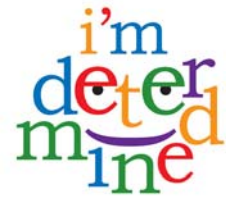


Organizing Topic: Self-Efficacy (*The conviction that one can successfully execute the behavior required to produce a given outcome.*)



Title: They Did Not Give Up

Target Level: Middle School

Sample Related Standards of Learning:

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction and poetry.
- a) Identify the elements of narrative structure, including setting, character, plot, conflict and theme.
 - b) Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.
 - c) Describe the images created by language.
 - d) Describe how word choice and imagery contribute to the meaning of a text.
 - e) Describe cause-effect relationships and their impact on plot.
 - f) Use information stated explicitly in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Paraphrase and summarize the main points in the text.
- 6.5 The student will read and demonstrate comprehension of a variety of informational selections.
- a) Identify questions to be answered.
 - b) Make, confirm or revise predictions.
 - c) Use context to determine meanings of unfamiliar words and technical vocabulary.
 - d) Draw conclusions and make inferences based on explicit and implied information.
 - e) Organize the main idea and details to form a summary.
 - f) Compare and contrast information about one topic contained in different selections.
 - g) Select informational sources appropriate for a given purpose.

Objectives:

- Students will increase awareness of people who have overcome difficulties and still achieved success.

Prerequisite Understandings/Knowledge/Skills:

- Understanding of biographies and autobiographies.

Materials Needed:

- Books or articles about people or celebrities that have overcome difficulties. Possible selections include: Tom Cruise, Franklin Roosevelt, Albert Einstein, Walt Disney, Harriett Tubman (see a more complete list at www.familyvillage.wisc.edu/general/FAMOUS.HTML).
- Books on tape as needed.

Time Frame: Varied based on reading materials.

Lesson Procedure:

1. Students select book or article focusing on the life of a celebrity with a disability.
2. Provide in-class reading time (with accommodations as needed) in order to allow for the reading of that material. Students will record ideas to be shared on the attached worksheet.
3. Recorded ideas are compiled by teacher into a class book and share with all students in order to increase ability awareness within the class and school.

Specific Options for Differentiating this Lesson:

- Audio tapes or scribing as needed.
- Students can use interactive notebooks to take notes on reading selection.
- Students can draw pictures to illustrate information from the story.

Evaluation:

- Teacher observation and grade if applicable. For example, rubric may be created with points given for reading time, share time and report.

Extending Understanding:

- Display book reviews on a bulletin board.
- Each student chooses a favorite person to "honor" through a PowerPoint or collage.
- Each student completes a journal writing that highlights why they admire this person or how the student is like this famous person.

“They Did Not Give Up”

Person: _____

Some of the things this person is best known for:

Some of the things that you are best known for:

Type of challenge or disability this person has or was suspected to have:

Some of the challenges that I have:

Some of the things I learned about this person that I didn't know:

What are some things that you think others don't know about you:

If I could talk to this person, some things I might ask them are:
