Mindsets for Resiliency and Success – Grade 7

Reading Selections for this Unit:

**Digital Citizenship – Activities 1 – 4**


**Visual Text and Poem – Activities 5 - 7**

Visual text: The Rose that Grew from Concrete [Link to Visual Text](#)


**Blog Post – Activities 8 - 12**


[Link to adapted text here: Malala Text](#)

**Mindset – Activities 13 – 25**

*Note: the interview text for this section may be found in the student resources section of the LAUSD 7th Grade English Language Arts Student Text, in both Volume 1 and Volume 2*


[Link to Mindset graphics here:](#) Fixed Mindset

Growth Mindset


*Located on page 15*

**Resiliency and Mindset - Activities 26 - 27**
Unit Description

The “Mindsets for Resiliency and Success” unit is designed to be delivered during the first few weeks of school to help with introducing students to habits of discourse and thinking around reading, writing, speaking, and listening that will support their learning throughout the school year. Guidance is provided to teachers to help with establishing norms for conversation and collaboration.

In this unit, students begin by preparing for their role as digital citizens as they collaboratively analyze the LAUSD Acceptable Use Policy (AUP) and work through scenarios related to appropriate technology use. Following their analysis of the AUP, students explore the themes of mindset and resiliency through a variety of text types (visual, poetry, informational text, video, etc.). The activities associated with the study of each text provide teachers with a variety of approaches to addressing the shifts of the Common Core State Standards, with opportunities to delve into academic vocabulary in complex texts, to build knowledge through the study of informational texts, and to draw evidence from texts to support reading comprehension, academic conversations, and writing pieces. Activities are designed to promote students’ critical reading and thinking skills, with suggestions for differentiation included to support all learners.

While the activities in this unit do not dictate the precise rituals and routines teachers will want to establish in their classrooms (e.g., procedures for conducting classroom business, setting up of Readers/Writers Notebooks, discussions of what good readers and writers do, etc.), they do set out an instructional sequence that includes pedagogical approaches designed to scaffold students through the analysis of complex texts, guide them in engaging in collaborative, academic conversations, and prepare them for academic writing that addresses a variety of purposes and formats.

As you work with this unit, please feel free to make adjustments to meet the needs of your students as appropriate. The lessons and materials that follow are not a scripted curriculum that must be followed absolutely. They are, rather, a place for you to begin...

Thank you,
The OCISS Secondary Literacy Team
Common Core State Standards addressed in this unit:

RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choices on meaning and tone.

W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

L 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Reading Rhetorically

Getting Ready to Read

(Activities 1-4 approximately 100 minutes or two class periods)

Quickwrite

Over the course of the school year, students should have multiple opportunities to use technology as a tool to enhance their learning experiences. It is important for students to understand their role as digital citizens and the responsibilities that being a digital citizen entail.

One way to prepare students to be responsible members of the digital community is to have them read the LAUSD Acceptable Use Policy. Before reading the policy, students will respond to and discuss the prompt in Activity 1.

Activity 1: Getting Ready to Read - Quickwrite with Think Pair Share Square

Directions: Respond to the following prompt:

What does it mean to be a responsible citizen within our home community as well as our classroom community?

After you have responded to the prompt, find a partner and share your response. Once you have exchanged ideas with your partner, square up with another set of partners and share your ideas.

Activity 1 Suggestions for Differentiation:

- Define/discuss community and provide visual examples
- Define/discuss responsible citizen

Provide a “Bubble Map” or other graphic organizer to help students organize their thinking around these topics

After students have had the chance to share their ideas, open up the discussion to the entire class. Consider charting their ideas, emphasizing the importance of the classroom
community. These ideas can be used to establish or reinforce classroom norms. Wrap up the discussion by informing students that they are also citizens of the digital community and that they will be exploring a text that outlines what it means to be a responsible member of the digital community.

Note: If students don’t understand the idea of digital community, you may want to engage them in a brief discussion to help them define digital community.

**Understanding Key Vocabulary**

Inform students that they will be reading the LAUSD Acceptable Use Policy (AUP) to understand what it means to be a responsible digital citizen. Explain that they will be doing some work with some of the vocabulary words and phrases from the text to help them better understand the text. There are two vocabulary options listed below. Please select the option that is most appropriate for your class.

**Option 1: Concept Sort**

A concept sort is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic. Students are provided with a list of terms or concepts from a reading. Students place words into different categories based on each word's meaning. Categories can be defined by the teacher or by the students. When used before reading, concept sorts provide an opportunity for teachers to assess what students already know about the given content.

**Activity 2: Understanding Key Vocabulary (Option 1 - Concept Sort)**

**Directions:** Work with your team to create categories for the words and phrase below:

- disclose  transmit  copyrighted  anonymous  spamming  profane  disparaging
- “reserves the right to”  solicitation  privilege

1. Work with your team to group the words together based on their meanings. You may use a dictionary if you are unsure of the definition of a word.
2. With your team, develop categories for each group of words.
3. Based on the words and the categories, discuss what you think the text might be about. Be prepared to share the important points of your discussion with the class.

**Option 2: Vocabulary Self-Assessment**
The words listed in the vocabulary self-assessment chart below are important to understanding the LAUSD AUP. The chart will help students track whether these words are familiar. The last column of the chart is to be completed as the students read the text and discover the words in context.

**Activity 2: Understanding Key Vocabulary (Option 2 - Vocabulary Self-Assessment)**

**Directions:** Review the list below and, before you read, note how well you understand each word’s meaning by marking the appropriate column:

- Know it well
- Have an idea
- Don’t know it

<table>
<thead>
<tr>
<th>Word</th>
<th>Know it Well</th>
<th>Have an Idea</th>
<th>Don’t Know It</th>
<th>Definition or notes for those words you do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. disclose</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2. transmit</td>
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<tr>
<td>3. copyrighted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. anonymous</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. spamming</td>
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<td></td>
<td></td>
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<tr>
<td>6. profane</td>
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<tr>
<td>7. disparaging</td>
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<td></td>
<td></td>
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<tr>
<td>8. financial gain</td>
<td></td>
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<tr>
<td>9. solicitation</td>
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<tr>
<td>10. privilege</td>
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</tbody>
</table>

The final column will be completed while reading the text.

Use the information gathered from the Vocabulary Self-Assessment to determine if there are any words that you may need to pre-teach or explore in greater detail.

**Reading**

**Reading for Understanding**
Students will now read the LAUSD AUP. Remind students that this policy needs to be signed by them and their parents annually in order to access the District’s networks and the Internet. Students will read a section of the document with their small group (jigsaw). Each group will have the opportunity to share the most important information from their assigned section with the entire class. You may also choose to read the document as a whole class.

### Activity 3: Reading for Understanding - AUP Jigsaw

**Directions:**

1. Once you are in your small group, independently read the assigned section of the AUP.
2. As you read, highlight/underline the following:
   a. 3 important details
   b. 2 things that are unclear or confusing
   c. 1 main idea of the section
3. Each group member shares and explains their annotations.
4. As a group, decide on the most important information from the section.
5. Using the most important information, create a group summary of your section and be prepared to share with the class.

### Activity 3 Suggestions for Differentiation:

- Read the LAUSD AUP to the class for the first reading. Use Think Aloud to model for students how you as a reader work to make sense of the text as you move through it.

- Review main idea and provide students with some quick tips or strategies to find the main idea.

- Work with a group of students that you feel will struggle with Activity 3.

After each group has shared their section and summary, use the information from the AUP to develop a class chart of technology usage norms.

**Post reading**
Thinking Critically

Students will now be working with scenarios adapted from Common Sense Media (www.commonsense.org) by the LAUSD Common Core Technology Project team. Assign each group a different case study scenario and discussion questions related to the AUP. After the groups have worked through the scenarios, have a representative from each group share out their assigned scenario and summarize their group discussion. Encourage students to share their reactions as well. Throughout the session, encourage students to reflect on your school’s community norms and how the AUP supports those norms.

Activity 4: Thinking Critically - AUP Scenario

Directions: As a group, read and discuss the scenario assigned to you. Work together to answer the questions that follow the scenario. Be prepared to share your assigned scenario and your discussion with the class.

Scenario 1

As you are leaving English class to go to lunch, you notice that your classmate Leslie is still logged into her email account. Leslie has been rude to you so you use her email address to pretend to be her. You send obscene messages to some of her friends.

Discussion questions:

1. Did your behavior violate any classroom or school rules? If so, which one? Cite evidence from the AUP that supports your response.
2. How could have the situation been handled differently?
3. What consequence do you think would be appropriate for your actions, if any?

Scenario 2

Sidney had a falling out with her friends. They created a fake Facebook page using her name and MyMail account and posted embarrassing material.

Discussion questions:

1. Did their behavior violate any classroom or school rules? If so, which one? Cite evidence from the AUP to support your response.
2. How could the situation have been handled differently?

3. What consequence do you think would be appropriate for their actions, if any?

**Scenario 3**

Vanessa loves music. She set up a file sharing account using her MyMail account so that she can share all of her favorite songs with her friends while she is home on the weekends.

**Discussion questions:**

1. Did Vanessa’s behavior violate any classroom or school rules? If so, which one?

2. What could Vanessa have done differently in this situation?

3. What consequence do you think would be appropriate for Vanessa’s actions, if any?

**Scenario 4**

Your friend Isabel is devoutly religious and to inspire her friends and classmates, she sends out a religious verse to all of them every morning using her MyMail address.

**Discussion questions:**

1. Did Isabel’s behavior violate any classroom or school rules? If so, which one?

2. How could the situation have been handled differently?

3. What consequence do you think would be appropriate for Isabel’s actions, if any?

**Scenario 5**

Your friend Benjamin shows you a Facebook account that he created using his MyMail address. His profile includes his picture, address and cell phone number. He encourages you to create an account using your MyMail account so you can chat on Facebook.

**Discussion questions:**

1. What should you do?

2. Did Benjamin’s behavior violate any classroom or school rules? If so, which one?
Scenario 6

Your history teacher is leading a discussion about racial attitudes in the South before the Civil War. You shoot a video and edit it to make it look like your teacher is saying racist things, then post the video on YouTube with the teacher’s name. You neglect to mention the fact that this was a classroom discussion and that you made edits to the video.

Discussion questions:

1. Did your behavior violate any classroom or school rules? If so, which one?
2. How could the situation been handled differently?
3. What consequence do you think would be appropriate for your actions, if any?

Scenario 7

Your next-door neighbor Karla creates a cool flyer during homeroom for her dad’s new car wash business. She emails the flyer to your MyMail account and asks you to email the flyer to all your classmates using your MyMail address during advisory period.

Discussion questions:

1. How should you handle Karla’s email?
2. Did Karla’s behavior violate any classroom or school rules? If so, which one?
3. How could have the situation been handled differently?
4. What consequence do you think would be appropriate for Karla’s actions, if any?

Activity 4 Suggestions for Differentiation:

- If there are a small number of students that you anticipate will struggle with Activity 4, place them in a small group and facilitate their conversation around the scenario. Use questions to prompt their thinking and responses to the questions.
Extension:

- If time allows, students can write and perform skits where they extend the scenario to address the discussion questions. This task can also be reserved for the first few groups who finish their scenario.

After students have completed their task with the assigned scenario, give them the opportunity to discuss the scenarios and share their responses to the questions with the entire class.

Reading

(Activity 5-7 approximately 50 minutes)

Routines to Introduce:

Core Academic Conversation Move - Support Ideas with Examples: Rich and meaningful conversations can deepen our understanding of concepts and ideas. Effective conversations provide us with the opportunity to share ideas as well as listen to the ideas of others with the goal of walking away with new ideas. Core Academic Conversation Moves are based on the work of Jeff Zwiers.

Support Ideas with Examples is the conversation move that will be introduced during this sequence. This conversation move helps us strengthen our ideas by providing evidence that supports them. This skill will be used throughout the lesson sequence. For a graphic example, click here.

Exit Slips: Exit slips can be used as a way for students to demonstrate understanding of new content and to reflect on the information presented in class. Exit Slips are introduced in this section. These quick informative assessments should be used to determine misconceptions that students may have around the content so that they might be addressed.

Analysis of a Visual Text and Poem

One way to prepare students for the work that they will do during this unit is to have them do a brief analysis of a visual text and a poem that connect to concepts and ideas that they will explore throughout the unit. Display the visual text and have students respond to the questions in Activity 5.
Activity 5: Reading a Visual Text

Directions: Respond to the following questions. Use the conversation move, Support Ideas with Examples, to discuss your responses to the questions with a partner.

1. What is happening in this visual text?
2. What questions do you have about this visual text?

After you have discussed the questions with a partner, respond to the question below. Be prepared to discuss your response with the class using following conversation move: Support Ideas with Examples.

• What is striking about this image? Why is it striking?

Listening and Reacting

After students discuss their responses to the questions in Activity 5, read the poem, “The Rose that Grew from Concrete,” by Tupac Shakur, aloud to the class. You can also elect to have a student read the poem aloud to the class. Project the poem so that the students can follow along as you read. Review the questions in Activity 6 prior to reading the poem.

The following biographical information on Tupac Shakur can also be shared to provide students with a context for the poem:

Tupac Shakur was a rapper who sold over 75 million records world wide, making him one of the best selling music artists of all time. The themes in most of Tupac’s songs address the violence and hardships that are felt in inner city neighborhoods; much like the neighborhoods of Oakland and East Harlem where he grew up. *The Rose that Grew from Concrete* is a collection of poems written by Tupac Shakur between 1989 and 1991. The book was published in 1999, two years after his death.


Use the questions in Activity 6 to propel the discussion of the poem. Students should use the conversation move Support Ideas with Examples as they engage in the discussion.
Activity 6: Responding to “The Rose That Grew from Concrete,” by Tupac Shakur

Directions: Consider the following questions as your teacher reads the poem aloud to you. Be prepared to discuss the questions using **Support Ideas with Examples**.

1. The word autobiographical appears underneath the title of the poem. Why do you think Shakur added the word autobiographical to the title of the poem?

2. What is this poem about? How does the poem connect to everyday life?

3. What does the rose symbolize?

4. What does the concrete symbolize?

After you have shared your thinking with your classmates, discuss the following question with a partner.

5. Resiliency is the ability to overcome challenges and bounce back. How is the image of a rose growing from concrete an example of resiliency? Use evidence from both the visual text and the poem to support your response.

After you have discussed your ideas, write your response and be prepared to engage in a conversation with the class using the conversation move: **Support Ideas with Examples**.

Activity 6: Suggestions for Differentiation

- Define *autobiographical*.

- Define *symbol* for those students who need it, and briefly discuss how symbolism is used in literature. Use a Circle Map to define symbol and to provide examples.

- Have students work in pairs to answer the questions prior to discussing the questions as a whole class.

- Provide students with sentence frames to support them with entering into the conversation:
  - Tupac Shakur included the word autobiographical in his poem because this poem is about ____________ and this relates to his life because________________________.
o The poem “The Rose that Grew From Concrete” is about _____________.

o The poem, “The Rose that Grew From Concrete,” tells the story of a _______________ that is able to ___________, which is important because________________.

o The rose symbolizes _______________. An example of this can be found in line _______ where____________________.

o The concrete symbolizes _____________. An example of this can be found in line _____ where______________.

Post reading

Thinking Critically

After the discussion of “The Rose that Grew From Concrete,” inform the students that over the next few weeks, they will be exploring resiliency and how mindset connects to our ability to bounce back when faced with challenges. Introduce the homework assignment. Please note that the homework assignment can also be completed as an in-class assignment. If time permits, you may consider building in five minutes at the beginning of the next class to allow students to share their image with a partner.

Homework: Resiliency

In the poem, “The Rose That Grew from Concrete,” Tupac Shakur uses the image of a rose growing from concrete to explain his ability to be resilient in the face of difficult circumstances. (Resiliency is the ability to overcome challenges and bounce back.) Create an image that represents an obstacle you face and shows how you are able to be resilient when facing that obstacle. The image can be drawn or digital. Write one paragraph that explains your image. Be prepared to share your image with a partner the next time we meet.

Tell students that before the end of class they will respond to the questions below on a 3x5 index card. Instruct students this will be their exit ticket, and that they should use one side of the card for each question.
Activity 7: Exit Ticket

Directions: Use the 3x5 index card that your teacher gives to you to respond to the following questions. Use one side of the card for each question.

1. **Content:** Explain your understanding of resiliency. Use an example to illustrate your explanation.
2. **Metacognitive:** How did our work today help you to build community, collaborate, and communicate effectively with your classmates?

Activity 7 Suggestions for Differentiation:

- Provide sentence frames to support students
  - Resiliency is ______________
  - I understand that resiliency ______________
  - During our work today, we built community by ____________

As you collect and read through the cards, look for any misunderstandings and address them during the next class period.

Getting Ready to Read

(Activities 8-10 approximately 50 minutes)

**Routines to introduce:**

**Annotating Texts:** Annotating is an essential component of the critical reading process. It is through our annotations that we engage in a dialogue with the author as well as with ourselves. These conversations open the door to a world of understanding as well as to deeper questioning. In this section, the annotation routine is introduced. While an annotation routine is provided, you are encouraged to use the annotation routine that is most familiar to you and your students.
**Review**

In preparation to read Rhea Kumar’s *Youth Ki Awaaz* blog post, "A Small Voice, Big Dreams: Malala’s Tale Of Resilience," review the definition of resiliency and clarify any misconceptions that students might have based on the data collected from the exit tickets.

**Understanding Key Vocabulary**

Inform students that the following words are used in the article that they will soon read:

- propagating
- semblance
- purdah
- tryst
- vibrant
- succumb

Tell students that they will have an opportunity to assess their knowledge of the vocabulary words before reading the text.

**Activity 8: Understanding Key Vocabulary – Modified Vocabulary Self-Assessment**

**Directions:** The following words are used in the article that you will soon read:

- propagating
- semblance
- purdah
- tryst
- vibrant
- succumb

Below are the definitions of these words. In the left column, write the word from the list above that you think matches the correct definition. In the third column, explain how you decided to match each word with its definition. Discuss your decisions with your small group using the conversation move **Support Ideas with Examples**. You will complete the fourth column as you read the text. Complete final column after you have read the text.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>What helped you decide this word fit the definition?</th>
<th>Sentence from the text where the word appears</th>
<th>How does this word relate to Trejo’s resiliency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>the custom, especially among Muslim people, in which women stay in their home or cover their faces so that</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they cannot be seen by men</td>
<td>a meeting between lovers in a secret place or at a secret time</td>
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<td></td>
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</tr>
<tr>
<td>a meeting between lovers in a secret place or at a secret time</td>
<td>to stop opposing someone or something that is stronger than you, and allow them to take control</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>to stop opposing someone or something</td>
<td>spreading an idea or belief to many people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spreading an idea or belief to many people</td>
<td>exciting and full of activity and energy; bright and strong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exciting and full of activity and energy; bright and strong</td>
<td>a condition or quality that is similar to another one</td>
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</tbody>
</table>

**Activity 8: Suggestions for differentiation**

- Provide the words and the definitions for the students. Discuss the meanings of the word.
- Model completing the first three columns with one of the words
- Have students look at the sentences from the text where the word appears prior to reading. Provide other sentences using the words so that students will be
familiar with how the word is used in context.

Extension:

Right before students begin reading the text, encourage the students to track other words that the author uses that relate to Malala’s resiliency. Have students add those additional words to the Modified Vocabulary Self-Assessment Chart.

Discuss the responses to the Modified Vocabulary-Self Assessment Chart as a class. Make note of any words that students seem to struggle with and provide additional instruction as needed. Remind students to keep their chart handy, as they will return to it after they finish reading the text.

Reading

Reading for Understanding

Remind students that a thorough understanding of a text requires reading it more than once. The first reading should be fairly quick to get the main idea. Depending upon the needs of your students, this reading may be done aloud by the teacher, or with students reading aloud in pairs.

For the second read, have students annotate the text. Annotating a text is one good habit that readers develop to help them understand a text. As you introduce the routine for annotating a text, encourage students to use annotation to highlight areas in the text that may seem confusing, or places that help them to understand the important ideas and concepts presented in the text. If you have an annotation routine that you prefer, introduce at this point in the lesson.

Activity 9: Reading for Understanding - Annotating a Text

Directions: As you read the text, use the following guidelines to help you annotate the text in a meaningful way.

1. Establish a purpose for reading.
2. Use the following symbols to annotate the text as you read:
   • ✓ for important ideas that you understand or agree with
   • ❖ for things that interest you and that you want to find out more about
   • ? for ideas that seem confusing
- + when you are able to make a connection to something that you already know
- Build vocabulary by boxing words that:
  - Get repeated
  - Seem important or are unknown
- Use the margin to write questions or comments that come to mind as you read.

**Activity 9 Suggestions for Differentiation:**

- Model annotating in the first paragraph or two of the text before asking students to annotate on their own

After students have read the text, have them return to the Modified Vocabulary Self-Assessment Chart and complete the final column. This can also be assigned as homework.

Now, have students discuss their annotations in small groups using the First Turn/Last Turn protocol. As students prepare to share their annotations, encourage them to share annotations:

- that capture the most important point
- that represent areas of the text that were confusing
- where they were able to make a personal connection

**Activity 10: First Turn/Last Turn**

**Directions:** Use the following process to discuss your annotations from the text. If someone shares an annotation that you were planning to share, be prepared to share another one.

1. Select 2-3 items that you have annotated in your text.
2. After the group has determined who will go first, that person will take the First Turn, sharing an annotation without making any comment.
3. Moving to the right, each group member will comment on the annotation whether s/he annotated it or not. Some things to consider as you comment are:
   a. Did you annotate the same item? If so, explain why.
   b. Does this annotation represent something that is important in the text? Explain.
   c. Does the annotation represent a part of the text that was confusing or
difficult for you to understand? If so, explain why.

4. When the rotation returns back to the person that shared the annotation, they get the Last Turn to share their thinking about the highlighted item.

5. The process continues until all group members have shared one annotation.

- Remember to use the conversation move: Support Ideas with Examples.

**Activity 10 Suggestions for Differentiation:**

- Provide students with sample annotations and questions to discuss them.

After students have discussed their annotations in their small groups, discuss the question below as a whole class using the conversation move: Support Ideas with Examples.

- Did the annotations and discussion support your understanding of the text in any way? If so, how? If the annotations did not support your understanding of the text, what areas of the text are still unclear to you? Why?

**Post reading**

(Activities 11-12 approximately 50 minutes; Common Sense Media Strategic Searching Lesson approximately 45 minutes)

**Routines to Introduce:**

**Research:** Research is skill that is important for success in college and beyond. In this section, the *Inside/Outside Research Project* is introduced. These brief research opportunities were designed to engage students in authentic research that connects to a text that they are reading.

**Responding to Evidence-Based Questions:** Evidence-Based Questions are used to explore ideas in the text by requiring the use of evidence to support our ideas and interpretations. Evidence-Based Questions will be formally introduced in this section. While students will be responding to these questions in writing, it is important that these questions are used to spark a deeper conversation around the text where students continue to use evidence to support their analysis.
Thinking Critically

Research is a critical skill to develop for success in high school and beyond. The Inside/Outside Research assignment provides students with the opportunity to conduct short, meaningful research within an authentic context. To access the materials for this project, please click here.

Prior to beginning the Inside/Outside Research assignment, use the Strategic Searching lesson plan from Common Sense Media to teach students how to conduct efficient and effective research. The estimated time for this lesson is 45 minutes. Download the materials for the lesson by clicking on the link below. (Please note: you will need to create a free account with Common Sense Media to be able to download all of the lesson materials. It is recommended that you use your district email to create the account.)

www.commonsensemedia.org/educators/lesson/strategic-searching-6-8

Resume with Activity 11 after completing the Strategic Searching lesson by informing students that they will be conducting short research with a goal of gaining more insight into Trejo’s experiences. They will share their research by engaging in a Conversational Roundtable, which is outlined in the Inside/Outside Research lesson. The following question should be placed in the center of the rectangle to be used during the Conversational Roundtable, and should inform the research:

- How have Malala’s experiences contributed to her success?

Activity 11: Inside/Outside Research Project

Inside Research Directions:

1. **Collaborative Group Work (4 students per group):** Each person in the group should explore one of the topics below (one topic per person). Independently take notes on your topic using the discussion grid.
   a. Swat Region of Pakistan
   b. Nobel Peace Prize
   c. Women in Islam
   d. Malala Yousafzai

2. **Expert Group Discussion:** Meet with your classmates that researched the same topic as you (expert group).
   a. Share your notes.
b. Listen and take notes while others share.
c. Come to a consensus on and write down three to five key ideas that you will share with your collaborative group.

3. **Conversational Roundtable**: Return to your collaborative group
   a. Each person must choose a section on the rectangle. In your trapezoid shaped writing space, write the key ideas from your expert group discussion.
   b. Share the key ideas that were generated in your expert group.
   c. Listen and take notes as others share. If you hear any points that connect to your research, write them in the center rectangle.
   d. Discuss how the notes can be used to answer the question in the center space.
   e. Come to consensus and write a group response to the question.

**Outside Research**: (to be completed as homework)

Complete one of the research tasks. Take notes and come prepared to share your research:

- Interview someone about a challenge that they have faced and how they were able to overcome it.
- On-line research: Girls’ Education

After students have completed the Outside Research, provide time for them to discuss their findings. This can be done in expert groups (students that researched the same topics) if you choose. After students have had the opportunity to discuss their research, have them summarize their findings.

**Evidence-Based Questions**

Evidence-based questions are an effective tool used to support students with thinking deeply about a text. The evidence-based questions below should be used to foster conversation about the text.

**Activity 12: Evidence-Based Questions**

**Directions**: Work with a partner to answer the following questions. Be prepared to discuss your responses with the class.

1. Irony is when the opposite of what is expected happens or is true. Why does the author consider the Taliban’s impact on education in the Swat region to be
ironic?
2. The author quotes Angelina Jolie as saying that the Taliban’s attempt to kill Malala actually made her stronger and made her voice louder (paragraph 6). What evidence in the text supports this statement? Explain your reasoning.

Activity 12: Suggestions for Differentiation:

- Work with a small group of students needing additional support. Discuss the questions in the small group and then have students write their responses.
- Have a deeper discussion about the meaning of the word irony, and what makes something ironic. Provide examples to help students better understand this concept. Next, point students to places in the text where irony is used or an ironic situation is described. Have students discuss these moments in the text and write them down in their notes.

Discuss the response to the Evidence-based questions. Use these questions to engage students in a deeper conversation about this text. Encourage students to share any questions that they might have about the text or the ideas presented in the text.

Getting Ready to Read

(Activities 13-16 approximately 50 minutes)

Routines to Introduce:

Surveying the Text: Previewing the text helps readers think about the text that they are going to read. A routine for Surveying the Text is introduced in this section. Reviewing the titles, headings, and sub headings along with the organizational structure of the text can support reading comprehension.

Discovering What We Think
To prepare students to read the Mind Set: Visual 1.2 infographic, use the survey to determine their attitudes and beliefs on intelligence. Students should complete the survey independently and use the **Four Corners** protocol to share and discuss the results.

### Activity 13: Discovering What We Think - Survey on Intelligence

**Directions:** Read each statement and determine if you agree, somewhat agree, somewhat disagree or disagree. Circle the choice that most accurately describes your feelings.

1. You have a certain amount of intelligence, and you really can’t do much to change it.
   - Agree  Somewhat Agree  Somewhat Disagree  Disagree

2. It’s more important to have the right answer than it is to learn from your mistakes.
   - Agree  Somewhat Agree  Somewhat Disagree  Disagree

3. No matter who you are, you can change your level of intelligence.
   - Agree  Somewhat Agree  Somewhat Disagree  Disagree

4. You can learn new things, but you can’t really change your basic intelligence.
   - Agree  Somewhat Agree  Somewhat Disagree  Disagree

After students record their responses to the survey, use the **Four Corners** protocol to share and discuss their results. **Four Corners** requires students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position. By drawing out students’ opinions on a topic they are about to study, it can be a useful warm-up activity. Remind students to use the conversation move: **Support Ideas with Examples** during the discussion.

### Activity 14: Discovering What We Think- Four Corners

**Directions:**
As your teacher reads each statement aloud, move to the corner of the room that represents your opinion.

Once you are in your corner, form groups of 2-3 and take turns justifying your position using the conversation move: Support Ideas with Examples. Refer to evidence as well as other relevant information from your experiences to support your position. As a group, be prepared to share your justification with the rest of the class.

After all of the groups have shared, switch corners if someone presents an idea that causes you to change your mind.

Repeat this process until you have had the chance to discuss all of the statements.

Surveying the Text

Before you ask students to read the “Mindset” infographics, remind them that surveying the text is a habit of good readers. Students can then use their first impressions of the topic and style of the document to make predictions about its content. Give students two to three minutes to survey the graphic by examining the elements of the text listed in Activity 15.

Activity 15: Surveying the Text

Directions: Use the following process to survey the text prior to reading. Be prepared to share what you discovered about the text from your initial survey.

Set a Purpose

1. What is the text about?
2. What does this text say about the topic?

Preview the Text: Analyze the following elements of a text to determine the purpose:
(note: all elements may not be present in every text)

1. Title
2. Captions and/or background
3. Labels
4. Column and row headings
5. Key or legend
6. The sources of the graphic
adapted from Reader’s Handbook

After students have surveyed the text, they should discuss their initial reactions to the text using the core academic conversation move **Support Ideas with Examples.**

**Understanding Key Vocabulary**

Have students complete the **Modified Vocabulary Self-Assessment** for the following words

- static
- external forces
- dividends
- capabilities
- plateau
- tendency
- criticism
- inspiration
- zero-sum game
Activity 16: Understanding Key Vocabulary – Modified Vocabulary Self-Assessment

Directions: The following words are used in the article that you will soon read:

- static
- external forces
- dividends
- capabilities
- plateau
- tendency
- criticism
- inspiration
- zero-sum game

Below are the definitions of these words. In the left column, write the word from the list above that you think matches the correct definition. In the third column, explain how you decided to match each word with its definition. Discuss your decisions with your small group using the conversation move **Support Ideas with Examples**. You will complete the fourth column as you read the text. Complete final column after you have read the text.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>What helped you decide this word fit the definition?</th>
<th>Sentence from the text where the word appears</th>
<th>How does this word relate mindset?</th>
</tr>
</thead>
<tbody>
<tr>
<td>static</td>
<td>Leaning toward a particular kind of thought or action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>external forces</td>
<td>the natural ability that makes a person able to do something, especially something difficult</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dividends</td>
<td>Showing little or no change, action, or progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>capabilities</td>
<td>A stable level or condition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plateau</td>
<td>Something that influences from the outside</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Los Angeles Unified School District**  
| **Office of Curriculum, Instruction, and School Support**  
| **Secondary Literacy/English Language Arts**  

| a situation in which any advantage or success that one side gains must be followed by an equal loss by the other side (e.g., “Heads I win, tails you lose.”) |  
| a judgment about whether something is good or bad |  
| a feeling of encouragement that you get from someone or something that gives you ideas about what you should do |  
| pay-off |  

**Activity 16: Suggestions for differentiation**

- Provide the words and the definitions for the students. Discuss the meanings of the word.
- Have students look at the sentences from the text where the word appears prior to reading. Provide other sentences using the words so that students will be familiar with how the word is used in context.

**Extension:**

Right before students begin reading the text, encourage the students to track other words that the author uses that relate to mindset. Have students add those additional words to the *Modified Vocabulary Self-Assessment Chart.*
Discuss the responses to the **Modified Vocabulary-Self Assessment Chart** as a class. Make note of any words that students seem to struggle with and provide additional instruction as needed. Remind students to keep their chart handy, as they will return to it after they finish reading the text.

**Reading**

(Activity 17-19 approximately 50 minutes)

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### Reading for Understanding

The first reading of a text is intended to help your students understand the text and confirm their predictions. Explain to students that the Mindset visuals are infographics. An infographic is a visual representation of information, data, or knowledge intended to present complex information quickly and clearly. Students can use the questions in Activity 17 to analyze each infographic.

**Activity 17: Reading For Understanding - Read to Get the Gist**

Read the document independently or with a partner and mark your text to support your understanding of its purpose. After you finish the document, respond to the following questions:

1. What do you notice about this infographic?
2. What information does this infographic provide?
3. How is the information in this infographic organized?

After students have read the documents and answered the questions, prepare to open the discussion to the entire class. Use the conversation move: **Support Ideas with Examples.**

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### Summarizing and Responding

For Activity 18 students will be working independently, in pairs, and in groups of four to create summary statements of the infographics. This activity is adapted from the 95...
Percent Group’s “Eight Important Words.” Each student will need five index cards per infographic for this activity. (If time is limited, you might have some groups of students work on one infographic, while some work on the other, rather than having all students work on both.)

**Activity 18: Summarizing and Responding - Five Key Words**

**Directions:** You are going to share the information that you just read from the text. You will need five index cards for this activity.

1. Select at least five key words that you feel will be the most useful for sharing information from the text.
2. Write one key word on each of the index cards.
3. Share your words with a partner. Select the five key words that you both agree are significant or necessary for sharing information from the text.
4. Place the five key words in a logical order.
5. With your partner, take turns sharing information from the text using the five key words.
6. After you and your partner have shared, make any changes to the key words that you have selected by eliminating or adding words.
7. Return to your seat and use your five words to write a summary statement of the text.

**Activity 18 Suggestions for Differentiation:**

- Pair students with varying language levels together and have them collaborate to come up with five key words. As they work together and discuss their words, have them use the following sentence frame to enter into the conversation:
  
  o We should add ________ to our list of five key words because ________.

- Student pairs can work together to write the summary statement. Provide appropriate sentence frames for students if needed.
After teams have shared their summary statement, tell students that they will respond to the questions below on a 3x5 index card. Instruct students this will be their exit ticket and to use one side of the card for each question. As you collect and read through the cards, look for any misunderstandings and address them during the next class period.

**Activity 19: Exit Ticket**

**Directions:** Use the 3x5 index card that your teacher gives to you to respond to the following questions. Use one side of the card for each question.

1. **Content:** What is a growth mindset? What is a fixed mindset?
2. **Metacognitive:** How did our work today help you understand the concept of mindset? What questions do you still have?

**Getting Ready to Read**

(Activities 20-25 approximately 100 minutes)

**Routine to Introduce:**

**Core Academic Conversation Move - Elaborate and Clarify:** Rich and meaningful conversations can deepen our understanding of concepts and ideas. Effective conversations provide us with the opportunity to share ideas as well as listen to the ideas of others with the goal of walking away with new ideas.

**Elaborate and Clarify** is the conversation move that will be introduced during this sequence. As a conversation move, **Elaborate and Clarify** helps us to make our point clearly and effectively by providing detailed examples when necessary. This skill will be used throughout the lesson sequence along with the move **Support Ideas with Examples**. If your students need continued practice with **Support Ideas with Examples**, introduce **Elaborate and Clarify** when they are ready. For more information, please click [here](#).

**SQR²** (Survey-Question-Read-Review): Previewing the text helps readers think about the text that they are going to read. **SQR²**, another routine for **surveying the text** is introduced in this section.
Surveying the Text

Tell students that they will be reading another text about mindset. Before you ask students to read Peter Aldhous’s interview with Carol S. Dweck, ask them to scan—or just glance over—the entire interview using the SQR² (Survey-Question-Read-Review) process. This is also a good time to review the routine for annotating a text. Students can then use their first impressions of the topic and style of the article to make predictions about its content. Note: Students will only complete the Survey and Question steps during Activity 20. Read and Review will be done during Activity 22.

Activity 20: Surveying the Text –SQR² (Survey Question Read Review)

Directions:

Survey: Scan the text to develop predictions. Pay close attention to the following elements:

- Title and subtitles
- Publication date
- Is the article part of a larger publication? If so, which one?
- How is the text organized?
- Are there any things in bold or italicized?

Question: Set a purpose for reading by generating questions about the topic.

To be completed with Activity 22:

Read with annotations: Read the text, making annotations as you actively search for answers to the questions that you generated.

Review: Review the text with a partner. Make note of any questions that you have about the text. Create a summary statement.
Annotation Key:

Use the following symbols to annotate the text as you read:

- ✓ for important ideas that you understand or agree with
- ❍ for things that interest you and you want to find out more about it
- ❔ for ideas that seem confusing
- 🍀 when you are able to make a connection to something that you already know
- Build vocabulary by boxing all words that:
  - Get repeated
  - Seem important or are unknown
- Use the margin to write questions or comments that come to mind while you read.

Activity 20 Suggestions for Differentiation:

- If your students need the guided support, survey the text as a class. Use Think-Aloud to model the types of questions that good readers ask while previewing a text.

Understanding Key Vocabulary

Pre-teaching a select number of key vocabulary words prior to reading a text is a practical way to ensure that students are prepared to negotiate meaning within the text. Pre-teaching vocabulary is also a great way to generate interest in the text and topic.

Activity 21: Assessing Knowledge of Key Vocabulary

Directions: Review the sentences below. Based on the two sentences, discuss your understanding of the meaning of the word with your group and write your definition. Use a dictionary to check your definition. The first sentence is from the text that you will be reading. The second sentence provides another example of how the word can be used.

  cultivated     innate     endeavor
| Text: “Those with a growth mindset believe their basic abilities can be cultivated through dedication and education.” |
| Example: The musician practiced for hours every day to cultivate her natural talent for the piano. |
| Definition: |

| Text: “Such children hold an implicit belief that intelligence is innate and fixed, making striving to learn seam far less important than being (or looking) smart.” |
| Example: Many people would agree that true musical talent is innate; musicians are born not made. |
| Definition: |

| Text: “You can withdraw from that field of endeavor, but it you’re required to pursue it, as in school, then maybe you will resort to other means.” |
| Example: I endeavor to finish all my homework every night, but something always seems to get in the way. |
| Definition: |

Discuss student definitions and predictions about the words as a class. Remind students to use the conversation move, Support Ideas with Examples, when appropriate. Make note of any words that students seem to struggle with and provide additional instruction as needed.

**Reading**

**Reading for Understanding**

The first reading of a text is intended to help your students understand the text and to answer the questions generated as they surveyed the text. Adding a teacher-modeled “Think Aloud,” along with opportunities for students to converse, to the first reading
can also help students understand the active meaning-making strategies that characterize fluent reading.

Students will read the text with a partner and use the annotation routine to mark their texts to support their understanding of its purpose. This is the opportunity for students to also complete the Read and Review component of Activity 20.

**Activity 22: Reading for Understanding - Read to Get the Gist**

**Directions:** Read the document with a partner and annotate your text to support your understanding of its purpose. After you finish the document, discuss the following questions with your classmates:

1. What are some key ideas about mindset presented in this text?
2. What were some new ideas for you?
3. What additional questions do you have about mindset?

Students will read the text and answer the following Evidence-Based Questions. Close reading will provide students with opportunities to deepen their understanding of the concepts addressed in the interview.

**Activity 23: Close Reading for Understanding Using Evidence-Based Questions**

**Directions:** Work with a partner to answer the following questions, using evidence from the text to support your responses. Be prepared to discuss your responses with the class.

1. What is Carol Dweck’s position on intelligence?
2. Why does Dweck urge parents not to praise their kids’ intelligence?
3. Dweck states that when confronted with a poor grade, “students with a fixed mindset said that they would study less, try not to take that subject again – and consider cheating.” Why would these students most likely study react this way?
4. How do the ideas presented in this text connect to the ideas presented in the infographic?

Discuss the responses to the Evidence-Based Questions. Use these questions to engage students in a deeper conversation about this text. Use the conversation move Elaborate and Clarify as they discuss the text. Encourage students to share any questions that they
might have about the text or the ideas presented in the text.

Post reading

Activity 24: Exit Slip

Content: When you are faced with a challenge in school, how do you respond?

Metacognitive: How did the reading and the work that we did today help you to understand your beliefs about your own intelligence?

Thinking Critically - Responding to a Video
(Activities 25-26 approximately 50 minutes)

Students will watch a short video clip of the former Homestead High School basketball player Steven Claunch who was born with no fingers on his right hand, three toes on his right foot and a right leg that was several inches shorter than his left leg. In the video, Claunch explains how obstacles can provide an opportunity grow and develop character.

Activity 25 supports students with watching video media in a purposeful and meaningful way that deepens their understanding of the topic being explored.

Video link:

Activity 25 Thinking Critically- Responding to the Video

Directions: As you watch the video, think about the following question and write your observations down.

Question 1: What details in the video provide examples of resiliency?

Use the two-column chart to take notes. As you watch the video, make notes in the left-hand column. Remember that your notes should be in chronological order.
Details | Explanation
--- | ---

After watching the video, highlight the most important details in your chart and explain how those details connect to resiliency in the explanation section of your chart.

In small groups, discuss the details that you have selected using the conversation move **Elaborate and Clarify**. After your discussion, collaboratively write a paragraph explaining something that you learned about resiliency from the video. Be prepared to share your paragraph with the class.

Discuss your observations as a class, using the following question to frame your discussion:

**Question 2: How does this video connect to resiliency?**

In Activity 26 students will have the opportunity to discuss the issues explored throughout the unit, as well as an opportunity to practice the skill of paraphrasing. Have students consider the following prompt:

**Resiliency is defined as one’s ability to bounce back when faced with challenges. What impact can your mindset have on your ability to be resilient?**

Students should review their notes on the Carol Dweck interview and on Claunch’s video to help them as they consider this question. On a separate piece of paper, each student should write down two or three statements addressing the prompt.

Arrange the classroom so that students can sit comfortably in groups of 3 or 4. Make sure that students can see each other. You will need to model the process, **Paraphrase Passport**, with your students prior to letting them engage in their small groups. Be sure that students have a clear understanding of what it means to paraphrase another person.

You can use the prompt below to model the process described in Activity 26:

**Prompt for Model: Why is resiliency a critical component of success?**
Activity 26: Thinking Critically - Small Group Discussion

Paraphrase Passport

Discussion Question: Resiliency is defined as one’s ability to bounce back when faced with challenges. What impact can your mindset have on your ability to be resilient?

The purpose of this discussion is to explore ideas around the topic of resiliency and to practice paraphrasing. Paraphrasing is an essential skill that is necessary for engaging in meaningful conversation.

1. Determine who will go first. The first person will initiate the conversation by making a statement related to the question/topic. (You may refer to your pre-discussion notes.)
2. The person on the right must build on the statement by first paraphrasing the previous speaker before adding related ideas, offering their opinion or perspective or asking a question.
3. The discussion will continue until everyone has had the opportunity to paraphrase.

adapted from Groups at Work

Activity 27 Suggestion for Differentiation

- Provide students with sentence stems to help them add to, extend or disagree with ideas, or to offer a new perspective or ask a question.
- Provide students with time to practice paraphrasing with a partner before they must paraphrase in a group setting.

After the small groups have had the opportunity to discuss the prompt, bring the class back together to share the highlights of their conversations. Remind students to use the conversation moves, Support Ideas with Examples and Elaborate and Clarify when appropriate.

Connecting Text to Self

(Activities 27-29 approximately 100 minutes or 2 class periods)
Considering the Writing Task

For the final writing assignment in this mini-unit, students will reflect on a time when they were faced with an obstacle. As you discuss the writing task with your students, make connections to the Claunch video and how he tells his story. Students will analyze the Claunch video in preparation for the writing task.

Activity 27: Preparing for the Writing Task – Understanding The Writing Prompt

Directions: Read the writing prompt below. Make sure that you understand what is expected of you. When you are ready, take turns explaining to your neighbor what you will be asked to do.

Prompt: Over the past few weeks, we have read about, written about, and discussed the concept of resiliency. Now you are going to reflect on a time when you were faced with an obstacle or challenge. Describe the context or situation. What actions did you take? Did you have any support? What was the outcome?

After students have discussed the writing prompt, open up the discussion to the class and answer any questions that they have. Tell them that they are going to watch the Steven Claunch video again to understand how he constructs the story of overcoming his own obstacle. After they have watched the video, students should share their responses in a group of three or four, using the conversation moves, **Support Ideas with Examples** and **Elaborate and Clarify**, to extend and support one another’s thinking. (Note, everyone should answer the final question in Section IV).

Once students have had a chance to discuss their responses to the questions on each section of the video, they should collaborate on the development of a story board that demonstrates how Claunch develops his central idea over the course of the video.

Activity 28: Preparing for the Writing Task – Video Analysis

Directions for re-viewing the video: As you watch Steven Claunch’s video, “Overcoming Obstacles,” take notes on each section on each section of the video, recording the most important information from each section.

Section I: Obstacle
Section II: Jim Abbot
Section III: Freshman Varsity Team - Rookie of the Year
Section IV: Everyone has Obstacles

Give three examples obstacles that Steven Claunch identifies.

What is Steven’s advice to his audience?

What is your ability?

Once you have shared the important information from each section and answered the questions in Section IV, work with your team to create a storyboard of the video.

Directions: Analyze Steven Claunch’s video, “Overcoming Obstacles,” using a storyboard structure, focusing on how Steven Claunch develops the central idea and how the embedded story of Jim Abbot supports and further develops the central theme. The video is divided into four major sections:

1. Introduction: My Disability
2. Jim Abbott
3. Freshman Varsity Basketball Team
4. Conclusion: Everyone has obstacles. What is your disability? What is your ability?

For each section, create three to four storyboard frames. Work with your group to determine what should be in the frames. Each person in your group will work on one section. You will come back together as a group to review the frames.

Activity 28 Suggestions for Differentiation

Directions for re-viewing the video: As you watch Steven Claunch’s video, “Overcoming Obstacles,” take notes to answer the guiding questions for each section of the video.

Guiding Questions

Section I: Obstacle
What physical obstacles does Steven Claunch face? (Consider those he was born with and those that he must face to treat his disability.)

What does his willingness to endure this kind of pain tell us about Steven Claunch?

Section II: Jim Abbot

What obstacles did Jim Abbot face?

How did Abbott’s father’s response affect him? How did he react to others’ responses to him?

How does his example affect Steven Claunch?

Section III: Freshman Varsity Team - Rookie of the Year

What is important about Steven Claunch’s freshman basketball experience?

How does Steven Claunch react to how others treat him?

What does Steven’s response tell us about his character?

Section IV: Everyone has Obstacles

Give three examples obstacles that Steven Claunch identifies.

What is Steven’s advice to his audience?

What is your ability?

Once you have answered and discussed the Guiding Questions, work with your team to create a storyboard of the video.

Directions: Analyze Steven Claunch’s video, “Overcoming Obstacles,” using a storyboard structure, focusing on how Steven Claunch develops the central idea and how the embedded story of Jim Abbot supports and further develops the central theme. The video is divided into four major sections:

1. Introduction: My Disability
2. Jim Abbott
3. Freshman Varsity Basketball Team
4. Conclusion: Everyone has obstacles. What is your disability? What is your ability?
For each section, create three to four storyboard frames. Work with your group to determine what should be in the frames. Each person in your group will work on one section. You will come back together as a group to review the frames.

After students have completed the analysis of Claunch’s video, transition them to begin working on the writing task.

Activity 29: Responding to the Prompt

Directions: Read the writing prompt below. Make sure that you understand what is expected of you. Write a one page (minimum) reflection discussing your personal experience of resiliency in the face of an obstacle. Use what you have learned about mind-set, resiliency, and the structure of Steve Claunch’s personal story to help you organize and develop your reflection.

Prompt: Over the past few weeks, we have read about, written about, and discussed the concept of resiliency. Now you are going to reflect on a time when you were faced with an obstacle or challenge. Describe the context or situation. What actions did you take? Did you have any support? What was the outcome?

Activity 29 Suggestions for Differentiation:

- Have students discuss their stories in pairs before writing
- Students respond to the following questions before writing:
  - Describe a time in your life when you were faced with a struggle.
  - What was the situation?
  - What actions did you take?
  - Did you have anyone to help you?