

Materials needed

- A variety of age-appropriate texts about real-life superheroes
- Superhero emblem pages for real-life superheroes
- Playdoh or modeling clay
- Superhero emblem pages for their own emblem
- Coloring supplies
- Superhero dress up clothes

TUES

Approx:
30 min

Begin by getting students excited about superheroes.

“What does it mean to be a superhero? What kind of words would you use to describe a superhero? WELL, did you know that there are REAL-LIFE SUPERHEROES?”

Describe how real-life superheroes are people who persevere when things are difficult. In school, we persevere when math gets tricky or you are disagreeing with a friend. What does it mean to persevere? **Persevere: to continue even in the face of difficulty**

“I am going to read you a book about a real-life superhero. Her name is Rosalind Franklin. Can you repeat her name? *Rosalind Franklin* While I read this book about her life, it is YOUR JOB to look for times when she persevered. Once you notice a time when she persevered, I want to see a thumbs up. I might see a thumbs up once, or many times.”

Read *Rosalind Franklin* by Maria Isabel Sanchez Vegara with minimal interruptions.

After reading, turn and talk to someone nearby about how she persevered. Discuss as a class a few examples of WHY that is perseverance. Make sure to highlight that it was REALLY hard but she used her perseverance powers to help change the world.

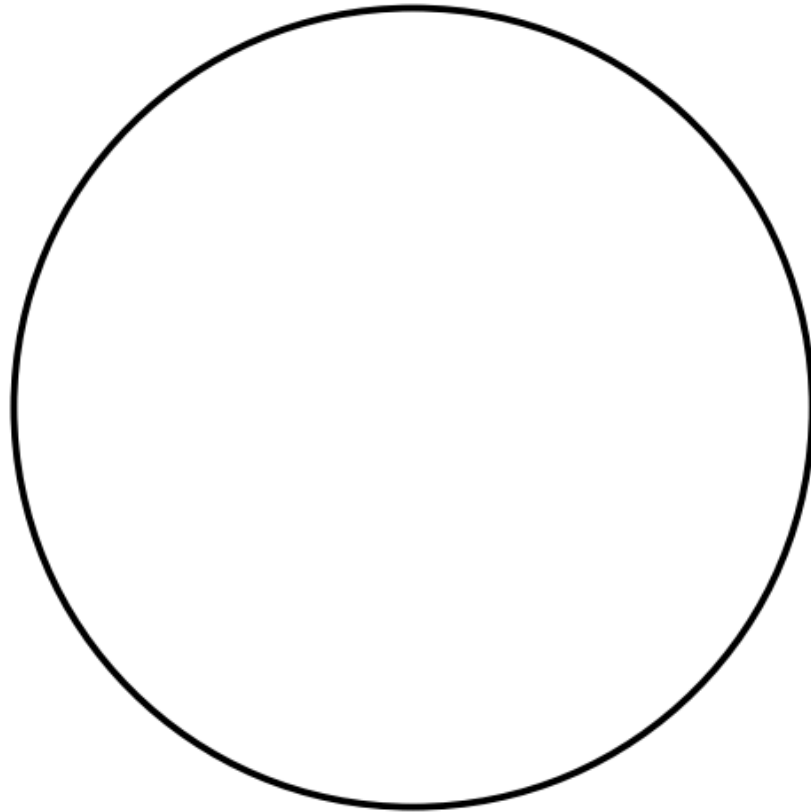
“Hmm, superheroes usually have something that helps show that

	<p>they're a superhero. Rosalind Franklin was definitely a real-life superhero, yes? (class responds yes). That means she needs something called an emblem. Repeat that word (class repeats emblem). An emblem is a symbol that represents YOU and what you stand for. You may already know the emblem for Superman, or the Flash, or Captain America. The Flash's emblem is a lightning bolt because he is FAST and perseveres when things get tough. What should Rosalind Franklin's emblem be? Something that represents what she stands for?"</p> <p>Take class ideas and decide on a double helix strand. Model the worksheet on the doc camera. Draw a double helix strand in the emblem circle and make it look nice. Then, write a sentence about how Rosalind Franklin's emblem is a double helix strand because she helped change the world with science.</p> <p>Tell students that they will be doing this tomorrow with a different real-life superhero. They will get to design an emblem for their real-life superhero.</p>
<p>WED</p> <p>Approx: 35-40 min</p>	<p>Begin by reminding students that today they will get to read about and design an emblem that shows how their real-life superhero showed perseverance throughout their life.</p> <p>Lay out all of the books that were chosen. Use the desired method for students to choose the book they'd like. Once students choose, they can choose a good spot in the room to read the book quietly to themselves. Set a timer for ten minutes. Help as needed with reading.</p> <p>After the timer goes off, come back together as a group and take one whole group share to discuss how that person persevered. After the whole group share, students find a partner to discuss how their real-life superhero persevered. They will find a new partner.</p> <p>Set a two minute timer where students need to sit quietly with their book and figure out what kind of emblem they are going to</p>

	<p>use to represent the person they read about. Give directions about expectations with work sheet. Once students tell you their emblem design one by one, they are handed their papers and may return to their desks to start drawing/ coloring. They will also need to write 1-2 sentences justifying their design.</p>
<p>THURS</p> <p>Approx: 35-40 min</p>	<p>Students reflect on the ways that their real-life superheroes changed the world with their incredible perseverance.</p> <p>“Perseverance is inside ALL OF US!! Wait a minute... that means that WE have the chance to become real-life superheroes. Think about the things that you like. What are some things you are good at? What are things that used to be harder but you persevered? Maybe math used to be very hard but you persevered. Maybe drawing used to be very hard but you persevered. Maybe gymnastics used to be very hard but you persevered. Your job is to think of what that thing is. Show me a thumbs up when you decide.” Give some think time.</p> <p>“Great! Now you need to think about what symbol you would use as the emblem for YOUR superhero emblem. If these real-life superheroes have emblems for perseverance, we all do too. We have that same greatness in us too. Turn and talk to someone nearby about the emblem design you’re thinking about right now.”</p> <p>After a couple minutes for partner discussion, bring back to whole group and accept a few volunteers to share what they’re thinking for their emblem design. Show students how this worksheet will be a little different. THIS TIME, students will get to create their design with modeling clay. They will draw out their design just like they had the day before. THEN, they will get to recreate it with playdoh. Just like superheroes, they may need to persevere when the sculpting gets difficult. It may not turn out exactly how we expected but that’s okay because we persevered and are flexible thinkers. After they are done sculpting, they will draw how their emblem ENDED UP looking. It probably won’t be exactly the same but that’s how we KNOW you really do persevere.</p>

	<p>But what is sculpting? We can't prepare to sculpt if we aren't sure what it is.</p> <p>Have slides ready of rolling, pinching, flattening, texturing. Within slides, add pictures and definitions of each. Practice each technique as a group before beginning.</p> <p>Rolling: Rolling involves moving the material back and forth (or in a circular motion) under the palm or between both hands to alter its shape. This can be done to make coils (snakes) or balls.</p> <p>Pinching: Pinching is the act of using a "crab claw" motion—a thumb on the inside and fingers on the outside—to squeeze and compress clay, making it thinner and forming it into a vessel.</p> <p>Flattening: Flattening is a foundational technique where clay or dough is pressed with the palms, fingers, or tools to transform a three-dimensional shape (like a ball) into a flat, 2D sheet, pancake, or disc. It is used to create bases for structures, slabs for building, or to create texture and relief.</p> <p>Texturing: Texturing in sculpting refers to the deliberate manipulation of a material's surface to create a specific, tangible, or visual feel—such as rough, smooth, bumpy, or slimy. It adds depth, sensory stimulation, and detail to three-dimensional creations. This is often done with fingernails, toothpicks, etc.</p> <p>After going through sculpting techniques, students begin the design phase of their project. After getting it checked by an adult, they can begin sculpting. After they are finished sculpting, they will draw the outcome on the other side of their paper. Save emblems in a safe space.</p>
<p>FRI</p> <p>Approx: 20 min</p>	<p>Bring in superhero capes and masks. Students will have the opportunity to dress up as superheroes, share their work with each other, and hold up their emblem design to take pictures with. This day is optional but elementary school appropriate to wrap up the lesson.</p>

Name: _____



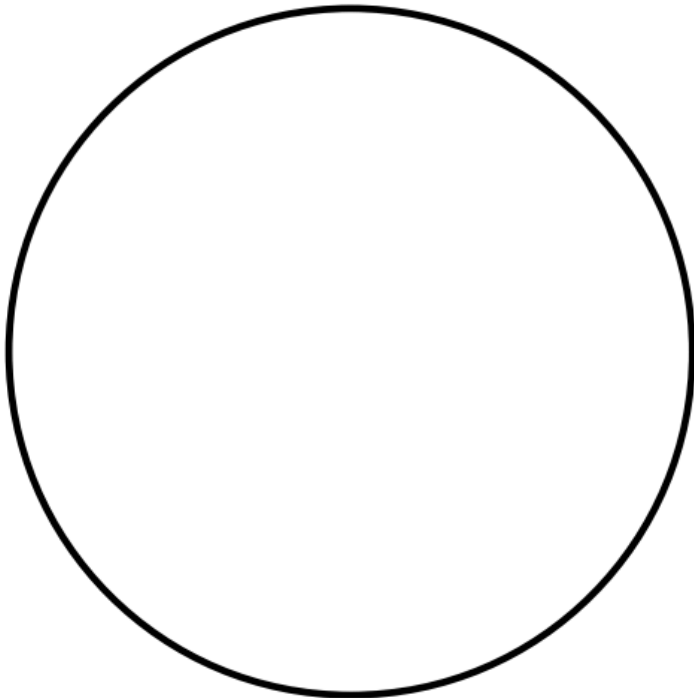
The emblem for _____

is _____

because _____

Name: _____

I want my design to look like



My design ended up looking like

But that is okay because I CAN PERSEVERE!

But that is okay because I CAN PERSEVERE!

Books used for this lesson:

<i>Rosalind Franklin</i> by Maria Isabel Sanchez Vegara
<i>Temple Grandin</i> by Ruby Cardona
<i>Go, Wilma, go!</i> by Amira Rose Davis
<i>Bethany Hamilton</i> by Karyann Cocca-Leffler
<i>Flying High: the story of gymnastics Champion Simone Biles</i> by Michelle Meadows
<i>Salt in his Shoes: Michael Jordan in Pursuit of a Dream</i> by Deloris Jordan and Roslyn Jordan
<i>Hidden Figures</i> by Margot Lee Shetterly
<i>Ruth Bader Ginsburg: the case of RBG vs. Inequality</i> by Jonah Winter
<i>Helen Keller: the world at her fingertips</i> by Sarah Albee
<i>Sisters & champions: the true story of Venus and Serena Williams</i> by Howard Bryant
<i>Dolphin tale</i> by Karen Janszen
<i>We are Water Protectors</i> by Carole Lindstrom
<i>The Story of Ruby Bridges</i> by Robert Coles
<i>Me... Jane</i> by Patrick McDonnell
<i>The Boy Who Harnessed the Wind</i> by Bryan Mealer and William Kamkwamba
Louis Braille decodable (Geodes through Wit & Wisdom curriculum)
<i>Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Paleontologist</i> by Linda Skeers
<i>Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist</i> by Jess Keating
Shark Lady decodable (Geodes through Wit & Wisdom curriculum)
<i>The World is Not a Rectangle: A Portrait of Architect Zaha Hadid</i> by Jeanette Winter
<i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> by Gene Barretta
<i>I am Rosa Parks</i> by Brad Meltzer