Theme 1: Heroes (Literature Development)

<table>
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<th>Grade 8: The Unlikeliest Hero: The Story of Desmond T. Doss, The Soldier who Wouldn’t Touch a Gun by Booton Herndon (Steadfastness)</th>
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This 4MAT lesson incorporates activities in the Daily Lesson Guide (DLG) that relate to the stated concept (below). Thus, it is designed to be used as a lead-in to the study of the Pathways’ book as outlined in the DLG, keeping in mind that some of those activities have already been completed via this 4MAT lesson.

Title: Pathways: Theme 1 – The Unlikeliest Hero

Subject: Desmond Doss

What are you teaching? Steadfastness in the Lord brings amazing results!

What will learners know when the unit is complete? They each need to be steadfast in the Lord to have a truly satisfying life.

What will learners be able to do when the unit is complete? Recognize and appreciate positive steadfastness.

What will learners have become when the unit is complete? Aware that the choices they make today, for or against steadfastness, will have a lasting impact on their lives.

Concept: Steadfastness

Theme/Transition Verse: Therefore, my brethren dearly beloved and longed for, my joy and crown, so stand fast in the Lord, my dearly beloved. Philippians 4:1

Essential Question: What will God enable me to do if I choose to be steadfast in Him?

Bridge: Steadfastness in my present path will have its results.
Quadrant 1: WHY? Experiencing and Reflecting

**CONNECT:** (Connector) Right Brain

**Objective:** Self-Evaluation

**Procedure:** Give the students each a copy of the Self-Evaluation and have them complete it quickly, recording their first reaction to each question.

**Attachment:** Gr 8 - Self-Evaluation

**ATTEND:** (Reflector) Left Brain

**Objective:** OK? or Ouch?

**Procedure:** Look at your responses to the Self-Evaluation and ask yourself the following **thought questions.**

- Are you satisfied with your answers?
- Is there an area in which you feel very comfortable?
- Is there an area in which you feel very uncomfortable?
- What will you do about the results of your Self-Evaluation?

**Assessment:** The students may respond to the above questions orally if they wish but should not be pressured into doing so. Class discussion can be beneficial at this point, but again, no pressure.
Quadrant 2: WHAT? Reflecting and Thinking

**IMAGINE:** (Idea Imager)  
**Objective:** Me in the Future

**Procedure:** Students should consider how their lives will be in the future if they continue on the path shown by the results of their Self-Evaluation and draw a picture of themselves later in life if they follow that path. Again, this is very private; these pictures will be briefly shown to the teacher only and will not be posted.

**Assessment:** Pictures

**INFORM:** (Understander)  
**Objective:** Reporting

**Procedure:** Desmond Doss determined to be steadfast in His trust in God as well as his Christian walk. God smiles on those who make such decisions. Teach the verse, *Therefore, my brethren dearly beloved and longed for, my joy and crown, so stand fast in the Lord, my dearly beloved.* Philippians 4:1. Afterwards, use this verse each time you call the students to work on this Pathways unit; the verse will enable them to quickly transition and focus on the learning. Begin reading the book.

Study the 1-A-O classification for those who choose to be steadfast in following the Lord in the military – DLG, pg 14; Extension Activity: Social Studies.

**Technology Component:** Research the Leyte campaign and why it was so important to the allies – DLG, pg 20; Extension Activity: Social Studies.

**Assessment:**
- 1-A-O Report
- Leyte Campaign Report
Quadrant 3: HOW? Thinking and Doing

PRACTICE: (Practicer)  
Objective: Estimate Distance and Results  
Procedure: Estimate distance – DLG, pg 19; Extension Activity: Math  

Steadfastness in the Lord is not a magic solution. Consider why Desmond continued to have problems in his life even after being so steadfast in His beliefs and lifestyle – DLG, pg 29; Extension Activity: Bible  

Assessment:  
• Distance  
• Discussion  

EXTEND: (Experimenter/Maker)  
Objective: Steadfastness Modeled  
Procedure: Have each student select someone they admire because of steadfastness in an admirable way. (It doesn’t need to be a military person, but could be a parent, teacher, pastor, church leader, etc.) Have students write an opinion-proof paragraph explaining how that person exemplifies steadfastness and why they should be recognized for it. They should prepare to read their paragraph to the class.
**Quadrant 4: IF? Doing and Experiencing**

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<tr>
<th><strong>REFINE:</strong> (Polisher)</th>
<th>Left Brain</th>
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<tr>
<td><strong>Objective:</strong> Monumental</td>
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<tr>
<td><strong>Procedure:</strong> Design and draw a picture of a monument to the selected person. The wording on the monument should be self-explanatory so anyone viewing it can automatically understand the steadfastness of the person being honored by the monument. Students should prepare to share their drawing with the class.</td>
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<tr>
<th><strong>PERFORM:</strong> (Performer/Critic)</th>
<th>Right Brain</th>
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<td><strong>Objective:</strong> The Unveiling</td>
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<td><strong>Procedure:</strong> By turns, students should read their paragraphs and share their drawings with the class. Good speaking, listening and responding skills should be exemplified during all the presentations.</td>
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<tr>
<td><strong>Assessment:</strong></td>
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<tr>
<td>- Opinion-proof paragraph</td>
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<tr>
<td>- Drawing of monument</td>
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Self-Evaluation
This self-evaluation is for your own edification; you will not be graded on it – by the teacher; your “grade” is between you and God.

1. Is prayer important to you? ______________________
2. How often do you pray? _________________________
3. Does your mind wander during prayer? __________
4. Do you look for answers to your prayers? __________
5. Do you study your Sabbath School lesson? _________
6. Are you attentive during Sabbath School? _________
7. Are you happy to attend church regularly? _________
8. Do you take your Bible to church? ________________
9. Do you turn to the scriptures as Pastor calls out a verse? _______________________________________
10. Do you bow your head and thank God for your food when out in public? ________________________
11. Are you careful to use language the Lord wouldn’t need to cringe at? ___________________________
12. Have you made a firm decision to follow God forever?

(Based on DLG, pg 23; Extension Activity: Bible)

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Grade 8 Writing, Speaking, and Listening Standards

Content Standard: 3.0 – Writing Skills:
The student will work from a Christian perspective while developing the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

3.1 Use the Quality Writing Process
8.3.1a. Brainstorm ideas (bubbles, webs, etc.)
8.3.1b. Organize information (graphic organizers, story maps, etc.)
8.3.1c. Write an initial draft.
8.3.1d. State main idea.
8.3.1e. Add details to support topic sentence/main idea.
8.3.1f. Conclude with summary paragraph.
8.3.1g. Revise using appropriate voice.
8.3.1h. Consider audience. (again)
8.3.1i. Clarify/enhance word choice.
8.3.1j. Use words that persuade, dissuade, entertain, or enlist.
8.3.1k. Edit for grammar, punctuation, capitalization, and spelling.
8.3.1l. Proofread for run-on sentences, fragments, clear paragraphs, time order words, correct sequencing.
8.3.1m. Edit for purpose and audience.
8.3.1n. Eliminate slang.
8.3.1o. Proofread using reference materials, word processor, and other resources.
8.3.1p. Check for clarity, word choice, language usage.
8.3.1q. Use technology as a writing tool (word processing, spelling and grammar checks.)
8.3.1r. Publish - consider page format, select presentation format, and incorporate illustrations/photos
8.3.1s. Evaluate own and others’ writing by applying criteria generated by self and others.
8.3.1t. Use self-assessment to set and achieve goals as a writer.
8.3.1u. Participate in peer response groups.
8.3.1v. Use a portfolio to improve over time.

3.2 Apply Writing Skills to Multiple Forms and for Various Audiences.
8.3.2a. Write business letters (complaint and request).
8.3.2b. Write letters to the editor.
8.3.2c. Write pamphlets, brochures, and advertisements.
8.3.2d. Write expositions.
8.3.2e. Write biographies and autobiography
8.3.2f. Write narratives

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8.3.2g. Write descriptions and observations.
8.3.2h. Write research-based papers to persuade, inform, respond to and analyze literature.
8.3.2i. Narrow the topic to achieve an appropriate focus.
8.3.2j. State central idea clearly in a concise one-sentence thesis.
8.3.2k. Begin with an introduction that draws the reader to the topic.
8.3.2l. Explain the thesis in a few fully-developed main points.
8.3.2m. Apply literature terms and concepts clearly and correctly.
8.3.2n. Use proper body paragraphs staying focused on stated topic.
   • Proper topic sentence.
   • Coherent and flowing.
   • Fully developed.
8.3.2o. Use effective supporting details.
   • Summaries.
   • Quotations and expert opinions.
   • Analogies, comparisons and contrasts.
   • Statistics.
8.3.2p. End with a conclusion that provides resolution.
8.3.2q. Use proper citations as needed.
8.3.2r. Write technical directions, lab reports, progress reports, proposals and bids.
8.3.2s. Write simplified essays on demand (with limited time to write).

3.3 Apply conventions of writing effectively.
8.3.3a. Write well-formed and varied sentences effectively.
8.3.3b. Use parts of speech correctly.
8.3.3c. Apply rules for tense, agreement, case, and sentence structure.
8.3.3d. Maintain parallel structures.
8.3.3e. Use simple, compound, and complex sentences effectively.
8.3.3f. Use appositives for variety, brevity, emphasis, and clarity.
8.3.3g. Vary sentences by length and beginning.
8.3.3h. Use correct spelling.
8.3.3i. Use appropriate punctuation including commas, quotations marks, colons, apostrophes, periods, question and exclamation marks.
8.3.3j. Use accurate capitalization.
8.3.3k. Use conventions and organizational strategies of each type.
8.3.3l. Translate information from one type of writing to another.
8.3.3m. Use formatting techniques and graphic elements which enhance meaning and clarity.
8.3.3n. Analyze/address specific audiences.
8.3.3o. Analyze/address special audience concerns.
8.3.3p. Analyze/address audience biases.
8.3.3q. Analyze/address audience knowledge base and skill level.

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8.3.3r. Strive for a rhythmic and natural flow of words and ideas.
8.3.3s. Maintain effective controlling impression (tone, voice)
8.3.3t. Use transitions to guide reader from idea to idea.
8.3.3u. Organize information effectively in a variety of ways.
8.3.3v. Synthesize information from multiple sources into a whole.
8.3.3w. Use a balance of research support and personal experience.
8.3.3x. Use personal experience to add meaning as appropriate.
8.3.3y. Write with cadence and flow

3.4 Develop handwriting skills.
8.3.4a. Use clear penmanship and/or word processing in all subject areas.

3.5 Use correct spelling in all areas of the curriculum.
8.3.5a. Use correct spelling
8.3.5b. Spell words appropriate to grade level in all areas of curriculum
8.3.5c. Use phonetic patterns and spelling rules

Content Standard: 4.0 - Speaking Skills.
The student will maintain the Christian perspective when developing a variety of necessary and effective oral communication skills.

4.2 Use voice and body language effectively in various situations.
8.4.2a. Enunciate clearly. (again)
8.4.2b. Speak at a volume comfortable and clear for the audience.
8.4.2c. Speak at a pace comfortable and clear for the audience.
8.4.2d. Demonstrate variety and appropriateness in voice inflection.
8.4.2e. Show some controlled and effective vocal variety.
8.4.2f. Make eye contact when presenting or speaking to others.
8.4.2g. Stand still, face audience, and show poise.
8.4.2h. Use controlled and varied gestures for emphasis and appeal.

4.3 Use effective communication tools/skills in varied situations.
8.4.3a. Present from note cards or speaking notes without reading.
8.4.3b. Use visual aids, maps, charts and graphs, etc.-- to organize and simplify information.
8.4.3c. Include appropriate vocabulary and correct grammar.
8.4.3d. Use varied, controlled, and clear sentences.
8.4.3e. Use precise words to clarify meaning.
8.4.3f. Use similes, metaphors, hyperbole, personification, etc.
8.4.3g. State a clear purpose.
8.4.3h. Convey a main point.

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8.4.3i. Stay on the topic.
8.4.3j. Relate information to and engage interest of the audience
8.4.3k. Participate equally in group presentation.
8.4.3l. Engage effectively in discussion.

4.4 Deliver brief oral and narrative presentations.
8.4.4a. Establish/develop setting, plot, conflict, and characters.
8.4.4b. Bring the plot and conflict to resolution.
8.4.4c. Use an effective point of view and narrative voice.
8.4.4d. Use concrete language and sensory details to develop plot, setting, and characters.
8.4.4e. Use dialogue and vocal variety for interest, emphasis, and to clarify dialogue.
8.4.4f. Use suspense and climax.
8.4.4g. Use stance and gestures to bring language to life.
8.4.4h. Establish a context for the story in a variety of ways.

4.5 Participate in a variety of group oral activities.
8.4.5a. Use imagination and improvisations.
8.4.5b. Use audience awareness to enhance performance.
8.4.5c. Behave with Christian courtesy.

4.6 Deliver informative and descriptive presentations for specific audiences.
8.4.6a. Develop narratives, skits, lab reports, progress reports, research reports, commercials, proposals and bids.
8.4.6b. Use conventions and organizational strategies of each type.
8.4.6c. Translate information between written and oral versions.
8.4.6d. Use visuals as needed to clarify.
8.4.6e. Provide an appropriate beginning, middle, and end.
8.4.6f. Avoid plagiarism and use correct citations of sources.
8.4.6g. Develop a clear and appropriate tone and point of view.
8.4.6h. Guide the audience with clear organization and transition.
8.4.6i. Adjust to specific audiences and purposes.
8.4.6j. Show some creativity in use of language and organization.
8.4.6k. Choose words for clarity, specificity, appeal and formality.
8.4.6l. Speak extemporaneously (from notes).
8.4.6m. Use many types of visual aids to enhance clarity and impact.
8.4.6n. Participate equally in a group presentation.

Content Standard: 5.0 - Listening Skills.
The student will maintain a Christian perspective while developing skills necessary for effective
listening.

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5.1 Demonstrate the social skills of audience behavior.
8.5.1a. Maintain eye contact. (again)
8.5.1b. Use erect and relaxed posture facing the speaker.
8.5.1c. Avoid distracting or interrupting others including the speaker or being distracted by others.
8.5.1d. Provide immediate feedback (nod, applaud, laugh, etc.)
8.5.1e. Ask/answer relevant questions briefly and politely.
8.5.1f. Adapt audience behaviors to various situations B plays, concerts, lectures and formal presentations, sports events, talking with others.
8.5.1g. Listen in order to understand a speaker’s topic, purpose and perspective.
8.5.1h. Summarize and critique speeches and presentations.

5.2 Comprehend what is heard.
8.5.2a. Analyze presentations by purpose (inform, entertain, persuade).
8.5.2b. Identify and analyze news, sitcoms, commercials, documentaries, songs, and editorials.
8.5.2c. Analyze completeness and clarity.
8.5.2d. Analyze main idea and main points.
8.5.2e. Analyze depth and breadth of supports.
8.5.2f. Analyze research biases
8.5.2g. Analyze facts, opinions, bias, and point of view.
8.5.2h. Analyze propaganda and argumentation.
8.5.2i. Analyze theme and other literary elements.
8.5.2j. Analyze the impact of visual images and non-verbal cues.
8.5.2k. Analyze for sound and rhythms.
8.5.2l. Analyze for dramatic action.
8.5.2m. Analyze impact of word choice and use of figurative language.
Grade 8 Standards Met in This The Unlikeliest Hero The Story of Desmond T. Doss 4MAT Lesson

Southern Union Standards

Grade 8 Language Arts Standards
8.3.1c. Write an initial draft.
8.3.1d. State main idea.
8.3.1e. Add details to support topic sentence/main idea.
8.3.1h. Consider audience.
8.3.1i. Clarify/enhance word choice.
8.3.1k. Edit for grammar, punctuation, capitalization, and spelling.
8.3.1m. Edit for purpose and audience.
8.3.1n. Eliminate slang.
8.3.1o. Proofread using reference materials, word processor, and other resources.
8.3.1p. Check for clarity, word choice, language usage.
8.3.1q. Use technology as a writing tool (word processing, spelling and grammar checks.)
8.3.1r. Publish - consider page format, select presentation format, and incorporate illustrations/photos
8.3.3h. Use correct spelling.
8.3.3i. Use appropriate punctuation including commas, quotations marks, colons, apostrophes, periods, question and exclamation marks.
8.3.3j. Use accurate capitalization.
8.4.2a. Enunciate clearly.
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8.4.2g. Stand still, face audience, and show poise.
8.4.2h. Use controlled and varied gestures for emphasis and appeal.
8.4.3b. Use visual aids, maps, charts and graphs, etc.-- to organize and simplify information.
8.5.1a. Maintain eye contact.
8.5.1b. Use erect and relaxed posture facing the speaker.
8.5.1c. Avoid distracting or interrupting others including the speaker or being distracted by others.
8.5.1d. Provide immediate feedback (nod, applaud, laugh, etc.)
8.5.1e. Ask/answer relevant questions briefly and politely.
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8.5.1f. Adapt audience behaviors to various situations B plays, concerts, lectures and formal presentations, sports events, talking with others.
8.5.1g. Listen in order to understand a speaker’s topic, purpose and perspective.
8.5.1h. Summarize and critique speeches and presentations.
8.5.2d. Analyze main idea and main points.
8.5.2j. Analyze the impact of visual images and non-verbal cues.
8.7.1a. Create visual media to support a presentation

Grade 8 Math Standards

8.1.7a. Use calculators and computers to assist in mathematical operations.
8.1.8a. Choose and apply formulas.
8.4.2c. Label distances, directions, and units correctly.
8.4.5a. Demonstrate skill in setting up multi-step measurement problems.
8.4.5f. Demonstrate skill in measuring in problem solving.
8.4.5g. Demonstrate skill in finding and applying formulas needed to solve measurement problems.
8.5.2a. Use calculator/computer to generate and organize data.

Social Studies Standards: Geography

3.1 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

Social Studies Standards: Economics

4.2 Understand global economic connections, conflicts, and interdependence.