

Facilitation Guide



Who's Got Heart? Wit & Wisdom FQT1

EXPERIENCE OVERVIEW

After analyzing culturally reflective biographies, students use ABAB verse structure to describe the heart-centered values of courageous women.

Standards

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RI.4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.W.4.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.4.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

NATIONAL ARTS STANDARDS

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Getting Ready

LEARNING OBJECTIVE

- Students will describe the heart-centered values of courageous women using the ABAB verse structure.

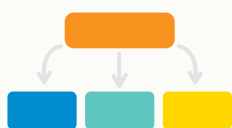
FOCUSING QUESTION 1

- How does someone show a great heart, figuratively?

FOCUSING QUESTION TASK 1 PROMPT

- In a paragraph with an introduction, focus statement, textual evidence, elaboration, and a concluding statement, explain how a famous woman showed great heart.

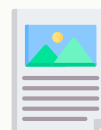
ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



🔗
**VIDEO
PLAYLIST**



↓
HANDOUT



🔗
MATERIALS
GOOGLE FOLDER



🔗
REFLECTION

TEACH

Read & Annotate

Students read biographies of women who showed great heart.

Wit & Wisdom's Included Module Texts:

- Biography of Anne Frank, Britannica Kids
- Biography of Clara Barton, Biography.com
- Biography of Helen Keller, Cobblestone

Culturally Reflective Alternative Suggestions
(All available for free in multiple reading levels and languages via <https://newsela.com/>)

- Feminists: Audre Lorde
- Yuri Kochiyama's Commitment to Social Justice
- Alexandria Ocasio-Cortez: Political Newcomer Takes Surprise Step Toward a Seat in Congress

As they read, encourage students to take notes in the Active Reading Graphic Organizer (found on page following directions) to collect evidence of famous women showing great heart and connect this evidence with specific adjectives.



ABAB Song Structure

Explain that to express their knowledge, students will craft a simple song about one of the famous women. In the verses, they will use text evidence to explain how they showed great heart.

Explain that the basic song form is what we call ABAB + a hook. This means we have verses of four lines in which the ending of the first and third line rhyme (A) and the second and fourth line rhyme (B).

For a chorus (or hook) that occurs at the end of each verse, there are a number of different options. We suggest a simple approach of just using the person's name or their name and one of the heart-based adjectives/phrases they identified during their reading and annotations.

Show students the **ABAB Song Example** based on the module's Hellen Keller biography. Have students identify the ABAB rhyme and text evidence the songwriter used.



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Create Songs

Show students the ABAB Song Example (found on page following directions) based on the module's Hellen Keller biography. Have students identify the ABAB rhyme and text evidence the songwriter used.

Personal Connections

To further integrate the heart-based characteristics, further utilize ABAB songwriting, and help students apply this knowledge and skillset to their experiences beyond the classroom, encourage them to write another song about a person with a great heart from their own lives using evidence from their own interactions. Provide students with the musician's example included in the resources below for reference.