

**Molloy College**  
**Division of Education**

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EDU 361  
8<sup>th</sup> grade Growth Mindset

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11/6/17  
Social Studies

**INSTRUCTIONAL OBJECTIVE(S)**

After listening to a personal story and participating in a read aloud on *The Girl Who Never Made Mistakes*, students will read text explicitly requiring them to make logical inferences that identify growth and fixed mindsets in six scenarios with a partner. Students correctly identify the mindset with 80% accuracy.

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

**Key Idea:**

8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.

**Key Concepts:**

8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization.

**Indicator:** *This will be evident when students identify growth and fixed mindsets in six scenarios*

**National Social Studies Standards and Themes**

IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

**Indicator:** *This will be evident when students discuss the experiences that provide for individual development in the six scenarios.*

**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 identify growth and fixed mindsets in six scenarios with a partner.*

## **Common Core ELA Standards**

### **College and Career Readiness Anchor Standards for Reading**

#### Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Indicator:** *This will be evident when students read text explicitly requiring them to make logical inferences that identify growth and fixed mindsets in six scenarios with a partner.*

## **Social Studies Practices: Habits of Mind**

### A. Gathering, Interpreting and Using Evidence

#### 5. Identify implicit ideas to draw inference, with support.

**Indicator:** *This will be evident when students listen to a personal story and participate in a read aloud on *The Girl Who Never Makes Mistakes* read and read text explicitly requiring them to make logical inferences that identify growth and fixed mindsets in six scenarios with a partner.*

## **MOTIVATION**

Students will turn and talk with a partner on whether it is okay to fail. The students will then hear a personal story from the teacher on failure and participate in a read aloud on the book *The Girl Who Never Makes Mistakes*. As a class, we will discuss a fixed and growth mindset using ideas from the personal story and book.

## **INSTRUCTIONAL RESOURCES**

- SMART Board

- *The Girl Who Never Made Mistakes*
- Growth vs Fixed note sheet
- Scenarios worksheet
- “Name a time your parents failed well” homework sheet
- *Fixed vs. Growth Mindsets In Children* video-  
<https://www.youtube.com/watch?v=UNAMrZr9OWY>
- *What Kind of Mindset do you have?* chart
- *Two Mindsets* sheet
- *Tom Brady: ‘We have to go earn it’* article  
<http://www.providencejournal.com/sports/20170913/tom-brady-we-have-to-go-earn-it>

## INSTRUCTIONAL STRATEGIES

- Cooperative learning

**Indicator:** *This will be evident when students turn and talk with their peers during a lesson and work with a partner on the scenarios*

- Direct instruction

**Indicator:** *This will be evident when the teacher tells a personal story about failure and reads aloud *The Girl Who Never Made Mistakes*, followed by an instruction on a growth and fixed mindset*

## DEVELOPMENTAL PROCEDURES

1. Motivation: Students will turn and talk with a partner and discuss whether it is “okay to fail”. After, students will listen to a personal story from the teacher on failure and be read aloud *The Girl Who Never Makes Mistakes*. (*Would you consider my failure a success?*) (*Literal*) (*Observe Carl’s emotion when he makes mistakes, have you had the same emotion when you make mistakes?*)(*Inferential*) (*Observe Beatrice’s behavior when she almost makes a mistake. Why are we afraid to make mistakes?*) (*Metacognitive*)
2. Students will then learn what a growth and fixed mindset is. Along with learning about a growth and fixed mindset, students will learn about the differences between failing well and failing badly. While being presented a lecture, the students will be provided a chart and two diagrams visually representing the difference between a fixed and growth mindset. (*Does a student who blames the teacher for their failing grade present a growth or fixed mindset?*) (*Literal*) (*Would you agree that people with fixed mindsets always fail?*) (*Inferential*) *Think of a time you had a growth mindset. Did this mindset allow you to succeed?*) (*Metacognitive*)

3. Students will watch the *Fixed vs. Growth Mindsets in Children* video which depicts a scenario of a two students; one with a fixed mindset and one with a growth mindset. After, students will be given a worksheet with various other scenarios and with a partner, decide if each scenario depicts a growth or fixed mindset. (*Does the first girl in the video believe in failing well? Why or why not?*) (*Literal*) (*What could have the first girl done differently to display a growth mindset?*) (*Inferential*) (*Think of a time you were asked a question you did not know in class. Did you respond or were you hesitant because of the worry of failure?*) (*Metacognitive*)

## **ADAPTATIONS**

- The student who is an ELL will be provided a scenario worksheet in his/her Native Language
- A visually impaired student will be seated in front of the classroom in order to hear and see the read aloud more clearly
- The student who struggles with small groups will be encouraged to pick their own partner to work on the scenario worksheet with

## **DIFFERENTIATION OF INSTRUCTION**

For the student who is linguistically able, this lesson will meet their needs when they read the scenarios and write their answers.

For the students who is socially able, this lesson will meet their needs when they discuss with their partner different feelings and share it with the class.

For the student who is visually able, this lesson will meet their needs when they are provided with a chart on growth and fixed mindsets, and watch a video.

For the student who is socially intrapersonal able, they will be able to reflect on their own beliefs when the teacher asks them if it's okay to fail.

## **ASSESSMENT**

- Students will read text explicitly requiring them to make logical inferences that identify growth and fixed mindsets in six scenarios with a partner. Students correctly identify the mindset with 80% accuracy.

## **INDEPENDENT PRACTICE**

After learning about a growth mindset, students will ask their parent/guardian about a time they failed. Students will determine whether their parent/guardian presented a growth or fixed mindset and explain why using their knowledge from class. Teacher will check if students used the correct mindset to describe their parent/guardians failure.

**FOLLOW-UP ACTIVITIES:**  
**DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention: Students who did not meet the lesson objective will work with the teacher and re-read the book *The Girl Who Never Made Mistakes*. As the teacher reads the book, he will point out specific story elements and profoundly explain how they relate to a growth or fixed mindset and how they relate to failing well or badly.

Academic Enrichment: Students who exceed the lesson objective will be provided an article on Tom Brady titled *Tom Brady: 'We have to go earn it'*. Students will determine the mindset of Tom Brady, whether he failed well or badly, and explain why with evidence from the article.

## REFERENCES

Garven, R. (2017). Tom Brady: 'We have to go earn it'. *Providence Journal*. Retrieved from <http://www.providencejournal.com/sports/20170913/tom-brady-we-have-to-go-earn-it>

GoSTrengthsOnline. (2012). *Fixed vs. Growth Mindsets In Children*. United States: Youtube.

Pett, M., & Rubinstien, G. (2012). *The Girl Who Never Made Mistakes*. Illinois: Sourcebooks.

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Period \_\_\_\_\_

## Growth vs Fixed Mindset

Growth Mindset- The view that learning is a process that is driven by **effort** that involves constant growth through **trial and error**.

### **Failing Well**

Taking responsibility for failure:  
Blaming NO ONE

Learning Valuable lessons from failure

Having a Positive Attitude on Failure

Fixed Mindset- Implies that an individual's ability is **inborn or fixed**.

### **Failing Badly**

Blaming others or circumstances:  
Not taking Responsibility for Failure

Not learning valuable lessons from failure: Repeating the same mistakes over and over

Having a negative attitude on failures

# What Kind of Mindset Do You Have?

(The Perils of Overpraising)

article by ROSE FRES FAUSTO



A red silhouette of a human head in profile, facing right. Inside the head is a white thought bubble containing the text "Fixed Mindset".

**Fixed Mindset**

I'm either good at it, or I'm not.  
Failure is the limit of my abilities.  
Tell me I'm smart.  
My abilities determine everything.  
If you succeed, I feel threatened.



A green silhouette of a human head in profile, facing right. Inside the head is a white thought bubble containing the text "Growth Mindset".

**Growth Mindset**

I can learn anything I want to do.  
Failure is an opportunity to grow.  
Tell me I try hard.  
My effort and attitude determine everything.  
If you succeed, I feel inspired.



# TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by Nigel Holmes

**Fixed Mindset**  
Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

**Growth Mindset**  
Intelligence can be developed



Leads to a desire to learn and therefore a tendency to...

**CHALLENGES**

...avoid challenges



...embrace challenges



**OBSTACLES**

...give up easily



...persist in the face of setbacks



**EFFORT**

...see effort as fruitless or worse



...see effort as the path to mastery



**CRITICISM**

...ignore useful negative feedback



...learn from criticism



**SUCCESS OF OTHERS**

...feel threatened by the success of others



...find lessons and inspiration in the success of others



As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Period \_\_\_\_\_

## Growth or Fixed?

Directions: Which of the following scenarios depict a Growth or Fixed Mindset? With a partner, determine the mindset for each scenario and state whether they failed well or badly and why.

### **Scenario 1**

Timmy is an exceptional student. He is the captain of the Basketball team, receives As in all of his classes, and is well-liked by his classmates. But, Timmy has been struggling in Math class. His most recent test score was a 68, dropping his class average to a 75. Timmy does not let these grades discourage him and he begins to attend Math extra help twice a week. As a result, Timmy receives a 90 on his next test.

Growth/Fixed Mindset

Which of the items from the chart, challenges, obstacles, effort, criticism, or success of others, best reflects their behavior?

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### **Scenario 2**

John has been struggling in Chemistry class, receiving grades under 65 on most of his tests. When his mother suggests that he should go to extra help, John throws his books in anger and states “What’s the point?, I am going to fail anyway, and I’ll never be good at Chemistry” When John takes his midterm a week later, he does even more poor than usual, receiving a 55 on his exam.

Growth/Fixed Mindset

Which of the items from the chart, challenges, obstacles, effort, criticism, or success of others, best reflects their behavior?

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**Scenario 3**

Samantha is the captain of the girls' soccer team at Massapequa High School. During one of her matches, her teammate Ally shoots and scores a corner kick. Not knowing how she successfully shot that, Samantha is inspired by her talent and after the game asks her to show her how to shoot like she did.

Growth/Fixed Mindset

Which of the items from the chart, challenges, obstacles, effort, criticism, or success of others, best reflects their behavior?

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**Scenario 4**

Javet is a student who struggles in Social Studies class. On Wednesday, Javet's teacher assigns the class a take home test in order to boost their grades in the classroom. That night, when Javet begins to work on his take home test, he becomes frustrated because he can't figure out most of the questions. Instead of overcoming this setback, Javet stops taking his test and begins to play video games.

Growth/Fixed Mindset

Which of the items from the chart, challenges, obstacles, effort, criticism, or success of others, best reflects their behavior?

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### **Scenario 5**

Amanda is the captain of the Woman's Lacrosse Team at Farmingdale High school. After a very unsuccessful game against Massapequa, Amanda is told by her coach that she needs to work on her passing skills. Rather than accepting this criticism, she begins to blame her coach and teammates for the loss.

Growth/Fixed Mindset

Which of the items from the chart, challenges, obstacles, effort, criticism, or success of others, best reflects their behavior?

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### **Scenario 6**

Jake is required to learn the language of French in order to get into Doctorate school at Columbia University. Jake has always had a difficult time learning a language; unsuccessfully learning the Italian language after taking four years of it. Rather than tackle the challenge of learning this language, Jake goes to a different school that does not require a language.

Growth/Fixed Mindset

Which of the items from the chart, challenges, obstacles, effort, criticism, or success of others, best reflects their behavior?

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