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Course: EDU 351  
Grade: 4  
Content Area: Social Studies/ELA and Literacy

Dr. Sheehan  
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Topic: What is Grit?

### **INSTRUCTIONAL OBJECTIVE (Lesson Objective\*)**

After listening to a read aloud of *No You Can't, Yes I Can*, filling out a chart on how the boy in the story had grit using details from the story, and circling items that display grit, students will write a narrative to share real experiences on their own grit scoring at least a 3 out of 4 on the rubric.

### **STANDARDS AND INDICATORS**

#### **New York State Social Studies Standards**

##### **Key Idea:**

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. □

##### **Key Concepts:**

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location

**Indicator:** *This will be evident by building a foundation for students to create an understanding of grit at Valley Forge.*

#### **National Social Studies Standards and Themes**

##### 4. Individual Development & Identity

- Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:
  - e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;
  - g. analyze a particular event to identify reasons individuals might respond to it in different ways.

**Indicator:** *This will be evident when when students are interviewing their parents and writing their personal narratives.*

## NCSS C3 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 use details from the story to describe how the boy from the story had grit and write their own personal narratives.*

## Common Core ELA Standards

### 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 their own personal narratives.*

### College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

- 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 turn and talk with their partners to discuss how the boy in the story had grit.*

### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

- Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

**Indicator:** *This will be evident when students refer to the story for examples of passion and perseverance.*

## Social Studies Practices: Habits of Mind

### A. Gathering, Interpreting and Using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps,

and graphs).

#### F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.
4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
5. Describe how human activities alter places and regions in the Western Hemisphere.

**Indicator:** *This will be evident when the students listen to the story and complete the chart on passion and perseverance using details from the story.*

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

Students will watch the “What is Grit?” YouTube video to further understand the definition of grit. The class will then complete an activity projected on the SmartBoard and circle the items that display grit.

### **MATERIALS**

- SMART Board
- “No You Cant, Yes I Can”
- Youtube Video: “What is Grit?”
- Passion and Perseverance Chart
- Exit slip
- Writing utensils

### **STRATEGIES (Learning Strategies\*)**

- Group discussion: This will be evident when students are prompted to think, pair, share about how the boy in the story displayed grit.
- Class discussion: This will be evident when the whole class is discussing grit, passion and perseverance.
- Independent work: This will be evident when students are writing their personal narratives about the time that they were gritty.

### **ADAPTATIONS (Exceptionality\*)**

- A student who is an English Language Learner will be have subtitles that translate everything into their Native language.
- The hearing impaired student will be provided with a voice amplifier during the videos.

- A student with poor fine motor skills will be given assistance when writing their personal narratives.

### **DIFFERENTIATION OF INSTRUCTION**

- Visual learners can view the book being read.
- Auditory learners will listen to *No You Can't, Yes I Can* being read aloud.
- Intrapersonal learners will complete the exit ticket reflecting upon a time in which they had grit.

### **DEVELOPMENTAL PROCEDURES**

1. Students will be presented these questions after they listen to the story and will be prompted to think about a response, pair with a partner, and share their ideas with the class. (*What are you passionate about? (Literal) What do you do when the task at hand gets hard and you want to give up? (Inferential) Why do you think it is important to stick with a goal that you are passionate about instead of giving up when it gets difficult? (Metacognitive) )*)
2. The lesson will begin with a read aloud video on YouTube of *No You Can't, Yes I Can* by Justin Allen and Antoinette Cauley. (*What is the story about? (Literal) Do you think that little Jay should give up? (Inferential) What would you do if you were in Jay's situation? (Metacognitive) )*)
3. The teacher will instruct students on what grit is. She will explain that grit is the measure of how badly you want a goal and our perseverance to achieve said goal. (*When in the story did little Jay display grit? Did he persevere or give up? (Literal) If you were Jay, how would you have acted towards the others who said you weren't capable of playing basketball? (Inferential) How does this quote display grit? "They say 'No you can't achieve', I say 'Yes I can, because I believe... And I did". (Metacognitive) )*)
4. The class will complete the chart to describe how Jay was gritty using details from the book. They will describe what he was passionate about and how he persevered. (*Did Jay give up because people told him to? (Literal) How do you know that Jay was passionate about basketball? (Inferential) Why do you think Jay never gave up on his goal? (Metacognitive) )*)
5. Students will write a personal narrative describing a time that they were "gritty". This will be the students' exit slip. (*When was a time that you were passionate about a goal? Did your passion for this goal create perseverance to complete the goal or did you give up? (Inferential))*)

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

- The teacher will observe students as they discuss details from the story used to complete their chart.
- The teacher will work with and observe students as they complete their exit slip.

- The teacher will read the students' narratives and based on their understanding of grit, evaluate them on a rubric with at least a 3 out of 4.

### **INDEPENDENT PRACTICE**

For homework, students will ask their parents about a time in their lives that they were gritty, and ask if their passion for the goal created perseverance for the goal or if they gave up because it was too hard. This will be performed as a mock interview where students will use what their parents said to write a script.

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

Direct Teacher Intervention: Students who did not easily meet the lesson objective will, along with the teacher, review their narratives circle areas that show passion and perseverance to display grit. They will then draw a photo of their passion with at least three blurbs explaining what their passion is and why they persevered.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to research symbols of grit throughout history and explain why they are symbolic. For example, the Americans at Valley Forge, which will be introduced in the next lesson.

## TEACHER REFERENCES

Allen, J. & Cauley, A. (2015). *No You Can't, Yes I Can*. Retrieved from

<https://www.youtube.com/watch?v=-eSCfsJEQZQ>

New York State K-8 Social Studies Framework. (n.d.). Retrieved from

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

New York State P-12 Common Core Learning Standards for English Language Arts & Literacy.

(n.d.). Retrieved from [https://www.engageny.org/resource/new-york-state-p-12-](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy)

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Mynott, J. (2014, May 16). *Grit - what is it?* [Video file].

Retrieved from <https://www.youtube.com/watch?v=M8RZC8JWeik>

How was Jay “gritty”?

Use details from the story to complete this chart.

Passion	Perseverance

### Rubric for Personal Narrative

Credentials	1	2	3	4
Sentences and paragraphs				
Vocabulary (using words such as grit, passion, perseverance)				
Understanding of the definition of grit				
Grammar, Punctuation, Spelling				





