**ELA LESSON PLAN**

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| **OVERVIEW** | | | | |
| **Lesson Title: What is success?** | | **Unit Title: College and Career Exploration** | | |
| Lesson #: 1 | CCRS and GLE Range: GLE 6-8, D | Class Level: Intermediate | | |
| Length of Lesson in # of Hours: 1.5-2 hours # of Classes: 1 | | Teacher(s): | | |
| **STAGE 1 – PLANNING for DESIRED RESULTS** | | | | |
| **LESSON OBJECTIVES** | | | | |
| **Lesson rationale:** Students (Ss) need to understand that multiple factors determine success. While success is certainly individualized, Ss need to be aware that intelligence may not be the only determining factor of success. Many adult Ss experience self-doubt. The TedTalk and supporting texts elucidate how grit may be the most important factor of success. Ss will be able to connect the idea of grit to their personal lives and with the identification and development of personal goals.  This lesson further develops Ss’ critical thinking surrounding success. Ss will synthesize their understanding of the term with the author’s and discuss if their opinion has changed. The objective is for Ss to understand that grit and motivation are key factors to become successful, not solely intelligence and talent. Ss will use this understanding to help them make a career choice and plan that is both meaningful and motivational.  ***By the end of this lesson, students will be able to complete these academic skills:***   * understand the main idea * identify the supporting details * understand key vocabulary * provide an oral summary of the talk and text * evaluate author’s point of view * synthesize ideas | | | | |
| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | | | **KEY INSTRUCTIONAL SHIFTS**  *addressed in this lesson* | |
| SL.2.D, SL.3.D  R.2.D  W.9.D | | | |  |  | | --- | --- | |  | Practice with complex text and its academic language | |  | Ground reading, writing, and speaking in evidence from literary and informational texts | | **X** | **Build knowledge through content-rich nonfiction** | | |
| **ESSENTIAL QUESTION(S)** *(optional)* | | |
| What is the definition of success?  Should intelligence be considered the largest factor of success?  What factors are necessary to be successful in life, at school or work?  Do you think people can become *gritty*? | | |
| **PRIOR KNOWLEDGE NEEDED** | | | | |
| Ss have a prior understanding of the term *success*. Ss have read the Bessie Anderson Stanley poem *Success (What is Success?)*. Ss have shared their own opinion of what defines success. Ss have been explicitly taught the skill of summarizing in previous lessons. | | | | |
| **STAGE 2 – EVIDENCE of LEARNING** | | | | |
| *Ways that students and I will know the extent to which objectives have been met:*   * active listening * summary writing * small, group, and whole class discussions * completing grit chart-identifying main idea and details * writing reflection-making personal connections | | | | |
| **STAGE 3 -- ACTION** | | | |
| **INTRODUCTION (10 minutes):**  Teacher (T) explains to students (Ss) that they will watch a TedTalk titled “The Key to Success? Grit.” T writes *grit* on the whiteboard (WB). T asks Ss question (Q), have you heard of the word *grit*? T elicits. T writes on WB. T tasks Ss Q, “What do you think *grit* means?” T elicits. T writes on WB. T closes pre-listening conversation with the following Q, “What is the key to success?” T elicits. T writes on WB. | | | |
| **TedTalk and Discussion (25 minutes) :**   * Ss watch the TedTalk ([Ted Talk\_Grit\_Duckworth](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance)). Ss listen *only*, no note taking. Ss share with a partner what they heard (active listening/summarizing). * Ss watch TedTalk for a second time. Ss practice note taking skills. Ss listen closely to identify the main idea. Ss consider the following Qs:   + What conclusion does Amy Duckworth come to?   + How does Amy Duckworth define *grit*?   + Why is *grit* so important?   + Can we determine who will be a successful learner? Why or why not? * Ss watch the TedTalk for the third and final time. Ss add to their class notes. Ss work in pairs to share notes and write a summary collaboratively on chart paper. Ss walk around and read summaries written by pairs-add, delete and/or correct sentences. * As a whole class, Ss negotiate with each other and write a whole class summary, using group summaries to support their writing.   **Group Activity (45 minutes):**   * Ss work in small groups (3-4 Ss). * Ss jigsaw the readings included in the resources. * Each group receives an article. Each group works collaboratively to complete the grit chart. * After each group has finished their grit chart, groups form new groups. Groups are formed with Ss who can be a spokesperson for each reading. * Each S shares their findings. Ss provide a summary-using their charts for support, cohesion, and clarity). Ss listen and complete the grit chart. Ss are encouraged to ask clarifying questions. | | | |
| **Closing Discussion (20 minutes):**  To close, as a whole class, Ss share their final opinion on *grit:*   * Is *grit* important? * Is *grit* innate? Or can it be taught and learned? * How does *grit* connect to our lives beyond the classroom?   **Writing Reflection (15 minutes):**  Ss write a self-analysis reflection, considering the following questions:   * What factors have helped you succeed? * What challenges have impeded your success? * What are your interests and skills? * How can your interests and skills help motivate you to achieve your future goals?   **Extension:** Ss complete grit scale survey: [Grit Scale](http://angeladuckworth.com/grit-scale/)  **Key vocabulary:** grit, success, innate, talent, factor | | | |
| **Resources:**   * [Ted Talk\_Grit\_Duckworth](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance) * Articles from [Wired](http://www.wired.com/2011/03/what-is-success-true-grit/) (texts will be abridged as needed for level of students), [EdWeek](http://blogs.edweek.org/edweek/inside-school-research/2013/04/grit_critical_black_male_college_success.html), [Washington Post](https://www.washingtonpost.com/news/answer-sheet/wp/2014/04/08/ten-concerns-about-the-lets-teach-them-grit-fad/) * Grit Chart (see attached) | | | |
| **POST-TEACHING REFLECTION --** To be determined after lesson is conducted. | | | |