

*HighWire*  
MAGAZINE

# HEROES

## Heroes – Then and Now

From Greek heroes  
to Spider-Man

## A Quiet Hero

Acts of courage  
in times of war

## How to Create a Superhero

A comic book artist  
gives you some steps

Volume 8, Issue 4 Teacher Guide





## High Wire Magazine – Heroes Teacher Guide

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Developed in collaboration with  
Learning Media Limited

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a division of Thomson Canada Limited.

Distributed by Learning Media Limited  
Box 3293, Wellington, New Zealand

[www.learningmedia.co.nz](http://www.learningmedia.co.nz)

ISBN-13: 978-0-17-635839-6  
ISBN-10: 0-17-635839-0

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# Heroes

## Teacher Guide

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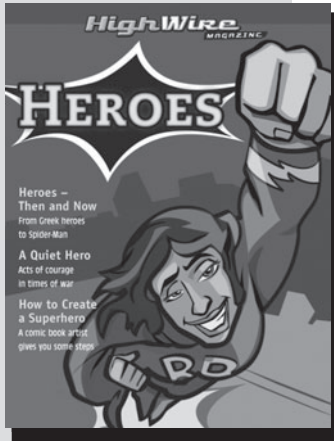
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



# Heroes

## Key Reading Strategy: *Finding the Main Idea*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Finding the Main Idea. Opportunities to use this strategy are indicated by the symbol ★. For more information on this strategy, see page 7. **Assessment Master 7** in the Program and Assessment Guide can be used for this strategy.

**Curriculum Link:** social studies

## Introducing the Magazine

### Setting the Scene

This issue of *High Wire Magazine* is about heroes – both fictional and real life – who make or have made a big difference in people’s lives. A hero is someone whom others look up to – a champion, a conqueror, a person with special powers, or someone who chooses to live in an admirable way.

### Making Connections

Tell the students that, throughout this magazine, they will be looking at heroism. Encourage conversation on the topic. Ask the students questions such as the following:

- What comes into your mind when you hear the word “hero”?
- Do you have any personal heroes? Tell us about them.
- What attributes do most heroes have? (List the students’ responses for later reference.)
- When you look at our list of attributes, do any other examples of heroes come to mind? Which of the attributes do you connect with them? Why?

The selections in this issue of *High Wire Magazine* include both fiction and nonfiction. Spend some time previewing a variety of forms of writing before you start reading the selections.

## Lesson Focus

Finding the main idea  
Making Predictions

### About This Selection:

Comic book writer Dylan Horrocks takes readers through his ten simple steps to create a comic book superhero and invents a new hero as he goes along.

### Word Talk

Vocabulary: *creations, super, genetic mutation, transformation, churning, practical, contrast, unexplained, deluge, gadgets, calling, underdog*

### Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the *text*.



### Teaching Tip

★Use the following strategies to help students determine the main idea:

- Activate prior knowledge.
- Note the type of text.
- Set a clear purpose for the text.

### Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

# How to Create a Superhero

page 2

## Before Reading

### Making Connections

Ask the students questions such as these:

- Have you ever thought about creating your own superhero? Tell us about it.
- If you were creating your own superhero, what would be important?

### Word Splash

Use the vocabulary from “Word Talk” to “splash” onto a chart or transparency. Encourage the students to use the new vocabulary to predict the content of the selection.

Read the title of the article (including the subheading) aloud.

- What do you think the “ten easy steps” will include? Why do you think that?

## During Reading

### ★Finding the Main Idea

Read the introduction aloud.

Have the students read the first step independently then discuss it with them.

- Why would the powers be the first thing you’d need to think about?
- What’s the difference between the two parts of the text in this step? How does the writer’s voice help you to understand the first step?

Ask the students to read to the end of page 3 then retell the main ideas so far.

- Are these the steps you expected? When you think about comics you’ve read, do they all have these main features? (powers, origin, name, and costume).
- Have the students read page 4 independently then share retell the main ideas in these steps.
- Are these steps the ones you would have thought of? How does each step help make the superhero special?

Ask the students to use Say Something as they read the rest of the article. Encourage them to note the main ideas for each step and to compare the steps with their predictions.



### Reflection and Metacognition

Ask students to reflect on the use of visual images to help explain the process of creating a superhero.

### Extra Help

Prepare a template to help students put together a storyboard.

## After Reading

### Supplementary Reading

Select a comic book superhero that the students know well. Draw up a T-chart on the board and list the ten features from this article in the first column.

Ask the students to help you analyse the superhero by making brief notes in the second column, alongside each of the features.

Encourage the students to read other comics about superheroes and identify the features in this way.

➤ Do you agree that most writers have followed these ten steps?

### Creative/Aesthetic Response

- Ask the students to work in small groups to create a new adventure for Tornado.
- See page 32 for the project. The students could do this independently. Give them the end of the unit as a deadline.

## Lesson Focus

Text features  
Monitoring for meaning

### About This Selection:

Featuring Tornado, the superhero created in the previous selection, this graphic text follows this alter ego of a high school student on his latest adventure.

### Word Talk

Vocabulary: *wander, destruction, transform, bystanders*



### Teaching Tip

Familiarize students with the main features of the texts they will be using in the classroom so that they can find and use information more efficiently.

### Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.



### Assessment Tip

Look for students who can explain, in a brief statement, what a selection or segment of a selection is about.

# Tornado

page 6

## Before Reading

### Text Features

Have the students look over the text. Ask questions such as the following:

- What are the text features of a comic strip?
- Have you seen these in other types of text?
- ★What is the purpose of the text?
- Would the text make sense without the images? Why/why not?
- Why is the text presented in three ways? (Bubbles with arrows indicate speech; bubbles with dots indicate thoughts; text in the boxes is the story line narration.)

## During Reading

### Monitoring for Meaning

Ask the students to read the text. Have them jot down anything they are unsure about, and put time aside when they have finished to clarify these points.

### Graphic Organizer

Have the students create a timeline or a chain of events to show the development of the story line.

## After Reading

### Somebody Wanted But So

Ask the students to carry out a Somebody Wanted But So on the graphic text. They will write about Carlos/Tornado (somebody), what he wanted to achieve (wanted), what happened to prevent this (but), and then what happened to resolve it (so).

## Key Reading Strategy: Finding the Main Idea

Finding the main idea is about identifying the most important piece of information. Determining what is and is not important helps us to make sense of what we are reading. Sometimes, we jot down notes to remind us of something or to clarify it. The notes we take are generally focused on the main idea. In the selection about how to create a superhero, you will have noticed that the author started each paragraph with a straightforward statement. These statements set out the main ideas. Not all texts are organized as simply as that, but often the point of a passage is in the first sentence and the information that follows elaborates and illustrates the point.

### Reading and Discussing the Page

Read aloud the text on the bottom of page 8. Then have the students read the text from “Try It Out” on page 9. Model the strategy, using the text in “For Real,” and then have the students read the first three paragraphs of “Heroes – Then and Now.” Discuss and compare the main ideas. Distribute copies of **BLM 1**, Finding the Main Idea, and have the students use it for identifying the main ideas about the three heroes. Explain to the students that the main idea of each selection doesn’t need to be a sentence copied from the text.

Have the students read the “For Real” section. Ask the students to bring in newspaper articles, and have them predict what each article is about from its headline. Read the first paragraph of the article and note the main idea. Compare the headline with the main idea of the first paragraph. As a class, discuss whether the headline sums up the main idea.



## Lesson Focus

Monitoring for meaning  
Making judgments

## About This Selection:

This article compares different kinds of heroes, from those in Greek mythology and comic books to real life people.

## Word Talk

Glossary words:

*mythological, sickle, lair, irradiated, villains, segregation, occupied*

Other vocabulary: *ancient, Perseus, nymphs, reflection, presents, triumphs, supernatural, protest, revolution, extraordinary, spinal cord, survivors, publication, humanity, inhumane, hardship, persevere, selflessness*

## Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.

# Heroes – Then and Now

page 10

## Before Reading

### New Vocabulary

Select words from “Word Talk” that you think might be problematic for the students. Explain their meanings and function. Then have the students write an explanation of each word and create a related visual.

### Probable Passage

Have the students complete **BLM 2**, Probable Passage, to reinforce the words they have just learned and to predict the content of the selection.

## During Reading

### Marking the Text

Students can use sticky notes to mark questions about what makes people heroes and whether they feel the people in the article are heroes. Have the students do this as they work their way through the text.

### Guided Reading

Read aloud the text on page 10. Tell the students they will be reading the selection and answering questions about it. The answers will not necessarily be in the text. They will be required to think about the questions, form opinions, and think further about the subject.

Focus questions for “Perseus’s Quest”:

- How do you think the mirrored shield is going to help Perseus?
- What do you think is special about the sack he puts Medusa’s head into?

Focus question for “Comic Strip Hero”:

- Why do you think we are less convinced by supernatural abilities than people were in ancient times?

Focus questions for “Everyday Hero”:

- Would you have done the same thing as Rosa Parks? Why/why not?

Focus questions for “Hero in Motion”:

- What are some of the attributes Rick Hansen must have had to continue even after the accident?
- How else might he have responded?

Focus question for “Diary of a Hero”:

- Why do you think Anne Frank is still such a popular hero?

Have the students read the conclusion on page 17. Ask them to add to the list of heroic characteristics that was started when introducing the magazine (see page 39).

**Text Reformulation**

Text reformulation is simply transforming a text into another type of text, for example, from a newspaper article into a poem.

**After Reading****Marking the text**

Have the students review the notes they made as they read. Discuss any questions they had that have not been answered, and compare their opinions about whether or not the different people in the article should be considered heroes.

**Text Reformulation**

Have the students write a poem about heroes generally, or about two or three from the selection.

## Featured Graphic Organizer: Comparison Chart

A comparison chart is a terrific way to emphasize similarities or differences. It is clear and concise and conveys a lot of information in a relatively simple way. The chart in this issue compares Perseus with Spider-Man.

### Reading and Discussing the Page

Read aloud the introductory paragraph and then take the students through the chart. Ask the students questions such as these:

- What are the biggest differences between the two heroes?
- What are the similarities?
- What other characters in this magazine could you compare?
- What else could you use a comparison chart for?

Read aloud the instructions at the bottom of page 19, and check to make sure the students understand what they need to do. Point out that it is not vital that the heroes they choose have all the features of a superhero. They may choose other heroes from the magazine or different heroes altogether. Have the students complete **BLM 3, Making Comparisons**.

When they have finished their comparison charts, you could have a few students share their charts and then hold a whole-class discussion on the similarities and differences between the two heroes. Have the students give reasons why they chose their particular heroes.

## Lesson Focus

Making connections  
Asking questions

### About This Selection:

This selection explores special effects through an email inquiry to a special effects message board. The help desk response describes the effects used in the movie *Terminator 2*.

### Word Talk

Glossary word:  
*groundbreaking*



### Reflection and Metacognition

Have the students discuss how a K-W-L chart increases their understanding of the article.

# Ask an Expert: Special Effects

page 20

## Before Reading

### Making Connections

Ask questions such as the following:

- What do you know about special effects?
- Have you seen a movie that had amazing special effects? Tell us about them.

### K-W-L Chart

Have the students complete a K-W-L chart about special effects. Have them complete the “Know” and “Wonder” columns before reading the text.

## During Reading

### Say Something

Have the students read the selection in pairs, using Say Something. When they have finished, ask for volunteers to share some of their comments, questions, or connections with the class.

## After Reading

### Questioning

Have the students complete their K-W-L charts. Encourage them to group and label the entries in the “Know” and/or “Learned” columns. Then have them review those groups and generate additional questions about the subject.

## Lesson Focus

Finding the main idea  
Making inferences  
Using prior knowledge

## About This Selection:

In this story, a girl finds a medal in her grandfather's house. When she finally convinces him to talk about it, his story changes her ideas about heroes and pride.



## Word Talk

Glossary words: *pendant, allied forces, mortar shells*  
Other vocabulary: *King George VI, Military Medal, Normandy, D-Day, alert, commander*

## Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.



## Teaching Tip

To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups, and ask them to tally and chart their responses to the Anticipation Guide before participating in a whole-class discussion.

# A Quiet Hero

page 22

## Before Reading

### Anticipation Guide

Make copies of an Anticipation Guide, **BLM 4**. Students can agree or disagree with each statement before they read *A Quiet Hero*.

### Making Connections

Ask the students questions such as the following:

- What do you know about war? Have you seen movies, read books, or heard of books about it? (List the students' responses.)
- Do you know anyone who has served in a war? How do you know them? What war did they fight in?
- Why do you think some soldiers are reluctant to talk about their war experiences?
- Would you ever want to go to war? Why/why not?

## During Reading

### Double-Entry Journal

★Ask the students to draw up a two-column chart with the headings "Words from the text" and "This is important because ...". While the students are reading, have them fill in the columns. As the key reading strategy for this issue is finding the main idea, have them focus on the most important pieces of information.

### Making Inferences

Review the importance of making inferences. Have the students look through the text, focusing on the excerpts below. Ask these questions:

- What do you think is really being said or not being said?
- What clues in the text or what prior knowledge helped you make that inference?

Page 24:

"It was noisy and hot. Mostly we didn't know what the heck was going on. I try not to think about it, Lisette."

Page 25:

She could understand him not wanting to talk about fighting or the soldiers around him – friends even – being killed. But what had he got the medal for? And why not talk about that?

Page 27:

"No. I had to run across the open beach. I was just lucky, I guess."

"And if I could have run home the minute the shooting started, I probably would have."

"I did what I had to, and then I tried to forget it and get on with my life. Doing that was harder."

### Extra Help

Ask students to tell each other what the story is about in their own words to check their comprehension.

## After Reading

### Creative/Aesthetic Response

Have the students create an image of the part of the story that made the greatest impact on them.

### Anticipation Guide

Ask the students to return to the Anticipation Guide and review their responses to the statements. They can write their revised responses in the last column of the Anticipation Guide (**BLM 4.**) As a class, discuss any changes they made as a result of reading the selection.

## Lesson Focus

Visualizing

### About This Selection:

This article outlines the roles various animals have taken in saving people's lives in medical emergencies, in dangerous situations, and in war.

### Word Talk

Glossary words: *species, trenches*  
Other vocabulary: *instinct, determined, loyalty, command, chaos, nudged*

### Sketch to Stretch

Students create a storyboard with a series of sketches that represent the stages in the story.



### Teaching Tip

To visualize text, students must understand the concept of seen text and unseen text. Seen text involves everything they can see on the page: words, diagrams, pictures. Unseen text draws on their background knowledge and experiences and their word knowledge as they come across unfamiliar vocabulary.

### Silent Exchange

Students write an open-ended question. The questions are passed around the group, with each student writing a response to each question. At the end, they discuss the responses.

# Animal Heroes

page 28

## Before Reading

### Making Connections

Ask the students questions such as the following:

- Do you know any stories about animal heroes? Tell us about them.
- Do you believe that animals can be heroes in the same way that humans can? Why/why not?

### K-W-L Chart

Have the students create a K-W-L chart and fill in the “Know” and “Wonder” columns. They may add to the “Wonder” column as they read the text.

## During Reading

### Visualizing: Sketch to Stretch

Read aloud the text on pages 28 and 29, modeling fluency. Then ask the students to complete a Sketch to Stretch activity by dividing a sheet of paper into even sections and creating a visual representation in each section to correspond with the chronology of the story.

### Think Aloud

Model Think Aloud by reading the text out loud and occasionally stopping to share your thinking, noting the words that triggered your thoughts. Have the students try this with a partner.

## After Reading

### K-W-L

Ask the students to complete their K-W-L charts by filling in the “Learned” column.

### Silent Exchange

Have the students carry out a Silent Exchange activity to encourage questioning and to share points of view.

### Text Reformulation

Ask the students to use the information in the selection to write a newspaper report.

# Project

page 32



## Assessment Tip

Look for students who can explain, in a brief statement, what a selection or segment of a selection is about.

## Featured Project: Create Your Own Superhero

**Materials required:** colored pencils, paper, pens, and pencils

Read aloud the instructions on page 32. Discuss with the students what they are required to do. Refer them to “How to Create a Superhero” for further help.

This is a reasonably big project, so it may be a good idea to set it as an ongoing task while the students work through the magazine. It should be done independently and could be used for assessment, checking the students’ understanding of the concept of a hero.

Have the students complete the chart before they start on the storyboard.

Write on the board, or on a piece of chart paper, what the students need to do to complete the project.

At the end, have a session sharing everybody’s stories.



# Finding the Main Idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Read pages 14–16 of *Heroes* and choose one of the heroes: Rosa Parks, Rick Hansen, or Anne Frank.
- In the boxes below, write the main idea of each paragraph.

Paragraph 1

Main Idea

Paragraph 2

Main Idea

Paragraph 3

(if there is  
one)

Main Idea

Write a sentence or two explaining the heroic actions of all three people.

# Probable Passage

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Read and discuss the following words taken from the article “Heroes – Then and Now” (*Heroes*, pages 10–17).
- ➔ Write the words into the passage below. Check that the passage makes sense with the words you’ve added.

Perseus	mythological	supernatural	villains	hardship
courage	ancient	triumph	selflessness	ordinary
rescue	strength	stories		

Heroes come in many shapes and sizes. Many of our favorite heroes are from fictional \_\_\_\_\_ or myths from \_\_\_\_\_ times. \_\_\_\_\_ is one such \_\_\_\_\_ hero; he uses magic equipment to fight a monster and \_\_\_\_\_ his mother from Polydectes. Other heroes, like Spider-Man, have \_\_\_\_\_ powers. They use their powers to \_\_\_\_\_ over \_\_\_\_\_ and help the public. Many superheroes have a special mission.

Sometimes \_\_\_\_\_ people can be heroes too. Many have overcome extraordinary \_\_\_\_\_. Their \_\_\_\_\_, ability to survive, and exceptional \_\_\_\_\_ have changed the lives of people around the world and made them heroes.

All heroes, fictional and real, have something in common: they show great physical or mental \_\_\_\_\_.

# Making Comparisons

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Look at the comparison chart showing the similarities and differences between two superheroes (*Heroes*, pages 18 and 19). Which features do they have in common?
- ➔ Now use the comparison chart below to compare two other heroes or superheroes you know about. You can use the features suggested or replace them with some of your own.

Hero's name:		
Created		
Mission		
Archenemy		
Costume		
Character traits		
Special powers		
Equipment		

# Anticipation Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Before reading “A Quiet Hero” (*Heroes*, page 22–27), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- ➔ Read the article, then look back at the statements. Have you changed your ideas? Write your new response in the final column.

Response before reading	Statement	Response after reading
	Soldiers can't be heroes when they're just doing their job.	
	It is important for young people today to know what it was like during World War II.	
	Soldiers enjoy war.	
	Modern soldiers have an easier time than soldiers did during World War I and II.	