, David R. *Gerald R. Ford: 38th President of the United States*. Ada, Oklahoma: Garrett Education Corporation, 1990.
This book details the turmoil and triumphs of Gerald Ford's political life. This book describes details that lead up to Ford's presidency and his life during his presidency.

Danzer, Gerald A., J.Jorge Klor De Alva, Loarry S.Kreiger, Louis E. Wilson, Nancy Woloch. *The Americans: Reconstruction to the 21st Century*. McDougal Littell, 2003.
This resource is a high school textbook. It gives basic information including accomplishments and birth and death dates about many of the U.S. leaders mentioned in the unit.

Greene, Carol. *George Washington Carver: Scientist and Teacher*. Chicago: Childrens Press, 1992.
This young adult biography gives details about the life of the famous black inventor.

Hasday, Judy L. *Madeleine Albright*. Philadelphia: Chelsea House Publishers, 1999.
This short biography details Albright's life from birth, through political refugee, and into her term as secretary as state.

Jeffrey, Laura S. *Barbara Jordan: Congresswoman, Lawyer, Educator*. Springfield, New Jersey: Enslow Publishers, 1997.
A young adult biography about the life of the first Black female Senator from the South. In addition to detailing her successes on a national level, this book describes Jordan's contributions to her community as well.

- Lace, William W. *Winston Churchill*. San Diego: Lucent Books, 1995.
This detailed biography explains Churchill's extensive life in public and leadership qualities during World War I and World War II.
- Latner, Clay. *Muhammad Ali*. The Child's World, 2001.
The biography describes the life of Muhammad Ali from birth to the present. The book details an account of his young life and reasons why he chose boxing as a career.
- Mariah Carey's official website*. 23 June 2003. <<http://www.monarc.com/mariahcarey/>>.
This website is the official page for singer Mariah Carey. It catalogs all of her songs and displays lyrics for several of the tunes.
- McAuliffe, Bill. *Chief Joseph of the Nez Perce*. Mankato, Minnesota: Bridgestone Books, 1998.
This children's biography describes the life of Chief Joseph and his influence upon his tribe, the Nez Perce people. It chronicles his rise to Chief, actions as leader of the tribe, and influential actions later.
- MSN Encarta*. June 2003. <<http://encarta.msn.com>>.
An online encyclopedia used to check and obtain dates for heroes used throughout the unit. Source also contains links to all areas of a leader's life.
- Nardo, Don. *Julius Caesar*. San Diego: Lucent Books, 1997.
This short biography details Caesar's rise and fall. Although written as a young adult book, it gives detail descriptions of Caesar's life including his rise to fame and assassination.
- O'Brian, Steven and Arthur M. Schlesinger, Jr. *Alexander Hamilton*. New York: Chelsea House Publishers, 1999.
This children's biography book on the life of Alexander Hamilton gives a detailed account about Hamilton's life.
- Petrillo, Daniel J. *Robert F. Kennedy*. New York: Chelsea House Publishers, 1989.
This book is a biography of Robert F. Kennedy. It includes important moments of his life both personally and professionally and details his assassination.
- Roberts, Naurice. *Henry Cisneros: A Leader for the Future*. Chicago: Children's Press, 1991.
This biography describes Cisneros's contributions to his community and ability to break through political barriers.

- Rodriguez, Consuelo. *Cesar Chavez*. New York: Chelsea House Publishers, 1991.
This biography details how Chavez's political awareness of conditions of migrant workers changed farming. It follows his rise to social activist.
- Russell, Sharman Apt. *Frederick Douglas*. New York: Chelsea House Publishers, 1988.
This short biography details Frederick Douglass's life both personally and politically. Includes details about his life as a slave and struggle to obtain freedom and equality for others like him.
- Schlesinger, Arthur M. Jr., and Herman J. Viola. *Andrew Jackson*. New York: San Diego: Chelsea House Publishers, 1986.
This children's biography book on the life of Andrew Jackson, details his life as the seventh president of the United States and the first westerner to be elected.
- Shore, Nancy. *Amelia Earhart, Aviator*. New York: Chelsea House Publishers, 1996.
A children's biography book on the life of Amelia Earhart.
- Stewart, Gail B. *Alexander the Great*. San Diego: Lucent Books, 1994.
This biography details the personal, military, and political life of Alexander the Great.
- Woog, Adam. *Bill Gates*. San Diego: Lucent Books, 1990.
This book chronicles the life of Bill Gates and how he managed to develop the most successful software program in history.
- The White House*. 21 June 2003. <<http://www.whitehouse.gov/history/presidents/>>.
This website gives a brief history about the lives of each U. S. President. The site begins with the president's young life, continues through the political accomplishments, and finally concludes with the actions of the individual during his term in office. I used this website to obtain information for most presidents listed in the unit.

Filmography

- American Athletics: The American Hero Today*. 1995. (28 minutes).
This video analyzes why society worships athletes and tends to ignore those who are able to make more profound contributions to mankind.
- American Woman: Portraits of Courage*. Goldhil Home Media, 1995. (60 minutes).
This program looks at the contributions and achievements of American women since the beginning of American history.
- Boycott*. Directed by Clark Johnson. Warner Home Video, 2001. (122 minutes).

This film is based on the life of Dr. Martin Luther King, Jr. The film describes how Martin Luther King, Jr. was chosen to be the leader of civil rights movement in the 1960s.

Gandhi. Directed by Richard Attenborough. Columbia TriStar Home Video, 2001. (190 minutes).

This historical film depicts the life story of Mahatma Gandhi the Indian political and spiritual leader.

When We Were Kings. Directed by Leon Gast and Taylor Hackford. USA Films, 2001. (94 minutes).

Inside look, at the highly publicized fight between George Forman and Mohammed Ali that took place in Africa.