**Grit- passion about a goal, not just perseverance**

**Passion gives perseverance**

**Molloy College**

**Division of Education**

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Grade: Fourth grade Content Area: Social Studies

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

After a mini lesson on “grit”, watching part of the Youtube video, “Maybe it’s My Fault”, a read aloud of “Salt in His Shoes” by Deloris Jordan, and a “Perseverance Walk” class demonstration, 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 three out of four on a teacher-constructed rubric.

**NYS-CCLS / +NYS STANDARDS AND INDICATORS**

**New York State Standards**

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 by listening to a read aloud, and writing a narrative about what they are passionate about and the steps they must take to reach their goal.*

**SL.4.2 Speaking and Listening**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Indicator:** This will be evident when students paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4 Speaking and Listening**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable place.

**Indicator:** This will be evident when students report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable place.

**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.*

**INSTRUCTIONAL RESOURCES**

* “Salt in His Shoes” by Deloris Jordan
* PowerPoint
* “Maybe it’s My Fault” video on youtube
* SMARTboard for youtube video
* Students must come to class with pen and paper to fill out their exit tickets at the end of the lesson.
* Popsicle Sticks
* Teacher example of “The Perseverance Walk”
* “What is Your Passion?” exit ticket
* Teacher rubric

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

* “Maybe it’s my fault” video on youtube

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

1. Michael Jordan “Maybe It’s My Fault” commercial will be shown to the class, followed by class discussion (*What is Michael Jordan passionate about? Was basketball a God given gift or did he have to work for it? How do you view Michael Jordan after watching this video? Do you feel any different towards him?* ).
2. Teacher reads aloud key parts of the Salt in His Shoes book and then the class discusses(*What did Michael’s dad mean by saying Michael had determination? Are determination and perseverance the same thing? When Michael stayed home and practiced instead of going to the park with his brothers, what does that say about him?*).
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? What is an example of someone who does not show grit? Can you have grit and fail well?*).
4. Teacher will perform “The Perseverance Walk” and lead a class discussion about how you need to find your passion and have perseverance to reach your goal(*Why is the line not straight or horizontal? Why are there ups and downs? Identify a time you felt like Michael and what you had to do in order to reach your goals?*).
5. Exit ticket: Students will write a paragraph identifying and explaining something in their life that they are passionate about. (*What are you passionate about? What do you do in order to be good at your passion? How do you know what you are passionate about?*)

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

* **Group Discussion**

**Indicator:** This will be evident when students are explaining to one another what Michael was passionate about and how it relates to their lives.

* **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\*)***

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* The EL (English Learner) student will have definitions of key words from the read aloud and presentation slides translated in their native language
* 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.

**INDEPENDENT PRACTICE**

Students will record a video interviewing someone that they think is gritty, how grit, perseverance, 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 *Salt in His Shoes*, and will highlight the key points throughout the story that determines passion and determination (or perseverance). Students will use a blue highlighter for passion, and a yellow highlighter for determination (perseverance) to discriminate between the two.

Academic Enrichment

The students that exceeded expectations will research Henry Ford on their iPads and write how he had perseverance and passion.

**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). ​

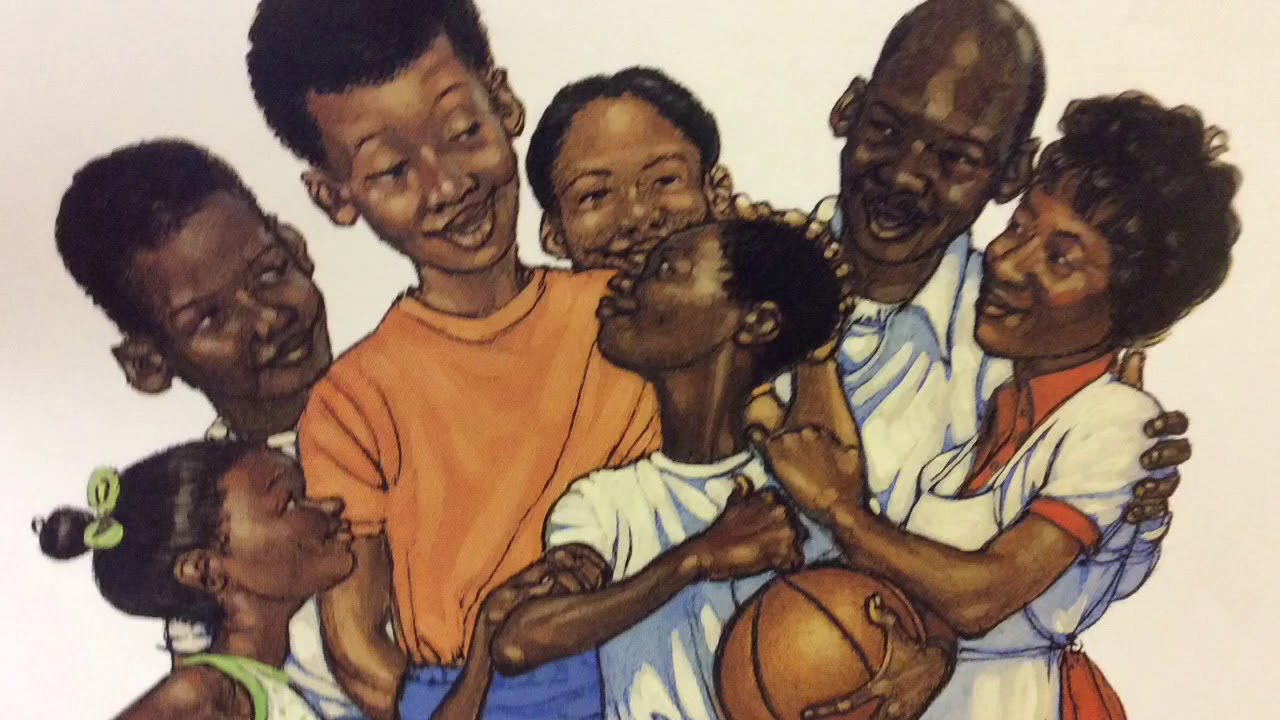
​Michael Jordan ‘Maybe It’s My Fault’ Commercial.

Retrieved from <https://www.youtube.com/watch?v=kLgOE3mg2RI>

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**EXIT TICKET**



*Time to think!* What are you passionate about? What do you do in order to be good at your passion? How do you know what you are passionate about?

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