

SUPER HERO STUDENT

LESSON OVERVIEW: STUDENTS WILL USE THIS CREATIVE WRITING EXERCISE TO CREATE THEIR OWN "SUPER HERO"

Materials:

Samples of super heroes perhaps a comic book or pictures.

LANGUAGE ARTS STANDARDS

Writing: Standard 1

The Student uses the writing process effectively.

(LA.B.1.4.2)

Writing: Standard 2

The student writes to communicate ideas and information effectively.

(LA.B.2.4.2)

SOCIAL STUDIES STANDARDS

People Places and Environment: Standard 2

Student understands the interaction of people and the physical environment.

(SS.B.2.4.1; SS.B.2.4.7)

Procedures:

1. Discuss popular super heroes using a comic book or other examples. Discuss the effects these super heroes had on their environment and how they acquired their super hero traits.
2. Discuss the villains that antagonize these super heroes. Discuss their effect on their environment and how they have become who they are. For example, how did the Green Goblin™ become evil? How does he effect those around him?
3. Have students create an enemy to his super hero. Include the same information requested for the super hero.

Wrap up:

1. Have students use their character in a story. In the story the character must display it's characteristics. Have students include illustrations if desired.
2. Discuss with students how their characters acquired their powers. How did their villain become evil? How could these characters affect the world today in a positive way? How could they affect the world today in a negative way?
3. Discuss real, modern-day heroes such as, firefighters, police officers, etc. Have students answer the questions above using these heroes.

After the Thrill:

Have students ride the Spider-Man™ attraction at Islands of Adventure or MEN IN BLACK™ Alien Attack™ at Universal Studios®. Choose one of the characters of the Sinister Syndicate or a villain in Men in Black. Identify one of the many issues that might have affected their character in a negative way as they were growing up. Explain how this issue would have influenced the characters adulthood if it had been a positive one.

Have students ride the attraction Spider-Man paying close attention to the story-line. Have students be news reporters interviewing different characters and write a front-page news article on what happened in New York that night.