

Chris Weber

Dr. Sheehan

EDU 316

12-6-18

Grade 7: American Revolution

Social Studies

Molloy College Division of Education

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

After being provided a quote by motivational speaker, Eric Thomas, and watching part of the Youtube video, “How Bad Do You Want It?(Success),” the students will be read aloud key parts of the book *Salt in His Shoes* and view Michael Jordan’s “Maybe It’s My Fault” commercial. The students will then identify the central ideas and themes in the text and videos and write a well-structured paragraph identifying and explaining something that they are passionate about and what they do in order to be good at it. They will be expected to score a minimum of seven out of nine on a teacher-constructed rubric.

NYS STANDARDS AND INDICATORS

Key Idea:

7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)

Key Concept:

7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

Indicator: *This will be evident by building a strong foundation for students to gain a better understanding of grit and its relation to America's victory in the American Revolution.*

NCSS- Theme 4: Individual Development and Identity

Indicator: *This will be evident when students explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.*

CCSS.ELA-LITERACY.CCRA.R.2

Key Ideas and Details

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Indicator: *This will be evident when students analyze the character of Michael Jordan in Salt in His Shoes and "Maybe It's My Fault."*

CCSS.ELA-LITERACY.CCRA.SL.

1 Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Indicator: *This will be evident when students collaboratively discuss and analyze the videos "How Bad Do You Want It?," "Maybe It's My Fault," and "Brady 6 Ending." It will also be evident when discussing Salt in His Shoes.*

CCSS.ELA-LITERACY.CCRA.W.

1 Text Types and Purposes

2. 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 students write about something that they are passionate about and what they do in order to be good at it.*

NCSS C3 Inquiry Arc

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 complete an exit ticket where they will identify a person they know that they believe embodies the characteristics of a gritty person and explain how that individual meets this criteria.*

© Molloy College, Division of Education, Rockville Centre, NY 11571

Revised 10/25/16

*edTPA academic language

INSTRUCTIONAL RESOURCES

. Smart Board for the Eric Thomas quote, all of the named videos and the definition of Grit.

. *Salt in His Shoes* book, written by Deloris Jordan, with Roslyn M. Jordan and illustrated by Kadir Nelson.

. Buckets for the “Cold Presser” challenge.

. Students must come to class with pen and paper to fill out their exit tickets at the end of the lesson.

MOTIVATION (Engaging the learner(s)*)

Students will be shown an Eric Thomas quote and part of his video titled, “How Bad Do You Want It?(Success) HD.” This video will set the stage for the lesson as it will give insight as to what Grit is.

DEVELOPMENTAL PROCEDURES (including Key Questions)

. “How Bad Do You Want It?(Success)” Video, Eric Thomas quote, discussion.(5 minutes).

Provide definition of Grit and explain(2 minutes).

. Teacher reads aloud key parts of the Salt in His Shoes book and then the class discusses(15 minutes).

. Michael Jordan “Maybe It’s My Fault” commercial will be shown to the class, followed by class discussion(5 minutes).

. Another example of a gritty person will be presented to the class, followed by brief class discussion: Tom Brady video- “The Brady Six- Finale(HD)”(5 minutes).

. Cold Presser Challenge(5 minutes).

. Exit ticket: Students will write a paragraph identifying and explaining something in their life that they are passionate about and what they do in order to be good at it.(5 minutes).

INSTRUCTIONAL STRATEGIES (Learning Strategies*)

Collaboration

. This will be evident when the students engage in full class discussions on the stated videos and *Salt in His Shoes* book.

Independent Study

. This will be evident when the students fill out an exit ticket where they write a paragraph describing someone who they believe is gritty, and when they complete a Venn Diagram based on the information they are given in an interview they conduct outside of school.

Questioning

. This will be evident when the teacher asks the students particular questions on the stated videos and *Salt in His Shoes*.

© Molloy College, Division of Education, Rockville Centre, NY 11571

Revised 10/25/16

*edTPA academic language

DIFFERENTIATION OF INSTRUCTION

Visual Learners

. These learners will benefit from watching “How Bad Do You Want It?,” “Maybe It’s My Fault,” and “Brady 6 Ending” videos. They will also benefit from the illustrations in the book *Salt in His Shoes* being read aloud to them.

Auditory Learners

. These learners will benefit from listening to the “How Bad Do You Want It?,” “Maybe It’s My Fault,” and “Brady 6 Ending” videos. They will also benefit from the key parts of the book *Salt in His Shoes* being read aloud to them. Kinesthetic Learners

. These learners will benefit from the “Cold Presser” challenge, as the students are performing a physical activity as an example to help them understand what grit is.

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

. The students will be assessed based on their exit ticket that they fill out at the end of class. Students will write a paragraph identifying and explaining something in their life that they are passionate about and what they do in order to be good at it. They will be graded based on a teacher-constructed rubric, in which they will be expected to score a minimum of a seven out of nine on.

INDEPENDENT PRACTICE

For homework, the students will write a paragraph where they identify someone who they believe embodies the characteristics of a gritty person. In addition, they will explain how this individual meets such criteria.

© Molloy College, Division of Education, Rockville Centre, NY 11571

Revised 10/25/16

*edTPA academic language

Exit Ticket Rubric

Criterion (Score 0 if element is absent)	(1)	(2)	(3)	Score
Student identifies and explains something they are passionate about.	Student provides very little identification and explanation as to what the subject they are passionate about.	Student identifies and explains in some detail what they are passionate about in their life.	Student thoroughly identifies and explains what they are passionate about in their life.	
Student explains how and why they are passionate about it.	Student provides very little explanation as to how and why they are passionate about their chosen passion.	Student explains in some detail how and why they are passionate about their chosen passion.	Student thoroughly explains how and why they are passionate about their chosen passion.	
Student explains what they do in order to be good at this passion they have.	Student provides very little explanation as to what they do to be good at their chosen passion.	Student explains in some detail what they do to be good at their chosen passion.	Student thoroughly explains what they do to be good at their chosen passion.	
TOTAL				

REFERENCES

- Jordan, D. & Jordan, Roslyn M. (2000). *Salt in His Shoes*. New York, New York: Simon & Schuster Children's Publishing Division.
- Howell, M. [Matthew Howell]. (2011, August 11). *How Bad Do You Want It?(Success) HD*. Retrieved from <https://m.youtube.com/watch?v=lsSC2vx7zFQ&t=145s>
- Pontillo, F. [Francesco Pontillo]. (2011, April 30). *The Brady Six- Finale[HD]*. Retrieved from https://m.youtube.com/watch?v=TJBM-WMZ5_s
- [Shahtoosh]. (2008, April 19). *Michael Jordan 'Maybe It's My Fault' Commercial*. Retrieved from <https://m.youtube.com/watch?v=9zSVu76AX3I>
- Fearless Motivation. (2018, January). *When You Want To Succeed As Bad As You Want To Breathe, Then You Will Be Successful*. Retrieved from <https://www.google.com/amp/s/www.fearlessmotivation.com/2018/01/18/when-you-want-to-succeed-as-bad-as-you-want-to-breathe/amp/>

Revised 10/25/16

*edTPA academic language