# Molloy College Division of Education

**Story on Grit – No You Can’t, Yes I Can**

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Grade: 4th Lesson Part: 1 Topic: What is Grit? 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 complete the “Got Grit” worksheet, identifying goals, reasons, positive affirmations and how they can reach their goal identifying at least one goal.

# NYS-CCLS / +NYS STANDARDS AND INDICATORS

## New York State Social Studies Standards

**Key Idea:**

4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)

4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.

**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 about a personal goal of their own and how they can make it a reality.*

## 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 come up with a to-do list to lead them closer to their goal.*

## 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 discussing key concepts from the read aloud and applying it to their lives through goal setting graphic organizer.*

**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 discussing their own experiences with grit and listening to the teacher discuss his or her experience when grit was necessary to persevere.*

## College and Career Readiness Anchor Standards for Writing Text Types and Purposes

• Discuss real or imagined experiences or events, in comparison to the text read aloud, using effective technique, well-chosen details, and well-structured event sequences.

**Indicator:** *This will be evident when students are talking 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 watching videos by Angela Duckworth and Justin Allen.*

## 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 - Clip from Angela Duckworth
* *No You Can’t, Yes I Can* by Justin Allen
* “Got Grit” exit ticket

## MOTIVATION *(Engaging the learner(s)\*)*

*Motivation:* Students will fill out the “Got Grit” worksheet and compare their experiences with their peers

# 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.

*How do you think things would have been different if the teacher gave up on her goal? What do you think gave her the drive to push through and continue to reach her goal?*

1. Teacher will introduce the storybook, *No You Can’t, Yes I Can* by Justin Allen. Teacher will discuss what they think the book is about based on the illustration on the cover and title of the book. *What do you think this book is going to be about? Who do you think is saying “no you can’t” and who is saying “yes I can”?*
2. Teacher will then read the story aloud. In the middle of the book, the students will be instructed to turn and talk with a partner and discuss a time in their life that they were told they were not able to do something but they persevered an accomplished their goal. *Can you relate to Justin? What do you think gave Justin the courage, and strength to continue to persevere until he completed his goal?*

4. Teacher will play a short clip of the video by Justin Allen <https://www.kickstarter.com/projects/chasemypassion/no-you-cant-yes-i-can-inspirational-childrens-book> (time marker 0:51- 1:22). Could Justin have accomplished his goal if he listed to what everyone else around him though og him/? Teacher will introduce the concept of grit, and play a short clip by Angela Duckworth located at <https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en#t-237755> (2:47-4:07).

1. (*Motivation*) Teacher will distribute “Got Grit” worksheets.

Students will raise one of the handouts in the air when viewing videos on the SMART Board, and they must comprehend the meaning of Grit using Duckworth and Allens ideas and understandings.

1. Students will watch videos provided by “Got Grit” worksheet and determine what steps they took to reach their goals (*How does this video/experience resemble grit What do their goals mean to you?*)
2. After the group activities, students will fill out G-Goals, R-Reasons, I-I Can, T-To Do’s based on their own goals

# INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)*

## • Group Discussion

**Indicator:** This will be evident when students are explaining to one another how they have used grit in their daily life to overcome adversity.

## • Color, Symbol, Image

**Indicator:** This will be evident when students are watching videos on successful individuals and their experiences.

## • Think, Pair, Share

**Indicator:** This will be evident when students are discussing in pairs what they believe grit means and how they have used it in their day to day lives

## • 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 video 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/video and its relation to grit on the SMART Board.

The kinesthetic learners will be able to draw and write on a “Got Grit” 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 and videos shown.
* Teacher will evaluate students’ narrative based on their answers to the “Got Grit” worksheet and will be scored on a rubric based on their creativity and comprehension.

# INDEPENDENT PRACTICE

Students will answer the Grit = Stick-With-It-Ness portion of the worksheet on their own and identify potential obstacles that stand in the way of their goals and what they can do to overcome these obstacles.

# 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 and video testimony that determines grit.

## 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.

# REFERENCES

Edutopia. (2014, April 29). Teaching grit cultivates resilience and perseverance. [Web log

 post]. Retrieved from

 https://www.youtube.com/watch?time\_continue=109&v=F0qrtsYg6kI

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 https://www.youtube.com/watch?v=-eSCfsJEQZQ&t=197s

Sheehan, K, & Ryan, J. (2017). *Growing a growth mindset: Unlocking character strengths through children’s literature*. Lanham, MD: Rowman & Littlefield.

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| G | GoalWhat goal do you have? |
| R | ReasonsWhy do you want to reach this goal? What is motivating you to reach this goal? Who can be affected when you reach this goal? |
| I | I Can…What can you do to reach this goal? What can you already do that will help you reach your goal? |
| T | To-do’sWhat are the daily/weekly/monthly tasks you need to reach your goal? |

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| --- | --- |
| GGoal |  |
| RReasons |  |
| II can… |  |
| TTo-do’s |  |