Brainstorming a NEW and INTERESTING superhero

and

Planning and Evaluating the Superhero Story

Project Description: LEAPers will be introduced to a variety of superheroes and common identifiers in the superhero storyline. LEAPers will practice different brainstorming techniques (modifying old ideas, making an alphabet chart, creating a web). Personality quizzes will help students find the superhero in them, which leads to the construction of their superhero self. An introduction into physical and behavioral adaptations will help them identify common characteristics between an animal and superhero's survival. LEAPers will construct an outline of their story including key elements like superpowers, headquarters, and super villain. Then, students will evaluate their story, noting discrepancies in storyline and advantages and disadvantages of their powers.

Guiding Questions:

- What causes us to do things and what are the effects of those actions?
- How can you act to improve the world with your strengths and weaknesses?
- What are effective methods in brainstorming?
- How have animals and their adaptations been incorporated into real superheroes?

Thinking Skills: evaluation (does the story make sense), planning (is there a sequence and flow that makes the story interesting and organized), content (what makes people act), creative thinking (elaboration, originality, flexibility, and fluency)

	Critical Thinking	Research	Content
Evaluation	Analyzed the strengths and weaknesses of each superpower	Used information from class discussion and reflected on own abilities	Included key components of a superhero (villain, motive, costume)

Missouri Standards that I address and assess:
GOAL 1: *Students will demonstrate within and integrate across all content areas the ability to*
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
GOAL 3: *Students will demonstrate within and integrate across all content areas the ability to*
1. identify problems and define their scope and elements
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions
GOAL 4: *Students will demonstrate within and integrate across all content areas the ability to*
1. explain reasoning and identify information used to support decisions
3. analyze the duties and responsibilities of individuals in societies