Welcome to Superheroes Week!

Each of the following pages highlights three examples of student activities by grade level, along with the related South Carolina curriculum standards that were included in the CReATE Kits for Superheroes Week.

CReATE Kits were modeled after Engaging Creative Mind’s (ECM) national award-winning Summer STEAM Institute®, which was cancelled this year due to COVID-19, and the themed kits were distributed in July 2020 in partnership with local school districts. Students received all the materials, literature and instructions for five days of rigorous standards-based, interdisciplinary Arts Integration instruction.

CReATE Kits were funded with donations from ECM’s Academic Response Team (A.R.T.), which began in response to the COVID-19 pandemic. We are so grateful to our community, board members, and local businesses who donated and became a part of A.R.T. this summer. The investment provided over 350 students with STEAM (Science, Technology, Engineering, Arts and Math) activities they can do at home to combat spring and summer learning loss and prepare them for the new school year.

Sincerely,

Robin Berlinsky
Executive Director
Engaging Creative Minds

@EngagingCreativeMinds @ECMCharleston
SUPERHEROES SAMPLE ACTIVITIES:

- **LITERACY & THEATRE** | Students read the words or pictures in *When I Grow Up – Sports Heroes: Kids Like You*, by DK Series, and then use foam shapes and clothes pins to create and perform with their puppet heroes.

- **LITERACY & VISUAL ARTS** | An adult reads *Black Panther: The Battle for Wakanda* by Brandon Snider to students. Students create magazine beads to make super power bracelets and necklaces.

- **MATH & DANCE** | Students create character trait cubes for their favorite Black Panther characters and then make a movement for each of the characters.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **LITERACY** | Reading Literary Text: Meaning and Context
  - Describe the relationship between illustrations and the text

- **THEATRE** | Artistic Processes: Creating
  - Write short scenes and monologues using basic dramatic structure

- **LITERACY** | Reading Informational Text: Meaning and Context
  - With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator

- **VISUAL ARTS** | Artistic Processes: Creating
  - Tear, curl, and fold paper (paper sculpture techniques) to show form, line, shape, or texture

- **MATH** | Geometry
  - Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere)

- **DANCE** | Artistic Processes: Performing
  - Accurately perform movement phrases created by myself and others
SUPERHEROES SAMPLE ACTIVITIES:

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RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **LITERACY** | Reading Literary Text: Meaning and Context
  o Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator
- **THEATRE** | Artistic Processes: Creating
  o Write short scenes and monologues using basic dramatic structure
- **LITERACY** | Reading Informational Text: Language Craft and Structure
  o Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text
- **VISUAL ARTS** | Artistic Processes: Creating
  o Tear, curl, and fold paper (paper sculpture techniques) to show form, line, shape, or texture
- **MATH** | Geometry
  o Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape
- **DANCE** | Artistic Processes: Performing
  o Accurately perform movement phrases created by myself and others

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SUPERHEROES SAMPLE ACTIVITIES:

- **LITERACY & THEATRE** | Students read *Black Panther: The Battle for Wakanda* by Brandon Snider, and act out their favorite character in a scene from the book.

- **MATH & DANCE** | Some superheroes can fly! Students create pipe cleaner bubble wands made of various shapes to blow bubbles of various sizes, and then explain the science of bubbles in a poem/movement sequence.

- **MATH & VISUAL ARTS** | Students create character trait cubes representing their favorite Black Panther characters, and then write a cartoon using colored pencils or markers to represent its character traits in the art.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **LITERACY** | Reading Literary Text: Principles of Reading
  - Read grade-level texts with purpose and understanding
- **THEATRE** | Artistic Processes: Performing/Producing/Presenting
  - Use a number of styles and genres to portray complex characters
- **MATH** | Geometry
  - Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces
- **DANCE** | Artistic Processes: Creating
  - Explore movement in response to the textures of things (for example, feathers, bubbles, rocks) and explain why they chose to move that way
- **MATH** | Contextual and Abstract Reasoning
  - Interpret mathematical models in the context of the situation
- **VISUAL ARTS** | Artistic Processes: Connecting
  - Illustrate and explain the details in the work
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RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **LITERACY** | Reading Literary Text: Meaning and Context
  - Describe characters’ traits, motivations, and feelings and explain how their actions contribute to the development of the plot
  - Explain the influence of cultural and historical context on characters, setting, and plot development

- **THEATRE** | Artistic Processes: Performing/Producing/Presenting
  - Use a number of styles and genres to portray complex characters

- **MATH** | Geometry
  - Identify a three-dimensional shape (i.e., right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net

- **DANCE** | Artistic Processes: Creating
  - Explore movement in response to the textures of things (for example, feathers, bubbles, rocks) and explain why they chose to move that way

- **MATH** | Contextual and Abstract Reasoning
  - Evaluate the reasonableness of a model and refine if necessary

- **VISUAL ARTS** | Artistic Processes: Connecting
  - Illustrate and explain the details in the work
SUPERHEROES SAMPLE ACTIVITIES:

- **LITERACY & VISUAL ARTS** | Students *create* superhero clay *sculptures* and *write* a play using author’s *voice* to show their personalities.

- **SCIENCE & VISUAL ARTS** | Students use sun sensitive paper to *create/draw* charcoal shadow art with their superhero clay sculptures.

- **SCIENCE & MUSIC** | Students choose 3 of their favorite superheroes. They then *create written dialog* in the form of *poetry* or *a song* that uses science to *support* or *contradict* those super powers.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **LITERACY** | Fundamentals of Communication  
  - Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed

- **VISUAL ARTS** | Artistic Processes: Creating  
  - Use basic clay techniques to create shape and form

- **SCIENCE** | Earth Science: Stars and the Solar System  
  - Construct explanations of how the Sun appears to move throughout the day using observations of shadows

- **VISUAL ARTS** | Artistic Processes: Creating  
  - Use charcoal to create smooth value changes in a still life

- **SCIENCE** | Science and Engineering Practices  
  - Construct scientific arguments to support claims, explanations, or designs using evidence from observations, data, or informational texts

- **MUSIC** | Artistic Processes: Connecting  
  - Use music to complete a STEM project
SUPERHEROES SAMPLE ACTIVITIES:

- **LITERACY & VISUAL ARTS** | Students create superhero clay sculptures, and write a play using author’s voice to show their personalities.

- **MATH & VISUAL ARTS** | Students use sun sensitive paper to create/draw charcoal shadow art with their superhero clay sculptures. Students measure and record the length of shadows throughout the day, and explain the results.

- **SCIENCE & MUSIC** | Students choose 3 of their favorite superheroes. They then create written dialog in the form of poetry or a song that uses science to support or contradict those super powers.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **LITERACY | Fundamentals of Writing**
  - Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain

- **VISUAL ARTS | Artistic Processes: Creating**
  - Use basic clay techniques to create shape and form

- **MATH | Number Sense and Base Ten**
  - Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings

- **VISUAL ARTS | Artistic Processes: Creating**
  - Use charcoal to create smooth value changes in a still life

- **SCIENCE | Physical Science: Force and Motion**
  - Plan and conduct controlled scientific investigations to test the effects of balanced and unbalanced forces on the rate and direction of motion of objects

- **MUSIC | Artistic Processes: Connecting**
  - Use music to complete a STEM project
SUPERHEROES SAMPLE ACTIVITIES:

- **LITERACY & VISUAL ARTS** | Students read *Different* by Chris Singleton, and then write and illustrate a letter to Mr. Singleton c/o Charleston RiverDogs. The letter explains the book’s impact on their life and what they will do to recognize and celebrate individual differences.

- **MATH & VISUAL ARTS** | Students use sun sensitive paper to create/draw charcoal shadow art with their superhero clay sculptures. Students measure and record the length of shadows throughout the day, and explain the results.

- **SCIENCE & DANCE** | Students explore their magnet kit; predicting and testing various materials for magnetism and then demonstrating an understanding that energy manifests itself in multiple forms and cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **LITERACY** | Fundamentals of Communication
  - Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed

- **VISUAL ARTS** | Artistic Processes: Creating
  - Explore ways to strengthen composition using emphasis

- **MATH** | The Number System
  - Use concepts of equality and inequality to write and to explain real-world and mathematical situations

- **VISUAL ARTS** | Artistic Processes: Creating
  - Use charcoal to create smooth value changes in a still life

- **SCIENCE** | Physical Science: Energy Transfer and Conservation
  - Develop and use models to exemplify how magnetic fields produced by electrical energy flow in a circuit is interrelated in electromagnets, generators, and simple electrical motors

- **DANCE** | Artistic Processes: Connecting
  - Use music to complete a STEM project
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- **MATH & VISUAL ARTS** | Students use sun sensitive paper to create/draw charcoal shadow art with their superhero clay sculptures. Students measure and record the length of shadows throughout the day, and explain the results.

- **MATH & DANCE** | Students work with triangles - the superheroes of shapes! Students use their bodies to understand the force in truss bridges and other strong structures as they explore engineering design concepts.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **LITERACY** | Fundamentals of Writing
  - Interact and collaborate with peers and adults to develop and strengthen writing

- **VISUAL ARTS** | Artistic Processes: Creating
  - Explore ways to strengthen composition using emphasis

- **MATH** | The Number System
  - Use concepts of equality and inequality to write and to explain real-world and mathematical situations

- **VISUAL ARTS** | Artistic Processes: Creating
  - Use charcoal to create smooth value changes in a still life

- **MATH** | Geometry and Measurement
  - Apply the concepts of two- and three-dimensional figures to real-world and mathematical situations
    - Understand that the concept of area is applied to two-dimensional figures such as triangles, quadrilaterals, and polygons

- **DANCE** | Artistic Processes: Connecting
  - Make shapes with the body that connects to what they learn in math
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- **SCIENCE & VISUAL ARTS** | Students use sun sensitive paper to create/draw charcoal shadow art with their superhero clay sculptures. They measure and record the length of shadows throughout the day, and explain the results.

- **MATH & DANCE** | Students work with triangles - the superheroes of shapes! Students use their bodies to understand the force in truss bridges and other strong structures as they explore engineering design concepts and the Pythagorean theorem.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **LITERACY** | Fundamentals of Writing
  - Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting

- **VISUAL ARTS** | Artistic Processes: Creating
  - Explore ways to strengthen composition using emphasis

- **SCIENCE** | Earth Science: Earth’s Place in the Universe
  - Develop and use models to explain how motions within the Sun-Earth-Moon system cause Earth phenomena (including day and year, moon phases, solar and lunar eclipses, and tides)

- **VISUAL ARTS** | Artistic Processes: Creating
  - Use charcoal to create smooth value changes in a still life

- **MATH** | Geometry and Measurement
  - Use models to demonstrate a proof of the Pythagorean Theorem and its converse

- **DANCE** | Artistic Processes: Connecting
  - Make shapes with the body that connects to what they learn in math
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