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|  What is grit? Was “grit” the secret sauce that fueled the Industrial Revolution?This fourth grade Inquiry Design Model (IDM) curriculum allows students to explore the concept of grit and its application to both history and their own lives. Students will investigate these historical resources and undertake the compelling question, What is grit? Was “grit” the secret sauce that fueled the Industrial Revolution?” By completing this IDM, students will not only begin to understand the importance of making a decision based on evidence,. The hope is that this unit will create empathy, engagement and empowerment.  |

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|  **Compelling Question: Staging the Question:*****What is grit? Was “grit” the secret sauce of the Industrial Revolution?***Students will engage in a lesson on *Salt in his Shoes and No you Can’t, Yes I Can,* relating the understanding of grit as it applies to their own lives. **Standards and Practices:****4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)**4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.  |

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| **1. Lesson One Supporting Question:**What is grit and how is it connected to success in life?  | **Formative Task:**After students listen to a personal story and a read aloud of No You Can’t, Yes I Can, student will identify the central ideas and themes in a text by completing a “Got Grit” worksheet, identifying goals and, reasons, positive affirmations and how they can reach their goal. | **Sources:**Source A: *No You Can’t Yes I Can*Justin AllenSource B: Teacher Made Grit Worksheets |
| **2. Lesson Two Supporting Question:**What is the relationship of passion for a goal to perseverance? | **Formative Task:**After a mini lesson on “grit”, watching part of the Youtube video, “Maybe it’s My Fault”, and read aloud of “Salt in His Shoes” by Deloris Jordan, students will then identify the central ideas and themes in the text and videos and write a well-structured paragraph identifying and explaining something that they are passionate about and what they do in order to be good at it. They will be expected to score a minimum of three out of four on a teacher-constructed rubric. | **Sources:**Sources:Jordan, D. & Jordan, R M. (2000). *​Salt in his Shoes*. New York, New York: Simon & Schuster Children’s Publishing Division. ​​Michael Jordan ‘Maybe It’s My Fault’ Commercial. Retrieved from <https://www.youtube.com/watch?v=kLgOE3mg2RI> |

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| **3. Lesson Three Supporting Question:**How Did Geography Affect the Industrial Revolution? | **Formative Task:**After introducing a lesson on geography using Google Earth, students will evaluate the validity of reasoning to gather information in order to form an opinion on the given question “Was the industrial revolution fueled by Natural Resources or Grit”?. Students will create their own Google Earth tour incorporating two out of the five themes of geography discussing how their location effects they way they live and will be evaluated on a teacher-created rubric and obtain a minim score of 3 out of 4. | **Sources:**Sources:Source A: Teacher created rubric Source B: Five Themes of Geography Handout Source C: Admission TicketSource E: Google Earth Tour |
| **4. Lesson Four Supporting Question:**What challenges did inventors Henry Ford, Nicholas Tesla, and Thomas Edison face? | **Formative Task:**After the teacher presents students with images of a light bulb, Model T and the Tesla coil and listening to short biographies about Ford, Tesla and Edison, students will *paraphrase portions of a text read aloud or information presented in diverse media and formats* by completing a listen and retell on the inventors and identifying the obstacles faced by the inventors. Students will be able to identify three accurate obstacles that the inventors faced.  | **Sources:**Source A: Biography on:* Henry Ford
* Nikola Tesla
* Thomas Edison

Source B: students will be given a handout where they identify three accurate, relevant obstacles faced by the inventors. |
| **5. Lesson Five Supporting Question:**What challenges did entrepreneurs, John D. Rockefeller, Andrew Carnegie and Milton Hershey, face? | **Formative Task:**After students watch a video and read short passages about the entrepreneurs John D. Rockefeller, Andrew Carnegie, and Milton Hershey, students will read closely to determine what the text says explicitly and to make logical inferences using the read and retell strategy to fill the filing cabinet, students will identify three accurate, relevant obstacles faced by the entrepreneurs. | **Sources:**Source A: Biography on:* John D. Rockefeller
* Andrew Carnegie
* Milton Hershey

Source B: students will be given a handout where they identify three accurate, relevant obstacles faced by the entrepreneurs. |
| **6. Lesson Six Supporting Question:**What Would It Have Been Like to Experience the Struggles Faced by the Inventors and Entrepreneurs of the Industrial Revolution? | **Formative Task:**After a brief class discussion, viewing a video on Shark Tank, preparing a presentation on their assigned inventor or entrepreneur, and filling in a K-W-L chart, students will prepare for and participate effectively in a range of conversations by participating in a Shark Tank simulation., scoring three of four on a history alive rubric. | **Sources:**Source A: Teacher Created Rubric for History AliveSource B: Research Packets for Students on the Inventors/Entrepreneurs of the Industrial RevolutionSource C: KWL ChartSource D: Jimmy Kimmel Video on Shark Tank <https://www.youtube.com/watch?v=wmenN7NEdBc> |

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| **7. Lesson Seven Supporting Question:**Was the information that we have learned about the inventors and entrepreneurs both accurate and unbiased?  | **Formative Task:**After observing six primary source documents on three inventors and three entrepreneurs, students will then write arguments to support a claim and engage in collective discussion using the SCIM-C method to determine if it is valid in supporting the idea that “grit” was the secret sauce that fueled the Industrial Revolution . Students will conclude by writing a paragraph stating if the is true or not backing up their response with at least three facts from the document. ? | **Sources:**Source A: Teacher Created Documents Source B:SCIM-C Worksheet |
| **8. Lesson Eight Supporting Question**Based on a series of documents presented in a history mystery, can we make an informed decision on the compelling question based on sound evidence? | **Formative Task:**After analyzing documents from primary and secondary sources, students will write arguments to support claims in an analysis of substantive topics or texts by gathering evidence to make an informed decision from the documents presented in a history mystery and determine if the Industrial Revolution was fueled by a growth mindset. Groups will present their finding to the class using at least three solid arguments to support their decision. | **Sources:**Source A: Teacher Created History Mystery Consisting of Documents (Sources on Each Document)Source B: Video on Evan the Detective [www.youtube.com/watch?v=m-zgsuwshIU](http://www.youtube.com/watch?v=m-zgsuwshIU) |

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| **9. Lesson Nine Supporting Question:**How can we express our best thinking and strongest arguments in meeting the challenge in answering the compelling question? | **Formative Task:**After viewing a side show and modeling how to use the Topic, Details, Follow-up, Clincher (TDFC) graphic organizer, students will practice using this method of organization by completing a sample TDFC using the example of “Who makes a better burger, McDonald’s or Burger King?”. Upon completion of the sample, students will be able to use the TDFC to formulate the basis for an essay using evidence gained from their Document Based Question (DBQ) on the Industrial Revolution, organizing an argument as to whether or not grit was the secret “sauce” that fueled the Industrial Revolution, adequately meeting all of the criteria with at least 80% of the TDFC completed correctly.  | **Sources:**Source A: DBQSource B: TDFC Graphic Organizer |

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| **10. Lesson Ten Supporting Question:**How can we connect Our study of Grit in the Industrial Revolution to our lives? | **Formative Task:**After reviewing the unit activities, students will watch a short video on “Kids with Grit”, and will *engage effectively in a range of collaborative discussions with diverse partners by building on others’ ideas and expressing their own clearly,* by creating a plan to take informed action towards a goal they wish to accomplish. Student’s efforts will be evaluated on the Buncee slide exit ticket, scoring at least a 3 out of 4 on a teacher created rubric. | **Sources:**GROWTH MINDSET Activities | GRIT. (n.d.). Retrieved May 1, 2019, from<https://www.teacherspayteachers.com/Product/GROWTH-MINDSET-Activities-GRIT-3749705>Activities To Build Grit and Resilience in Children. (n.d.). Retrieved May 1, 2019, from <https://biglifejournal.com/blogs/blog/activities-grit-resilience-children> |

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| **Summative Performance Task:**Students will write a DBQ on the compelling question, Was Grit the Secret Sauce of the Industrial Revolution?***Extension:*** Students will take a position on the compelling question using the documents and create a Flipgrid response to the DBQ task challenge. |

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| **Taking Informed Action:**Students will by creating a plan to take informed action towards a goal they wish to accomplish. Students will complete a “Power of Yet” activity where they outline the goal they would like to take informed action on. Students will create a Buncee presentation outlining their goals and how they are going to take informed action on them. Students will be prompted to create a “vision board” of what they’re goal will look like to include on the presentation. |