

**Molloy College
Division of Education**

Are You Gritty?

Palma Taranto
EDU 351 01

Grade: 4th Lesson Part: 1 Topic: What is Grit?

Dr. Sheehan

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Content Area: Social Studies

INSTRUCTIONAL OBJECTIVES (s) (Lesson Objective(s)*)

After students listen to a personal story and a read aloud of *No You Can't, Yes I can*, students will identify the central ideas and themes in the text and will write a well-structured narrative about a time grit persevered or formed passion within themselves; and, how it influenced their lives positively by scoring three out of four in each section on the teacher-made rubric.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea:

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)

Key Concepts:

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change. — Students will examine the rights denied to women during the 1800s. — Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.

Indicator: *This will be evident when students are building their knowledge on grit and how it influences change by listening to a read aloud and personal story; and, writing a narrative about how grit affected them.*

National Social Studies Standards and Themes

4. Individual Development and Identity

- Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:
 - a. describe personal changes over time, such as those related to physical development and personal interests;
 - d. show how learning and physical development affect behavior;
 - f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;
 - h. work independently and cooperatively to accomplish goals.

Indicator: *This will be evident when students are writing a personal narrative about a time where they showed slothfulness, and how grit overcame it.*

NCSS Inquiry Arc

Dimension 3:

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

Dimension 4:

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings

Indicator: *This will be evident when students are listening and writing key concepts from the read aloud and applying it to their lives through illustrations and narrations.*

Common Core ELA Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Indicator: *This will be evident when students are writing down central themes and ideas from the read aloud that proves the concept of grit.*

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.

Indicator: *This will be evident when students are writing about a time where they showed grit over slothfulness.*

College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration

- Make strategic use of digital media and visual displays of data to express information and enhance understandings of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Indicator: *This will be evident when students are using the SMART Board to view illustrations of grit.*

Social Studies Habits of Mind

A. Gathering, Interpreting and Using Evidence

3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

Indicator: *This will be evident when students are locating grit and citing evidence in the teacher's story.*

INSTRUCTIONAL RESOURCES

- SMART Board
- PowerPoint
- YouTube
- *No You Can't, Yes I Can* by Justin Allen
- "Show Me Your Grit" exit ticket
- Personal Narrative teacher rubric
- "Grit and Slothful" cut-outs
- "No You Can't, Yes I Can" graphic organizer

MOTIVATION (Engaging the learner(s)*)

Motivation: Students will raise a cut-out piece of paper in the air that reads "Grit" or "Slothful" when differing between the images on the SMART Board.

DEVELOPMENTAL PROCEDURES **(including Key Questions)**

1. Students will listen to the teacher's personal story about a time someone was negative towards them, and how he/she persevered from the situation to achieve his/her goal. Students will identify evidence from the story of when the teacher wanted to give up and how the teacher achieved his/her goal. (*Who was impacted in the story? What was the teacher's obstacle? How did he/she overcome that obstacle? (Literal) Do you think the situation helped or hurt the teacher's future? (Inferential) What would you have done if you were in your teacher's shoes? (Metacognitive)*)
2. Teacher will introduce the storybook, *No You Can't, Yes I Can* by Justin Allen. Teacher will play the YouTube video read aloud of the storybook, and students will listen and write down key themes and ideas as evidence from the story on their graphic organizer. (*Who is Justin? What are his struggles from what we have read so far? What is Justin's passion? How did he persevere? (Literal) Could Justin have failed well without passion/perseverance? (Inferential) Can passion change overtime? How did it change for Justin? (Metacognitive)*)
3. Teacher will introduce the concept grit, and students will think, pair, and share to discuss it. After, the teacher will explain the concept of grit: Grit is the passion of long-term goals or the perseverance to overcome obstacles in the way. Its influences are passion, perseverance, and a goal driven attitude that lasts throughout a lifetime to achieve such goals. (*What is grit? (Literal) What is an example of someone who does not show grit? (Inferential) Can you have grit and fail well? (Metacognitive)*)
4. (*Motivation*) Teacher will distribute cut-out handouts that either say "Grit" or "Slothfulness." Students will raise one of the handouts in the air when viewing pictures on the SMART Board, and they must decide which picture shows slothfulness or grit. (*Does this photo show grit of passion or perseverance? Why does this photo show slothfulness? (Literal) How can you see the difference or similarity of the two? (Inferential) How can we help those who are slothful to have a growth mindset? (Metacognitive)*)
5. Students will read a quote from the story on the SMART Board, and students will come up to the smart board and circle a color, symbol, and an image to prove what they believe the main theme of the quote is about. (*How does this quote resemble grit? (Literal) What do the colors and symbols mean to you? (Inferential)*)
6. After the group activities, students will be given a "Show Me Your Grit" exit ticket, and students will write a narrative and illustrate a time they felt they could not persevere to get to a goal, and how grit overpowered it. (*What is a time where you showed grit? (Literal) How have you showed grit? (Inferential) How has grit made you moved forward, even when you failed well? (Metacognitive)*)

INSTRUCTIONAL STRATEGIES (*Learning Strategies**)

- **Group Discussion**
Indicator: This will be evident when students are explaining to one another why they chose slothfulness or grit for the images on the SMART Board.
- **Color, Symbol, Image**
Indicator: This will be evident when students are relating images, symbols, and colors to the quote written on the SMART Board.
- **Think, Pair, Share**
Indicator: This will be evident when students are discussing in pairs what they believe grit means.
- **Questioning**
Indicator: This will be evident when students are listening to the read aloud to understand the meaning of grit.

ADAPTATIONS (*Exceptionality**)

- The EL (English Learner) student will have definitions of key words from the read aloud and presentation slides translated in his/her native language as a guide.
- The visually impaired student will be placed near the SMART Board to view the read aloud and presentation slides.

DIFFERENTIATION OF INSTRUCTION

The auditory learners will be able to listen to the story read aloud.

The visual learners will be able to see the images and its relation to grit on the SMART Board.

The kinesthetic learners will be able to draw and write on a worksheet.

The linguistic learner will be able to write their personal experience of grit.

The socially-able learner will be able to construct their opinions during the discussion of grit.

ASSESSMENT (*artifacts* and assessment [formal & informal]**)

- Teacher will observe how students cooperate with each other when discussing the concept of grit and what it entails.
- Teacher will observe how students are comprehending and writing down central points and themes of the story.
- Teacher will evaluate students' narrative based on their understanding of grit, scoring three out of four in each section on the teacher-made rubric.

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*edTPA academic language

INDEPENDENT PRACTICE

Students will record a video about a time they failed well and how grit persevered and passion helped them achieve their goals. Students will use Flip Grid to record themselves and they will create video responses to two other classmates.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

Students, under direct intervention with the teacher, will have a student copy of *No You Can't, Yes I can*, and will highlight the key points throughout the story that determines slothfulness or grit. Students will use a pink highlighter for slothfulness, and a yellow highlighter for grit to discriminate between the two.

Academic Enrichment

Students will look through a copy of *Good Night Stories for Rebel Girls: 100 Tales of Extraordinary Women*, and will find a prominent woman in the book and locate her grit. Students will write a summary about what they read and how it impacted them.

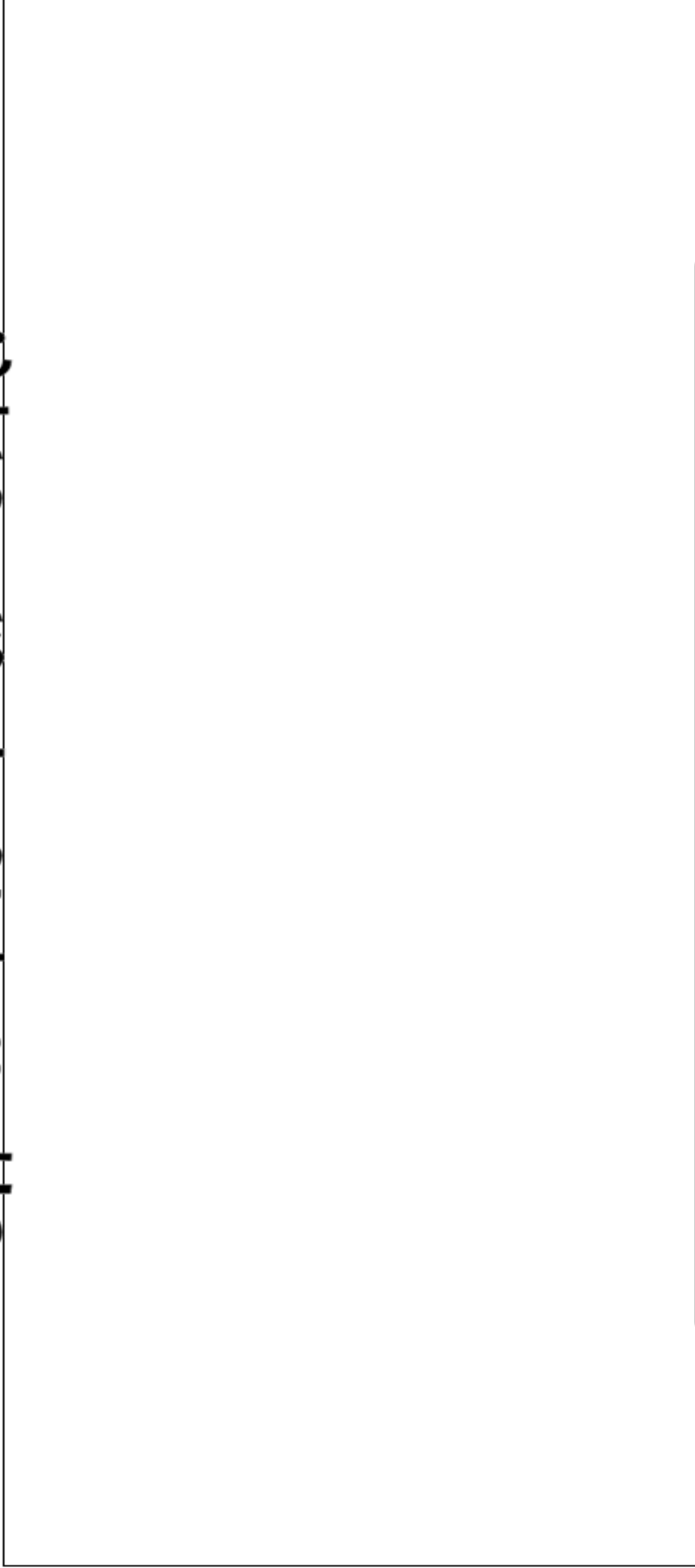
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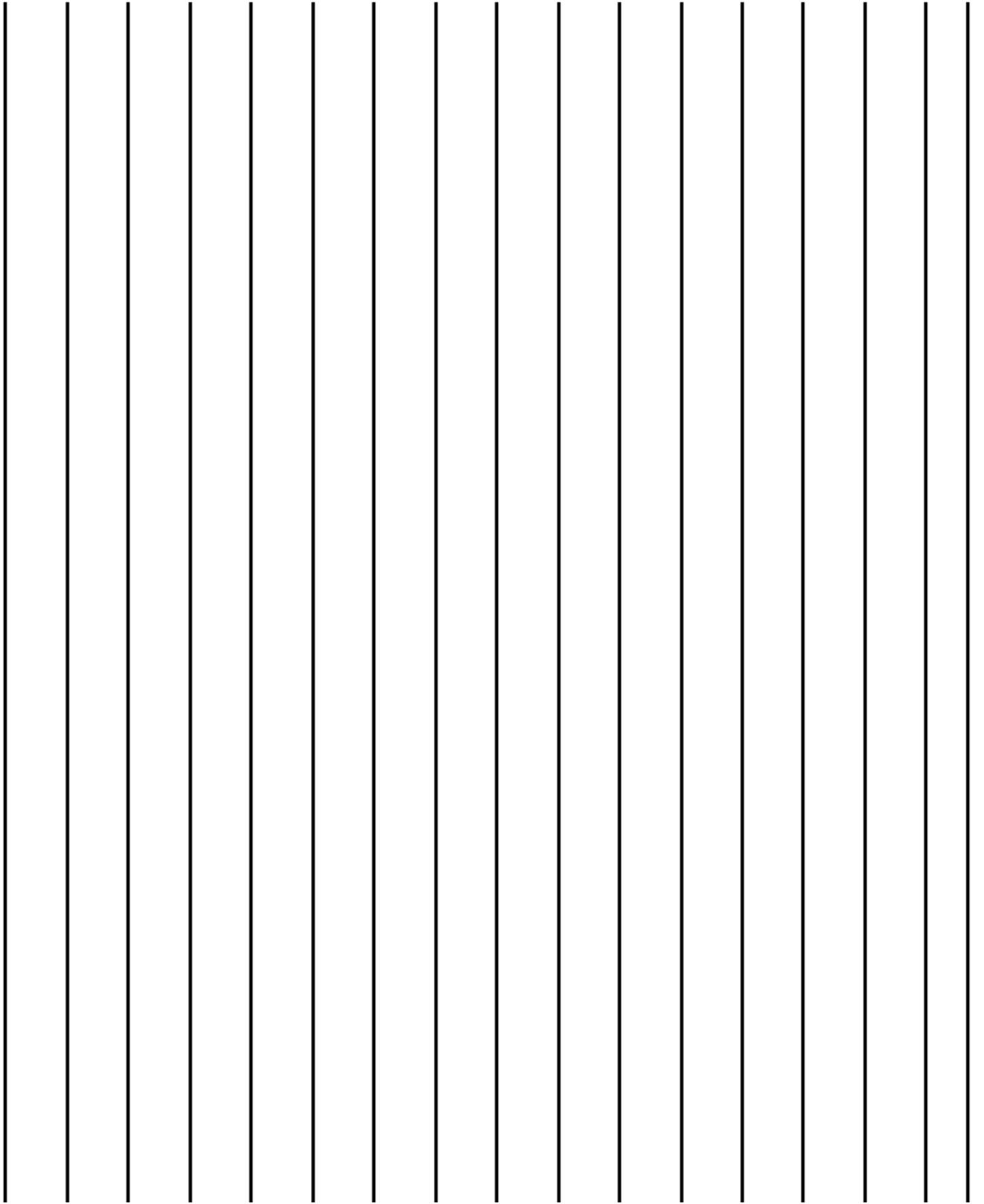
Name _____

Date _____

Show Me Your Grit!



Write and illustrate of a time you showed grit when you felt you failed, and how you accomplished your goal(s).



Grit

Slothful

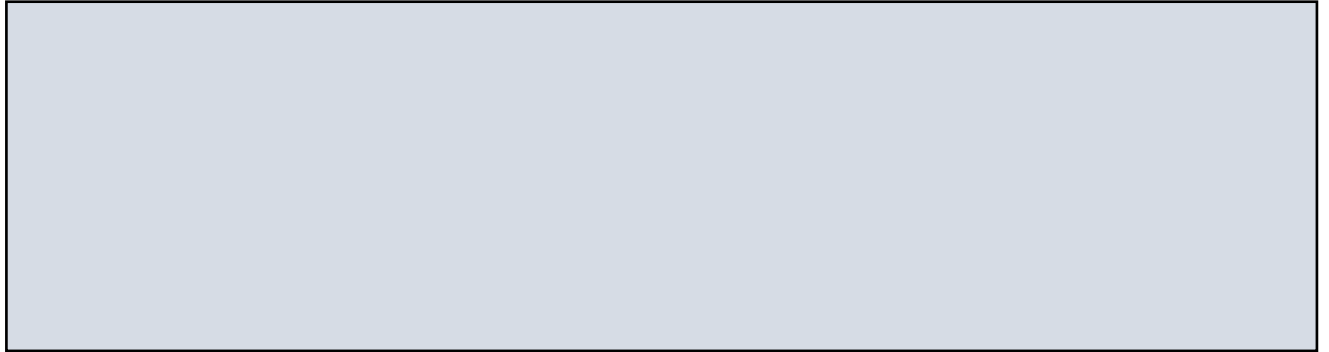
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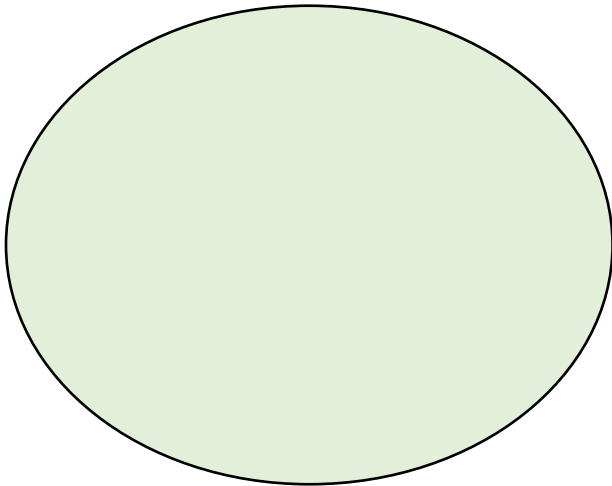
No You Can't, Yes I Can by Justin Allen

Graphic Organizer

What is Grit?



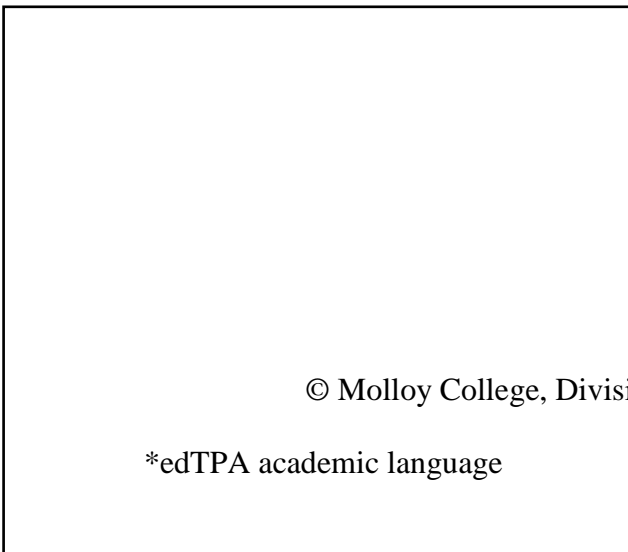
What are Justin's Goals?



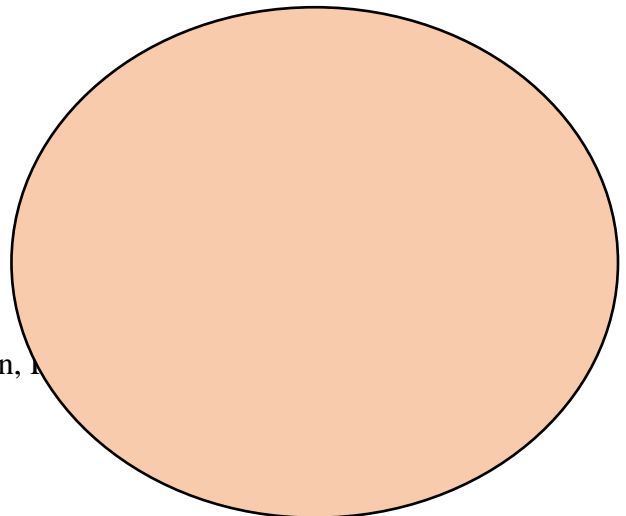
What are Justin's Passions?



What are Justin's obstacles?



How does he overcome his obstacles?



Personal Narrative Rubric

Criteria	1	2	3	4
10 or more complete sentences.				
Proper grammar, syntax, and legibility.				
Illustration that relates to the writing piece.				
Writing piece focuses on grit and reaching a goal.				