



Element Superhero & Supervillain Project

By: Jessica Shaffer

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Science
Grades 6–8



Introduction

It's a bird, it's a plane, it's...well, this part is up to you! You are going to be creating your very own superhero OR supervillain. This superhero or supervillain will be based on an element that you will research.

Learning Objectives

Students will research elements on the Periodic Table and present findings to the class.

Materials Needed

- [Element research paper](#)
- [Element superhero/supervillain project rubric and description](#)
- Chromebook/tablet/laptop
- Art supplies (for model part, if needed)

Procedure

Day 1

1. The teacher will review the Periodic Table and what elements are. If you have an Edpuzzle account, [this video](#) is a great little refresher, and it is embedded with ten questions for students to answer throughout.
2. The teacher will pass out the project description, as well as the project rubric, to explain the requirements. The teacher will show examples of projects (if there are any) or show a model of the project created by themselves.
3. Students may work on this project individually or in partners. If students work in partners, they must each present their own research and superhero/supervillain, but the partners can create the story together.
4. The rubric can be modified to meet the needs of special education or gifted students. If you wish to make the presentation an additional grade, just take that out of the rubric and add the points into a different category or create a new one.
5. Students will have to choose an element to research for their project. There can be no duplicates of elements in the class. Student names will randomly be chosen by the teacher, and element choices will be recorded by the teacher.

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Day 2

1. Students will begin to research required facts, as well as fun facts about the elements. Students will fill out their research paper. A sample research paper is included with this lesson plan, but you can create your own depending on the requirements for the project.
2. When the research is completed, students can begin to create the Google Slideshow to present facts about the element. The Google Slideshow should start with the slides based on the element research. Pictures, graphics, transitions, videos, etc. should be included. Creativity is encouraged.

Day 3-5

1. Students need to complete the following (see project description for more details on these parts of the project):
 - **Google Slideshow Facts** - Finish creating the fact slides to present to the class about your element.
 - **Model of Superhero/Supervillain**- Create a hero or villain that has superpowers and a logo. You can create this in many different ways. You can use your artistic ability or your technology ability to do this portion of the project.
 - **Google Slideshow Story**- Create a captivating story about your superhero or supervillain. Make sure to have a conflict and resolution and be sure to include your hero or villain's powers in this story! Will the day be saved or will it all come crashing down? Only time will tell.
2. The teacher will monitor and help as needed. The main questions students need help with are technology-based or what research sites are acceptable to find information on.

Day 6-7

1. Students will present their projects to the class. Students must discuss the element research, talk about their superhero/supervillain and the superpowers it possesses, and read the story to the class.
2. Students will hand in their rubrics and research stapled together to the teacher before presenting the project.

Evaluation

Students are evaluated based on the rubric.