

**Molloy College
Division of Education**

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EDU 509 01

Grade: 4th Grade **Topic:** Abolition Movement and Grit

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Content Area: Social Studies

INSTRUCTIONAL OBJECTIVE

After the students listen to a short personal story told by the teacher and watch a video on grit and fill out a worksheet on the story, students will write informative/explanatory texts to discuss and answer the question, *what are you gritty about?* Students will post their answers on flipgrid sharing their goal, their obstacles, the plan to overcome the obstacle.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

New York State Standard

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5a There were slaves in New York State. People worked to fight against slavery and for change. Students will examine life as a slave in New York State. Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglas, William Lloyd Garrison, and Harriet Tubman.

Indicator- *This will be evident when students write informative/explanatory texts to discuss and answer the question, what are you gritty about?*

National Social Studies Standards

V. Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

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*edTPA academic language

Indicator- *This will be evident when students include experiences that provide for the study of interactions among individuals, groups, and institutions in filling out the worksheet on Justin Allen.*

Social Studies Practice: Habits of Minds Skills

Gathering Information

Indicator- *This will be evident when students gather information needed to do their homework assignment on flipgrid..*

NCSS C3 Social Studies INQUIRY ARC

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluation its usefulness in developing causal explanations.

Indicator- *This will be evident when the students post on flipgrid.*

ELA Standard

SL.4.1

Speaking and Listening: Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Indicator- *This will be evident when the students are able to write informative/explanatory texts on their own grit on the worksheet provided to them.*

INSTRUCTIONAL RESOURCES

- Smart Board
- “No You Can’t, Yes I Can Book” by Justin Allen
- Angela Duckworth video on grit
- Worksheet
- Flipgrid
- Pen/Pencil

MOTIVATION

To engage the students in the lesson, the teacher will share a short personal story about a time they felt they had grit. Students will be able to ask questions to get a better understanding of grit and how it related to the story told by the teacher.

DEVELOPMENTAL PROCEDURES

1. The students will begin by listening to a personal story told by the teacher about a time they had grit. The teacher will then ask questions for the students to think in their heads only, *“Think about a time you believed to have grit?” “How did you feel?”*
2. The students will then be invited to the carpet for a book reading of *No You Cant, Yes I Can Book* by Justin Allen, which begins to talk about grit. This will give the students a better understanding of grit from another perspective.
3. While listening to the reading of the book, the teacher will stop the video and ask questions such as, *“What is the story about?” “Which do you think was his greatest challenge?” “What challenges do you think you face on a day-to-day basis?”*
4. The teacher will then show another video by Angela Duckworth, which gets more in depth about grit. Only the most important parts of the video will be shown.
5. After the video, the teacher will complete a worksheet on the board with the students referring to Justin Allen. This exact worksheet will be given to the students to complete for homework relating to their own individual lives. The teacher will also explain that they are to complete the worksheet, go over the worksheet with a parent or guardian, and post their responses on flipgrid to share with the rest of the class. What they are posting

must include their passion for a goal, the obstacle they faced, what was done to overcome that obstacle, and their result.

INSTRUCTIONAL STRATEGIES

Group Discussion: This will be evident when the teacher discusses grit to the students by showing two different videos.

Cooperative Learning: This will be evident when the students are able to complete the worksheet relating to their own personal lives.

Teacher Demonstration: This will be evident when the teacher tells their own personal story about a time they failed well and had grit.

ADAPTATIONS

- For the student with ADHD, they will be able to sit at a different table to help them complete the worksheet to the best of their ability.
- The student with a visual impairment will be given preferential seating.

DIFFERENTIATION OF INSTRUCTION

Struggling Students: These students will be able to sit at the back table with the teacher for extra support on brainstorming what they could write for their homework assignment.

Average Students: These students will be given the original worksheet to be completed for homework.

Advanced Students: These students will be asked to go more in depth about the time they had grit or will be asked to provide more than one time they had grit.

ASSESSMENT

Informal: The teacher will observe the students when they actively participate in the whole group discussion, as well as, how effectively they complete the worksheet for homework.

Formal: The students will complete a flipgrid based on the worksheet they completed and include all aspects of the worksheet in their video.

INDEPENDENT PRACTICE

Following the lesson on grit, students will be able to write a short personal narrative that lead up to the time they believed to have grit. This will give the students a chance to go more in depth and provide more details about their life story.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: The teacher and student will sit together to help the student come up with a specific time they had grit in order to complete the worksheet.

Academic Enrichment: For additional challenge, students will create a personal narrative based on the time they had grit. This will help prepare them for the next lesson in the unit.

REFERENCES

E. (2014, April 29). Teaching Grit Cultivates Resilience and Perseverance. Retrieved November 11, 2017, from https://www.youtube.com/watch?time_continue=5&v=F0qrtsYg6kI

Flipgrid. Ignite Classroom Discussion. (n.d.). Retrieved November 11, 2017, from <https://info.flipgrid.com/>

No You Can't Yes I Can Book. (2015, August 14). Retrieved November 11, 2017, from <https://www.youtube.com/watch?v=-eSCfsJEQZQ>

Name _____

Date _____

Your Personal Grit

Passion for a goal/ Perseverance for that goal

What is the obstacle to be overcome?

What was done to overcome the obstacle?

Result: What happened?