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| **SOLs:**  **7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.**  **a) Communicate ideas and information orally in an organized and succinct manner.**  **c) Make statements to communicate agreement or tactful disagreement with others’ ideas.**  **7.6** **The student will read and demonstrate comprehension of a variety of nonfiction texts.**  **D. Draw conclusions and make inferences on explicit and implied information.**  **E. Differentiate between fact and opinion.**  **H. Identify the main idea.**  **I. Summarize text identifying supporting details.**  **K. Organize and synthesize information for use in written formats.**  **7.7 E. Compose a topic sentence or thesis statement.** | | |
| **BIG**  **IDEAS:** | | **Enduring Understandings:**   * Building on observations and thinking of others helps me find my meaning. * Hearing differing viewpoints can help me change my perspective. * Participating in group discussions helps me clarify my values by comparing and contrasting my thinking with that of others. * When I read fiction and nonfiction about my peer group, I develop a broader perspective on myself. * Authors purposely leave gaps, ambiguities, and problems to allow readers to create their own meaning. * Analyzing text will help the reader explain ambiguity, bridge the gaps, and resolve the problems. * There are no definitive interpretations, but those that are supported substantially with text evidence are more plausible.   **Essential Questions:**   * How can I best convey my ideas both verbally and in writing so that others understand my meaning? * How can I participate in a group conversation most appropriately? * How do I craft a claim and support it with evidence? |
| **LEARNING OBJECTIVE:**  **What the student will accomplish during the given lesson, including the:** | | |
| **Conditions** under which the students will exhibit those behaviors  **GIVEN:** (what materials and or resources will students be using) | | **GIVEN:**  Student generated definition of “grit,” video clip on grit, excerpts from Angela Duckworth’s speech, video of the speech, a list of logographic cues, Debate Team Carousel Form, Chart Paper, Post It notes, and a Google Discussion |
| **Behaviors** students will exhibit to show learning  **STUDENTS WILL WORK:** (how will they be working....independently, in pairs, in groups, in stations)  **TO:** (verbs—what will they do – identify, analyze, create, etc. – use the Bloom’s or Webb’s verbs) + your content (what from your curriculum framework will they be identifying, analyzing, etc.) | | **STUDENTS WILL WORK:**  As a class, Independently, In small groups,  **TO:**  Identify the main idea of a passage, summarize supporting details (evidence), communicate the connection or lesson to be learned from the main idea and details (reasoning), and compose a thesis statement |
| **Criteria** the teacher will use to determine whether students meet the objective  **BY or IN WHICH or IN ORDER TO:** (what will they do with what you’ve given them to prove they can meet the objective – how will you know they got it?) | | **BY:**  Defining the concept of Grit, making a claim about the importance of grit in their educational journey, providing evidence to support or oppose the importance of grit to the educational journey, and composing an effective thesis statement about how grit can impact their personal educational journey. |
| **TEACHER and STUDENT ACTIVITIES:** | | |
| Day 1 | Teacher will lead a conversation in which students work together to define the word “Grit.”  Students will watch a brief [video clip](https://www.youtube.com/watch?v=UGKSb_dSZ1I) about Grit, then discuss the definition.  Students will conduct a “Tea Party.”   * Students will receive colored sheet of paper with an excerpt of the speech “Grit: The Power of Passion and Perseverance”. * Students will gather with their peers who have the same paper color. * Students will have 30-45 seconds to partner up, share what is on their cards, make predictions, and ask questions. * When time is up, they will pair up with a new group member (same color group) and repeat the process, this time sharing what was on their previous partners card as well. * This process will repeat, students will share their information as well as all of the information gathered from their previous partners. * When the activity is over, students will return to their seats.   Students will share predictions for what this text will be about.  Students will listen to the [Ted Talk](https://www.youtube.com/watch?v=H14bBuluwB8): “GRIT: THE POWER OF PASSION AND PERSEVERANCE” by Angela Lee Duckworth. | |
| Day 2 | Students will read the text of the Ted Talk “GRIT: THE POWER OF PASSION AND PERSEVERANCE” by Angela Lee Duckworth.  While reading the text of the speech, students will use Logographic Cues to mark important information.   * (Check) = I Knew That * (Star) = Main Idea or Important Point * ? = Questionable or Debatable * ! = I want to learn more about this   Students will then participate in a Debate Team Carousel. In groups of 4, students will each receive a Debate Team Carousel Form and complete as follows:   1. In the first box, each student will make a claim about the most important idea from the text. Then, write their initials in the first box. 2. Students will pass their paper to the left or right (determined by the teacher). Students will read the claim written by their neighbor and in box #2 will provide evidence to support the claim from the article or their personal experience. Students do not need to agree with the claim in order to find evidence to support the claim, but must support the claim. When finished students will write their initials in the second box. 3. Students will pass their papers in the same direction, read what their neighbors have written, then in box #3, students will write a counterclaim and provide evidence for the counterclaim.When finished, students will write their initials in the third box. 4. Students will pass their papers one more time (in the same direction), read what their neighbors have written and add their personal opinion with evidence to support in the 4th box. They will then write their initials in the box.   Students will return papers to the person it originated with, and read over the responses of their neighbors. Students will discuss the points made by their peers identifying the strongest arguments in the group. The group will select the claim or counterclaim and create an anchor chart listing the evidence. | |
| Day 3 | Anchor charts will be posted around the classroom and students will participate in a Gallery Walk. During the Gallery Walk, students will have sticky notes and will be able to ask questions or respond to points by adding a sticky note to the anchor chart.  Students will then return to their anchor chart to review questions and responses from their peers.  Students will compose a thesis statement about the importance of grit and growth mindset in their educational journey. Students will submit their thesis statement though a google classroom discussion and will provide appropriate feedback to their peers through comments. | |
| **Additional Information:**  This set of lessons will be integrated into the first unit of the year in which the unit focus is having a Growth Mindset. The Enduring Understandings and Essential Questions are for the entire unit, and while they relate to this set of lessons in a more abstract way, they are part of the bigger whole. As a result of these lessons and others in this unit, these are the understandings I want students to have and the questions I want them to answer. (Also, I feel like this unit is planned more for the new revision of the SOLs, but I don’t have a digital copy of that framework yet, so I’m still working from my old framework)  **Possible Accommodations:** Sentence starters for debate team carousel, highlighted text for struggling readers. | | |

**Reflection:** What worked? What didn’t work? What could I do differently next time?

**Rationale:** Why teach this lesson this way? Why given, these objectives, are these the best strategies?

The structure of this series of lessons allows students to interact with a text in multiple forms and lays the groundwork for future ventures into media literacy as well. Starting with a definition of Grit and the “Tea Party” activity allows students to access prior knowledge and insures that all students are engaged in connecting to the text. Watching the Ted Talk provides an opportunity for students to understand that speeches, while often written, are meant to be communicated orally and that the message is impacted by facial expression, body language, and tone of voice. By reading the text after viewing the Ted Talk, students are still focused on main idea and evidence/details, but the Ted Talk will help to resolve some access issues for struggling learners. Debate Team Carousel is an outstanding way to get all students engaged in finding evidence both for and against a claim, and provides additional support for students who may struggle to craft an entire argument independently. Closing with the thesis statement allows me to quickly assess whether students got the most important information from the article and allows me to introduce the thesis statement outside of the context of an essay or research paper.

**CTA Connection:**

**Tea Party, Logographic Cues, Highlighted Text, and Debate Team Carousel all came from Kristi Doubet’s presentation on differentiated instruction.**