

Get Gritty

ELA Activities for Students' Self- Reflection and Growth Mindset

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Common Core Standards Addressed in these Activities:

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1

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.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.CCRA.SL.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.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Lesson Plan Outline:

Set/Hook: [Motivational Video](#) (Stop after first 6-7 minutes and save the rest for bell ringers or to show at the end of class in short segments throughout this lesson)

Specific Activities—Amounts of time will vary:

- **Read “Life Is” poem by Mother Teresa and allow students to annotate, ask questions for clarity, identify connotative diction, and/or literary devices. Figurative and literal interpretations may also be discussed.**
- **Students will independently respond to the lines in the poem by answering self-reflection questions provided.**
- **Allow small groups to share what they are comfortable with.**
- **Introduce the next activity for the NPR article and the concept of a “jigsaw” activity. (see the instructions on the handout)**
- **Access to the article will be online or a printed copy.**
- **Allow students to independently complete the activity and record specific information on the graphic organizer provided.**
- **Small groups will continue to follow the directions on the handout and share their findings with the rest of the group.**
- **Everyone will write down information shared. Students should share the information verbally, and the others will fill in the organizer. Do not allow students to pass their paper around for others to copy the information. (Speaking/listening standards)**
- **Analyze song lyrics— “So Small” by Carrie Underwood by annotating the words prior to hearing the song and to determine the big message with textual evidence.**

- **Write a short PEE (point, evidence, explanation/analysis) paragraph for the big idea of the song.**
- **[PBS Lesson](#)--Respond to Facts about "I Have Dream" by Martin Luther King, Jr.**
- **After listening to the speech, give students the following assignment:**
 - **Using Snapchat or Google Draw, select your favorite phrase or line, take a picture of the text and highlight or emphasize the text that you have chosen. (One sentence) ...THEN illustrate it with drawings, emojis, or bitmojis.**
 - **Share your work to the class Padlet.**
 - **Use color, creativity, design...try to express what that phrase means or why it is so powerful or important.**
 - **Be prepared to explain it to your teacher or classmates.**

Life is....
by Mother Theresa

Life is an opportunity, benefit from it.

Life is beauty, admire it.

Life is a dream, realize it.

Life is a challenge, meet it.

Life is a duty, complete it.

Life is a game, play it.

Life is a promise, fulfill it.

Life is sorrow, overcome it.

Life is a song, sing it.

Life is a struggle, accept it.

Life is a tragedy, confront it.

Life is an adventure, dare it.

Life is luck, make it.

Life is too precious, do not destroy it.

Life is life, fight for it.

<p>Life is an opportunity, benefit from it. <u>(What opportunity or opportunities have you been given? How will you benefit from it/them?)</u></p>	
<p>Life is beauty, admire it. <u>(What do you find beautiful about life?)</u></p>	
<p>Life is a dream, realize it. <u>(What dream(s) do you have? What must you do to realize it/them?)</u></p>	
<p>Life is a challenge, meet it. <u>(What has challenge(s) have you faced? What challenge(s) might you face moving forward? How do you plan to meet it/them?)</u></p>	
<p>Life is a duty, complete it. <u>(What duty/duties do you have? Who or what are you responsible for? How will you make sure to follow through with this?)</u></p>	
<p>Life is a game, play it. <u>(What do you enjoy doing in life?)</u></p>	
<p>Life is a promise, fulfill it. <u>(What promise/promises have you made to people close to you? What do you plan to do to fulfill that/those promises?)</u></p>	
<p>Life is sorrow, overcome it. <u>(What sorrow have you faced in your life? How did you overcome it?)</u></p>	

<p>Life is a song, sing it. <u>(What brings you joy? What makes you smile? What do you plan to do to spread that happiness to others?)</u></p>	
<p>Life is a struggle, accept it. <u>(Write a personal letter of encouragement to yourself here for when things get tough.)</u></p>	
<p>Life is a tragedy, confront it. <u>(Have you been faced with tragedy in your life? What was it? How did you deal with it?)</u></p>	
<p>Life is an adventure, dare it. <u>(What would you like to do in your life that would be adventurous and/or scary?)</u></p>	
<p>Life is luck, make it. <u>(Name an instance in your life when you were fortunate enough to have a stroke of good luck)</u></p>	
<p>Life is too precious, do not destroy it. <u>(What is precious to you? What will you do to nurture and protect it?)</u></p>	
<p>Life is life, fight for it. <u>(What will you fight for in your life?)</u></p>	

Student name:

Jigsaw Activity Topic: [“Does Teaching Kids to Get ‘Gritty’ Help Them Get Ahead” NPR.org](https://www.npr.org/2015/09/08/444444444)

Instructions:

1. At your table group, the group leader needs to assign each member to learn between 1 and 3 segments of the reading. If groups are smaller than four, combine with another table group.
2. Take 15-20 minutes to read over your segments at least twice and become familiar with them. There is no need to memorize it but you need to jot down some notes using the template below. You may annotate as you read, as well.
3. When finished, take about 5 minutes to present your segments to the group by discussing the main points covered (use your notes to help present information but explain them thoroughly)
4. Others in the group need to ask questions for clarification.

Group Member: Does Teaching Kids to Get ‘Gritty’ Help Them Get Ahead? Main Idea:	Supporting Information and Vocabulary:
Group Member: Letting Kids ‘Hit’ The Wall Main Idea:	Supporting Information and Vocabulary:
Group Member: Changing Mindsets To Help Kids Persevere Main Idea:	Supporting Information and Vocabulary:

Group Member: Changing Approaches In The Classroom Main Idea:	Supporting Information and Vocabulary:
Group Member: The Latest Fad in Education? Main Idea:	Supporting Information and Vocabulary:

Title _____

What you got if you ain't got love
The kind that you just want to give away
It's okay to open up
Go ahead and let the light shine through
I know it's hard on a rainy day
You want to shut the world out and just be left alone
But don't run out on your faith

Cause sometimes that mountain you've been climbing is just a grain of sand
What you've been up there searching for
Forever is in your hands
When you figure out love is all that matters after all
It sure makes everything else
Seem so small

It's so easy to get lost inside
A problem that seems so big at the time
It's like a river that's so wide
It swallows you whole
While you sit around thinking about what you can't change
And worrying about all the wrong things
Time's flying by
Moving so fast
You better make it count cause you can't get it back

Sometimes that mountain you've been climbing is just a grain of sand
What you've been up there searching for
Forever is in your hands
When you figure out love is all that matters after all
It sure makes everything else
Seem so small

Sometimes that mountain you've been climbing is just a grain of sand
What you've been up there searching for
Forever is in your hands
When you figure out love is all that matters after all
It sure makes everything else
Oh it sure makes everything else
Seem so small

“I Have a Dream” Speech Fact Page

Read the following statements and decide whether they are true or false.

1. King was supposed to speak for four minutes, but he spoke for over 16. T F
2. This was the first time King had ever made an “I Have a Dream” speech. T F
3. King had not planned on giving the speech that day; it was impromptu. T F
4. King was honored at the march by letting him go last to give the keynote address to the marchers. T F
5. King’s speech was immediately recognized as a defining moment in civil right history. T F
6. The actual name of the March was “The March on Washington for Freedom.” T F
7. Two-thousand marshals were planted in the crowd by the U.S. government to keep the peace. T F

Source: “Two Score Years Ago: The Making of a Memorable Address” by Fern Shen, *Washington Post*.

Transcript of speech by

Dr. Martin Luther King Jr.

August 28, 1963. Lincoln Memorial in Washington D.C.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago a great American in whose symbolic shadow we stand today signed the Emancipation Proclamation. This momentous decree came as a great beckoning light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later the Negro is still not free. One hundred years later the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.

One hundred years later the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.

One hundred years later the Negro is still languishing in the corners of American society and finds himself in exile in his own land.

We all have come to this hallowed spot to remind America of the fierce urgency of now. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to change racial injustice to the solid rock of brotherhood. Now is the time to make justice ring out for all of God's children.

There will be neither rest nor tranquility in America until the Negro is granted citizenship rights.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

And the marvelous new militarism which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers have evidenced by their presence here today that they have come to realize that their destiny is part of our destiny.

So even though we face the difficulties of today and tomorrow I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident; that all men are created equal.'

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its Governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places plains, and the crooked places will be made straight, and before the Lord will be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the mount with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the genuine discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, pray together; to struggle together, to go to jail together, to stand up for freedom forever, knowing that we will be free one day.

And I say to you today my friends, let freedom ring. From the prodigious hilltops of New Hampshire, let freedom ring. From the mighty mountains of New York, let freedom ring. From the mighty Alleghenies of Pennsylvania!

Let freedom ring from the snow capped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only there; let freedom ring from the Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain in Tennessee!

Let freedom ring from every hill and molehill in Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God almighty, we're free at last!"

Assignment:

- 1. Using Snapchat or Google Draw, select your favorite phrase or line, take a picture of the text and highlight or emphasize the text that you have chosen. (One sentence) ...THEN illustrate it with drawings, emojis, or bitmojis.**
- 2. Share your work to the class Padlet.**
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