

# Daily Launch Day 7

## Do Now: Introduction to Independent Project

Welcome to a fun and interesting part of the ALFA lab—your independent project! You will have an opportunity to get creative with these projects about a hero from either the book *Heroes* or *Heroes of the Environment* (or another one from your class library).



- You may work alone or with only **one** other person (no groups of 3 or 4).
- You will have time during class (mostly at the **Media Madness** station) to work.
- You will present your project to the whole class at the end of the unit.
- Each presentation will be 5-8 minutes.
- The final project will be graded (and will be a big part of your final grade!)
- The more creative and unique your project, the higher the grade – and the more interesting and memorable your project will be for your class.



What kind of project can I make?

- A play (a one-person or two-person play)
- A podcast (like a radio show)
- A poster presentation (on poster board) or digital presentation (slideshow)
- A diorama (a 3D model scene in miniature; you may need to bring your own materials)
- A classroom “museum” exhibit
- A pop-up book (with maps, pictures, etc) or an illustrated children’s book
- A comic book (you’ll need to know how to draw!)
- A book chapter or encyclopedia article
- A magazine/ newsletter
- A board game, card game, or quiz game (with rules!)
- Another creative idea approved by your teacher.

Read through the list of projects again. (You may also look at the Independent Project Guide Sheets.) Choose 1, 2, or 3 projects that you might want to do and put a check mark in the boxes next to those projects. In the space below, tell why you are interested in these projects.

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What challenges could you face trying to do these projects?

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Be sure to pick up an Independent Project Planning Sheet and save it in your folder.







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

Heroes Days 7 and 8

# “Navajo Code Talkers”: Daily Launch Day 8

## Do Now: Selecting Your Independent Project

It's time to decide what project you will work on during the *Heroes* unit! Look at the list of “Heroes that I would like to learn more about” that you listed on your Daily Launch sheet from Day 6. Have you decided which hero would you like to focus on for your independent project? **If so, write your Hero's name here.**



**The hero I will learn about:** \_\_\_\_\_

Next, review the check marks you made to the list of possible projects on the Day 7 Daily Launch Sheet. Now choose ONE project to do. Write the name of the project you plan to do here:

**The project I plan to do:** \_\_\_\_\_

Why did you choose this project?

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**Pick up an Independent Project Guide Sheet for the project type that you chose.**

**OPTIONAL:** If you plan to work with a partner, write your partner's name in the space below. But make sure that you and the partner have already agreed to work together before you write the person's name!

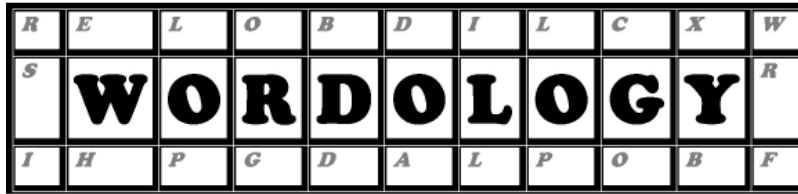
**I plan to work on this project in partnership with:** \_\_\_\_\_











### Wordology Activity #5: Using Vocabulary

Use the information from pages 30-33 of *War Heroes* to answer the questions in complete sentences. Include the vocabulary words in your answer. Refer to the book to find the answers.

| Vocabulary Words                  | Guide Question   | Complete Sentence |
|-----------------------------------|--|-------------------|
| 1. <b>essential</b>               | Why are good communications <b>essential</b> in wartime?   |                   |
| 2. <b>intercepting; personnel</b> | How could the enemy <b>intercepting</b> messages put military <b>personnel</b> in danger?        |                   |
| 3. <b>transmit; hesitation</b>    | Why did the Navajo Code Talkers have to <b>transmit</b> messages without any <b>hesitation</b> ? |                   |
| 4. <b>mistook</b>                 | What happened when fellow American soldiers <b>mistook</b> the Navajo Code Talkers for enemies?  |                   |
| 5. <b>ensure</b>                  | What did their commanders do to <b>ensure</b> the safety of the Navajo Code Talkers?             |                   |

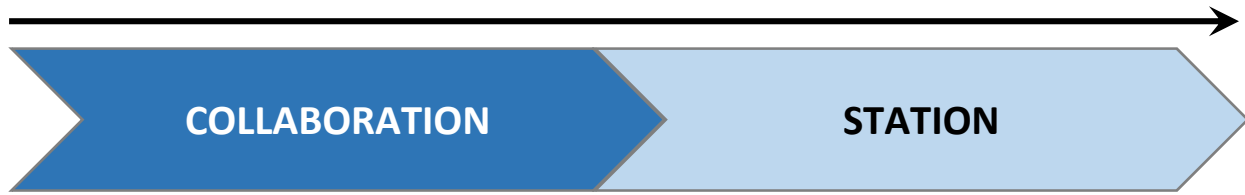






Name \_\_\_\_\_ Date \_\_\_\_\_

Heroes Days 7 and 8



### Collaboration Station

#### What Happens When One Thing Leads To Another?

Strategic readers search for **causes** and **effects** to help them understand what they are reading. A cause is an action that brings about a result or a consequence. The effect is the outcome or consequence. Often, a cause can lead to more than one effect. Using details from the selection “Navajo Code Talkers,” discuss with your team how to complete the cause and effect chart below. Then, fill out the chart on your own. (**Hint:** if you haven’t done the Main Station yet, you and your team may need to read the first two paragraphs on page 33 to finish the chart.)

| CAUSE   | EFFECT | EFFECT |
|---|--------|--------|
| During World War II, enemy soldiers were good at intercepting American radio messages.                |        |        |
| CAUSE   | EFFECT | EFFECT |
| The Navajo people spoke a language that had not been written down and was not known around the world. |        |        |
| CAUSE   | EFFECT | EFFECT |
| Sometimes other American soldiers mistook Navajo Code Talkers for Japanese soldiers.                  |        |        |











# Media Madness

## Media Madness

### *Independent Project Time:*

Use the Independent Project Planning Sheet. Accomplish Step 1 and 2. If you have extra time, begin step 3 (with your teacher's permission). Place check marks on the steps once you've finished them!

Step 1: **Pick** a hero from my *Heroes* book, or from the classroom library.

- Look through the book. Find the chapters about heroes you would like to learn more about (see "Daily Launch" from Day 6). Or, find a biography in the classroom library about a hero you want to learn more about. Look at the photos and read the first few paragraphs.
- Choose one hero to explore for your independent project.

My Hero: \_\_\_\_\_

What I like about my hero: \_\_\_\_\_

Step 2: **Read** the chapter (or book) to learn more about your hero.

- Make sure you understand all of the details of the story. Reach out for help if something is unclear

When did my person become a hero?

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What do we know about this person's life before he or she became a hero?

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Step 3: Begin to **research** your hero on the internet. Take notes on the back of this page.

- Look up your hero in a search engine or Wikipedia for basic information.
- Are there any interesting videos/movies/documentaries about your hero?
- Are there newspaper articles on your hero?
- Are there books written about your hero?





