

2017 NEW YORK STATE SOCIAL STUDIES CONFERENCE

Behind the Curtains of History:

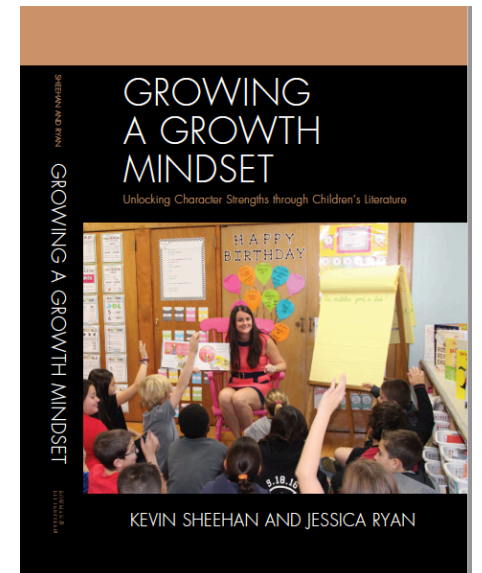
The Secrets of Mindset, Grit and Character Strengths

**ACCESS THIS PRESENTATION & LESSONS ON
WEBSITE**

<http://behindthecurtainsofhistory.weebly.com>



Dr. Kevin Sheehan
Ksheehan1@molloy.edu
Molloy College
Division of Education
And Molloy Students
March 24, 2017



A GOOD TEACHER IS.....?



A GOOD THIEF

Find something for tomorrow...
Find something that can change
everything...



TEACHING LIFE LESSONS THROUGH HISTORY

behindthecurtainsofhistory.weebly.com

[New Approach to the NCSS C3 Inquiry Approach](#)

[The Forgotten National Standard: Why We Need to Think About It](#)

[Grade One: Did Abraham Lincoln Fail Well?](#)

[Grade Four: Was the American Revolution a Product of Hope and Grit?](#)

[Grade Four: Was the Industrial Revolution Fueled by a Growth Mindset?](#)

[Grade Six: Did the Character Strengths of the Leaders Shape the Classical Civilizations?](#)

[Grade 11: Did the Character Strengths of Hamilton and Jefferson Create our Current Political Parties?](#)

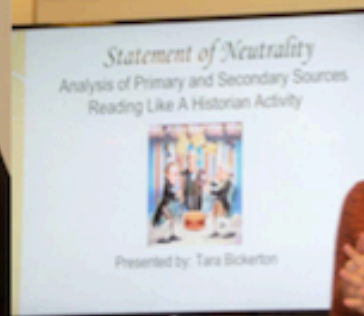
[Link to Growing A Growth Mindset Book](#) **[Paragons of Positive Psychology](#)**

[Meet the Curriculum Authors](#)

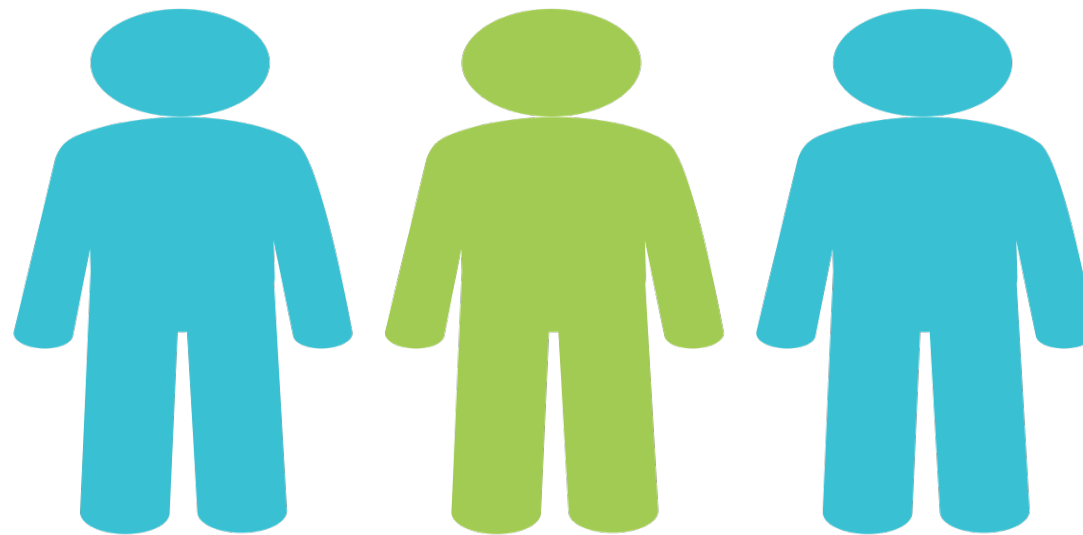


Did the Character Strengths of Hamilton and Jefferson Shape Modern Political Parties?

Compare each other's strengths in	
Strength 1	Strength 2
Strength 3	Strength 4
Strength 5	Strength 6
Strength 7	Strength 8
Strength 9	Strength 10



The numbers that really matter...

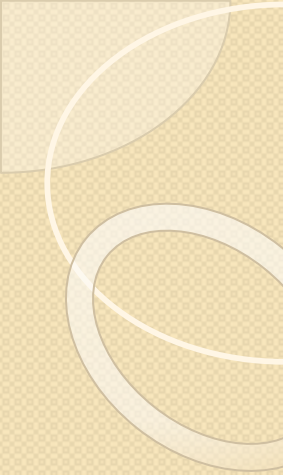


NCSS THEMES
TEN THEMES THAT ARE THE FOUNDATION FOR OUR CURRICULUM STANDARDS

NCSS Thematic Strand	Disciplinary Connections to School Courses
1. Culture	Geography, History, Anthropology, and Multicultural Topics across the Curriculum
2.	OVERLOOKED
3.	
4. Individual Development and Identity	

The Standard

9. Global Connections	Geography, Culture, Economics and across the Curriculum including Natural and Physical Sciences and the Humanities.
10. Civic Ideals and Practices	History, Political Science, Cultural Anthropology and Global Studies and Law-related Fields



Strand Four: The Forgotten Social Studies Strand

NATIONAL COUNCIL FOR SOCIAL STUDIES:

STRAND FOUR: INDIVIDUAL DEVELOPMENT AND IDENTITY

- Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally, and intellectually? Why do individuals behave as they do?
- The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

Why We Need to Think About this Hidden National Standard in the Social Studies More Than We Do?



GROWING A GROWTH MINDSET

"The field of social studies is primed for some new thinking.

Growth mindsets is a particularly exciting way into this new thinking."

-John Lee, PhD, Interim Department Head and Professor, North Carolina State



Figure 1: From Traditional Psychology to Positive Psychology

The goal today is to provide for you a way to allow students to pull back the curtains of history to reveal the secrets of positive psychology that have defined the men who made that history

Traditional Psychology

Positive Psychology

mental illness

(for example, depression)

mental functioning

(for example, absence of or reduced mental illness; in other words, less depressed)

flourish in life

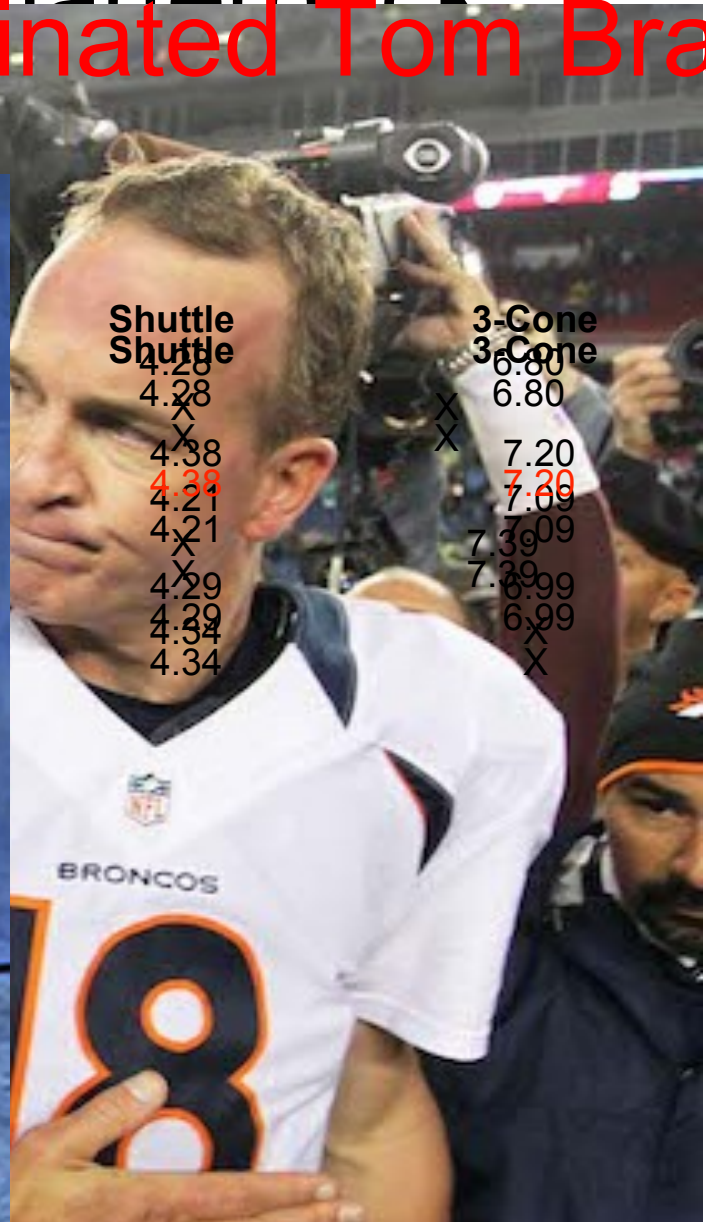
(for example, improve quality of life, optimize well-being)

Eliminate an NFL Quarterback

Congratulations, you just eliminated Tom Brady



Player	40-Dash	20-Dash
1	4.87	
2	4.67	
3	4.41	
4	5.28	
5	4.23	
6	4.83	
7	4.71	
8	4.66	
9	4.68	
10	5.08	



Shuttle	3-Cone
4.28	6.80
X	X
4.38	7.20
4.29	7.09
4.21	7.09
X	7.39
4.29	7.39
4.34	6.99
4.34	X
4.34	X

Agreed with your choice—last quarterback drafted #7 in seventh round
Player Drafted

SELF-BELIEF AND EFFORT

Trumps Ability



*Tom Brady Failed Well.
Do you fail well?*

WHY STANDARD FOUR MATTERS

MY RESEARCH: Hope: The Way and The Will

- ❖ Better predictor of college completion than SAT, ACT, HS GPA
- ❖ Four times more likely to not finish college with low hope than low ability
- ❖ Research of Dr. Rose and Dr. Seirup confirms this statistic locally demonstrating that low hope students on probation are at greatest risk of dropping out.

Shane Lopez Gallop Poll 2012

The Conversation in their Head May Be the Most Important Conversation in the Room



Growth Mindset: The Power of Effort

Believing Achievement is not an Inborn Capacity Makes All the Difference

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none">• avoid challenges	<ul style="list-style-type: none">• embrace challenges
<ul style="list-style-type: none">• give up easily due to obstacles	<ul style="list-style-type: none">• persist despite obstacles
<ul style="list-style-type: none">• see effort as fruitless	<ul style="list-style-type: none">• see effort as path to mastery
<ul style="list-style-type: none">• ignore useful feedback	<ul style="list-style-type: none">• learn from criticism
<ul style="list-style-type: none">• be threatened by others' success	<ul style="list-style-type: none">• be inspired by others' success

*Dr. Angela
Duckworth*

Grit:

- ★ West Point Cadets
- ★ Spelling Bee Winners
- ★ Recognized Geniuses



- ***Passion for Long Term Goals***
- ***Perseverance to Achieve Long Term Goals***

Not sure we can teach character traits, but...



We need to get “gritty about getting our kids to be grittier. We need to explore our best ideas, intuitions *and be willing to fail*, in our attempts to getting our kids to be grittier.”

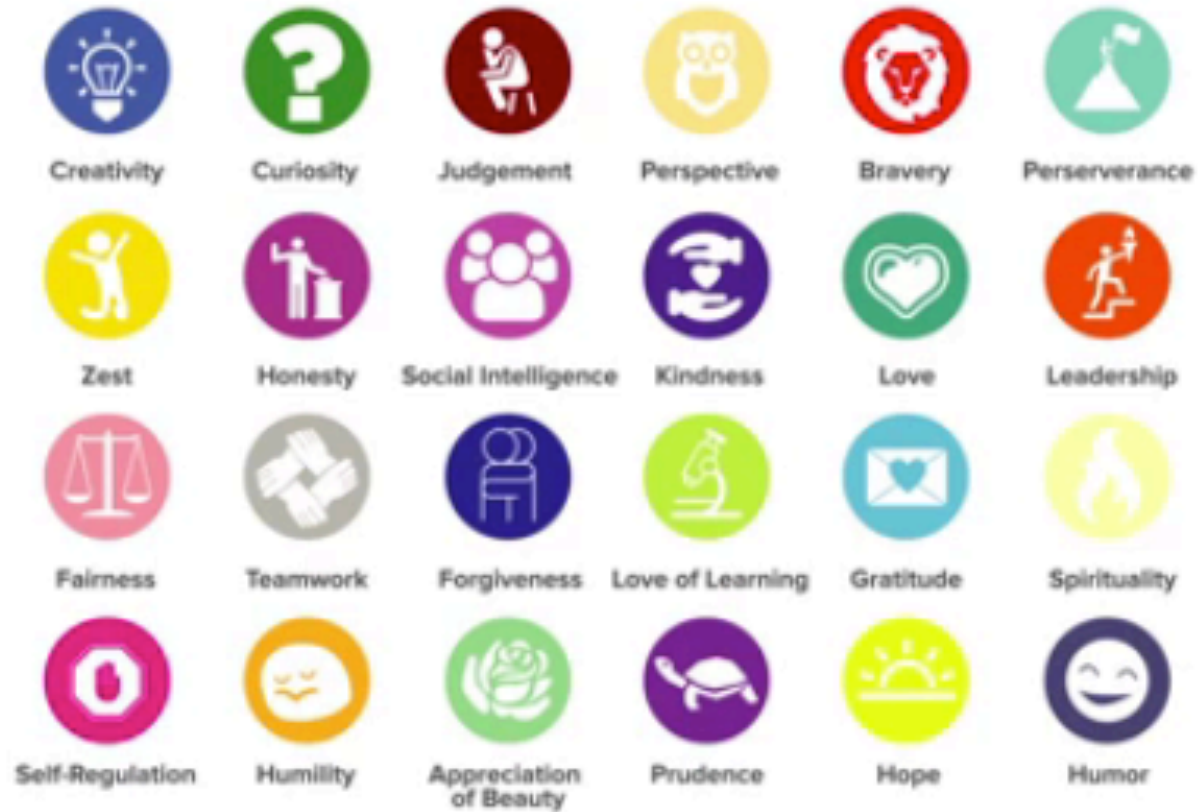
In Life
weak
stren



dress our
er

Character Strengths

What are your top strengths?



WHAT IS THE C3 THING

COLLEGE READY, CAREER READY AND.....

THE THIRD C=
READY



CIVIC (ALLY)

*THE REAL PURPOSE OF SOCIAL STUDIES
IS TO CREATE INFORMED CITIZENS TO
PRESERVE OUR DEMOCRACY*

Compelling Question	Would the Europeans who colonized America have survived without the Native American knowledge of the environment?		
Social Studies and NCSS C3 Standards	4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian- speaking groups, inhabited the region that became New York State.		
Staging the Question	Students will look at a few types of optical illusions on the board and discuss what they see. Class will also discuss the idea that sometimes the truth is not what it appears to be. This idea will be related to the story book version of the First Thanksgiving compared to the real tale of the First Thanksgiving.		
Supportive Question	Supporting Question	Supportive Question	
How were the early relations between the Europeans and the Native Americans?	Based on evidence, what is your opinion between the relations of the Native Americans and Europeans?	Was the First Thanksgiving really like how it is depicted in story books?	
Formative Task	Formative Task	Formative Task	
Students will participate in a listen and retell activity. They will then complete a graphic organizer	Students will analyze four documents and answer questions. Through the history mystery activity, students will form an opinion based on evidence about the relations between the Native Americans and Europeans.	Students will participate in History Alive! Act-It-Out activities that depict two perspectives on Thanksgiving.	
Sources	Sources	Sources	
Scholastic Video Scholastic Article Online Article	2 primary sources 2 secondary sources	Social Studies Alive! Reneesgarden.com Scholastic	
Summative Performance Task	Argument	Students will write a letter either from the perspective of a Native American or a European colonist. Students will either express thanks or criticism.	
	Extension	Students will have a Thanksgiving meal as a class.	
Taking Informed	Understand	Assess	Act

AT FIRST GLANCE, THIS TEMPLATE IS OVERWHELMING BUT THE GOAL OF TODAY'S WORKSHOP IS TO MAKE THIS NEW JARGON AND THIS DIRECTION IN SOCIAL STUDIES SIMPLE, UNDERSTANDABLE, AND SOMETHING THAT YOU MIGHT USE TOMORROW.

From the NCSS C3 Perspective...

Compelling Question (Essential Question)



Documents

Reading Like a Historian
Inquiry Based
Conflicting-Two Sides
Evaluate Make a Decision



Documents

Reading Like a Historian
Inquiry Based
Conflicting-Two Sides
Evaluate Make a Decision

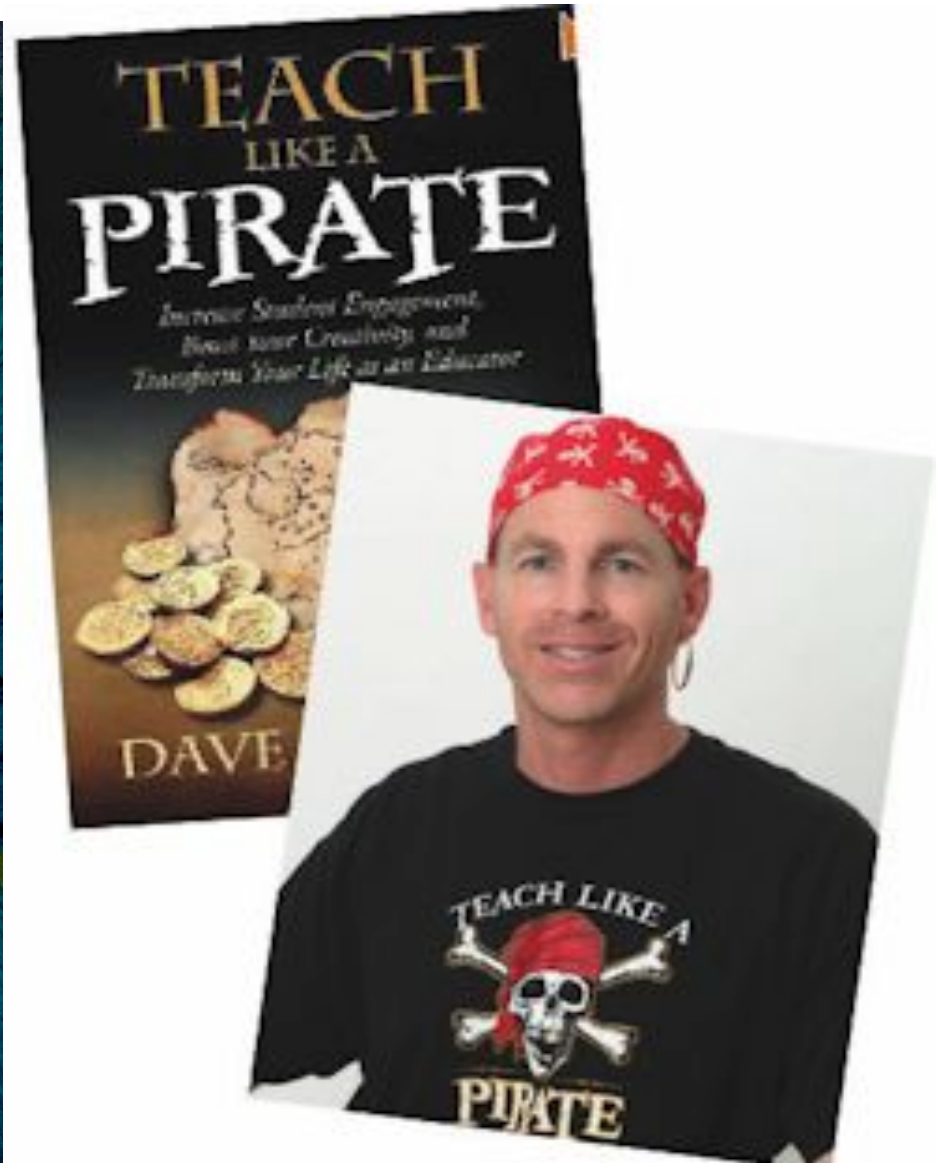


Documents

Reading Like a Historian
Inquiry Based
Conflicting-Two Sides
Evaluate Make a Decision

The Engagement Revolution--Dave Burgess

P- Passion
I- Immersion
R Rapport
A-Ask and Analyze
T-Transformation
E- Enthusiasm



The Power of Stories...

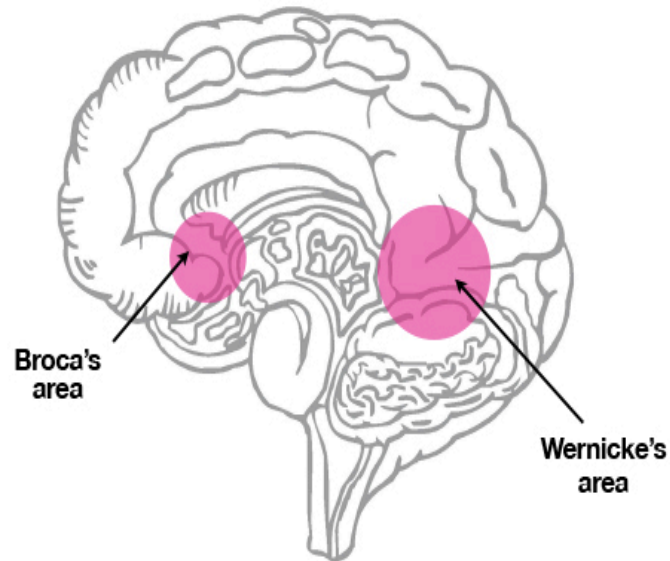
Sarah Doody

Services Newsletter Blog

Sarah Doody

Services Newsletter Blog UX Research

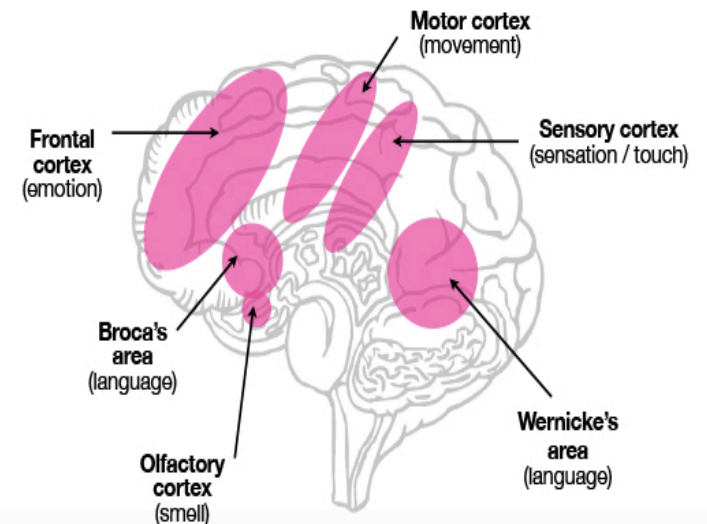
When your brain is exposed to facts (information and words maybe in a report, or bullets on a power point, or a textbook) there are two parts of your brain that are activated, Broca's area and Wernicke's area. These two areas of the brain are responsible for turning words into meaning.



For concept only. Not medically accurate.
www.sarahdoody.com

A well told story, such as a narrative with many intricate details will cause your brain to light up and engage. So for example, if the narrative has descriptors related to smell, the brain's olfactory cortex is engaged. And if the narrative includes movement, the motor cortex is activated.

This is why when we are reading a book, many times it feels like we're really in it - we visualize the location, the people, we hear their voices, smell scents, taste food, and feel touch and emotion. This isn't just our imagination. This is the impact of our brain responding to the fiction.



Out This March: 20% DISCOUNT



GROWING A GROWTH MINDSET

GROWING A GROWTH MINDSET: UNLOCKING CHARACTER STRENGTHS THROUGH CHILDREN'S LITERATURE

BY DR. KEVIN SHEEHAN &

JESSICA RYAN

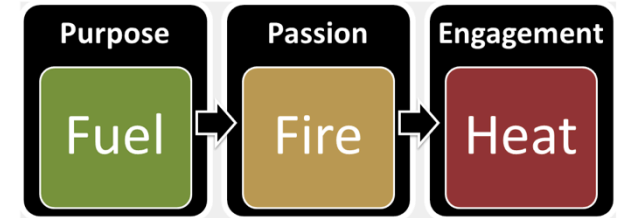
**Growing a Growth Mindset:
Unlocking Character Strengths
Through Children's Literature**

Kevin Sheehan
Jessica Ryan



**Due Out in March 2017
Rowman and Littlefield**

From the My Perspective...



Context:

Story Theory:

Framing the Big Idea

Filling the Filing Cabinet

Literacy Strategies
(read and retell, your choice)

Flipped Instruction

Context at Home
You Tube



Documents

Reading Like a Historian

Inquiry Based
Conflicting-Two Sides
Evaluate Make a Decision

Song as a Document:

Close Reading
Return to Big Idea
EMOTION



Engagement:

Bringing the Documents to Life

One Day Simulation
History Alive
Teach Like a Pirate

Kahoot

Engagement/Fun
Evaluation

Did the character strengths of Ashoka shape the classical civilization of Ancient India?

SS C3 Unit Plan Sonia Bermudez, Hannah Cariddi, Francis Sommers, Maggie McCaffrey)

Unit PowerPoint Presentation

Lesson One (What are character strengths? What are your character strengths? Maggie McCaffrey)

Lesson Two (What were Ashoka's character strengths? What was Ancient India like? Sonia Bermudez)

Lesson Three (Is there evidence that the character strengths of Ashoka might have shaped Ancient India? Francis Sommers)

Lesson Four (What would it be like to experience Ancient India in the time of Ashoka? Hannah Cariddi)

Unit DBQ

Did the character strengths of Pericles shape the classical civilization of Ancient Greece?

NCSS C3 Unit Plan Template (Thomas Graef, Catherine Brennan, Margaret Ollen)

Unit PowerPoint Presentation

Lesson One (What were Pericles's character strengths? What was life like in Ancient Greece under his rule? Thomas Graef)

Lesson Two (What evidence supports Pericles's character strengths? Catherine Brennan)

Lesson Three (How did Pericles's character strengths shape Ancient Greece? What would it be like to live during the Age of Pericles? Margaret Ollen)

Unit DBQ

Did the character strengths of Confucius shape the classical civilization and modern civilizations of China?

NCSS C3 Unit Plan Template (Debbie Anastasio, Gabby Batista, Krysta Cicio, Alex Detwiller, Jennifer Rojas)

Unit PowerPoint Presentation

Lesson One (What are character strengths? What are your character strengths? How do they apply to different people? Debbie Anastasio)

Lesson Two (What are Confucius' character strengths? What was China like during his life and what is modern day China like? Gabby Batista)



CHARACTER STRENGTHS

First Lesson in the C3 Template

Beginning the unit by reading this story gives students a *basic understanding of character strengths* and allows them to *identify their own strengths* as well as those of their peers.

FREE CHARACTER TEST
VIAME.ORG



Why is there such resentment against Hamilton?

Framing Story



**2017 GREATER METROPOLITAN NEW YORK SOCIAL STUDIES
CONFERENCE**

***Did the Character Strengths of Hamilton and
Jefferson Shape America Then and Now?***

ACCESS LESSONS ON CONFERENCE WEBSITE

<http://behindthecurtainsofhistory.weebly.com>



Dr. Kevin Sheehan
Ksheehan1@molloy.edu
Molloy College
Division of Education
And Molloy Students
February 11, 2017



What New Evidence Does This Song Reveal About Hamilton's Character Strengths?... Find Evidence in the Text of the Song

VIAME.ORG—FREE ANALYSIS OF STRENGTHS

<p><u>Perspective</u></p> <ul style="list-style-type: none"> • Wisdom • Providing Wise Counsel • Taking the "Big" Picture View 	<p><u>Bravery</u></p> <ul style="list-style-type: none"> • Valor • Not Shrinking from Fear • Speaking Up for What is Right 	<p><u>Perseverance</u></p> <ul style="list-style-type: none"> • Persistence • Industry • Finishing What One Starts 	<p><u>Zest</u></p> <ul style="list-style-type: none"> • Vitality • Enthusiasm • Vigor • Energy • Feeling Alive
<p><u>Social Intelligence</u></p> <ul style="list-style-type: none"> • Aware of the Motives/Feelings of Others • Knowing What Other People Tick 	<p><u>Teamwork</u></p> <ul style="list-style-type: none"> • Citizenship • Social Responsibility • Loyalty 	<p><u>Humility</u></p> <ul style="list-style-type: none"> • Modesty • Letting One's Accomplishments Speak for Themselves 	<p><u>Appreciation of Beauty and Excellence</u></p> <ul style="list-style-type: none"> • Awe • Wonder • Elevation
<p><u>Humor</u></p> <ul style="list-style-type: none"> • Liking to Laugh • Bringing Smiles to Others • Seeing the "Lighter" Side 	<p><u>Open Mindedness</u></p> <ul style="list-style-type: none"> • Examining Issues from All Sides • Weighing Evidence on All Sides 	<p><u>Fairness</u></p> <ul style="list-style-type: none"> • Treating All People the Same Based on Notions of Fairness and Justice • Not Letting Personal Feelings Bias Decisions About Others 	<p><u>Leadership</u></p> <ul style="list-style-type: none"> • Encouraging Others to Get Things Done While Maintaining Good Relations within the Group



Click on the picture and the song
plays

Cabinet Battle #1



Ladies and gentlemen, you could have been anywhere else in the world tonight, but you're with us here in New York City. Are you ready for a cabinet meeting, huh?

The issue on the table: Secretary Hamilton's plan to assume state debt and establish a national bank. Secretary Jefferson, you have the floor, sir

Life, liberty, and the pursuit of happiness

DAY ONE (Framing): Storytelling

Motivation: Read Aloud focusing on Character Strengths

- Tailor the lesson to address what you feel is most important
- Use the lesson to *frame*, not necessarily answer, the Compelling Question
- Encourage students to learn about themselves and what makes them special
- Encourage parents to be involved in homework

Growing a Growth Mindset:
Unlocking Character Strengths
Through Children's Literature

Kevin Sheehan
Jessica Ryan



Due Out in January 2017
Rowman and Littlefield



Homework- Parent Involvement

Encourage student/parent interaction at home:

Provide students with the list of character strengths used in class. Students will go home and be able to begin a dialogue with parents about the character strengths they each possess:

WHAT DO YOU THINK YOUR CHARACTER STRENGTHS ARE?

WAS YOUR LIFE SHAPED BY YOUR CHARACTER STRENGTHS?

Why Involve Parents?

Involving parents in homework assignments keeps them updated on their child's academics

Opening a dialogue between parent and student about character strengths gives parents the opportunity to encourage certain traits their children possess and build positive conversation

DAY TWO:

Common Core Active Learning Literacy Strategies:



“Fill the Filing Cabinet: CONTEXT

— **We need to give students, the context they to understand the documents but want to move beyond the traditional textbook or PowerPoint Lectures**

LITERACY STRATEGY: LISTEN AND RETELL

Filling the Filing Cabinet so that Students Can Think Like Historians

Story 1:

Pericles Goals and Effects on Ancient Greece

Story 2:

Pericles Life and Character Strengths

Story 3:

Golden Age of Thought in Greece

Story 4:

Pericles funeral oration

Did the character strengths of Pericles shape the classical Civilization of Ancient Greece?

CONTEXT--We need to give students enough background to analyze documents as historians

Listen and Retell



1. Each student receives an index card and numbers it 1-5
2. The teacher reads the passage twice to the class.
3. The first time students should just listen, on the second time, they will write down 5 key terms that they heard that capture the story.
4. Students will retell the story to their partner and their partner will guess the 5 key words.
5. Switch Roles!



Read and Retell

1. Read the first short passage about Pericles.
2. Write down 5 key words from the passage.
3. Partner up & retell the story using your 5 key words.
4. Have your partner guess the 5 keywords that you wrote down.
5. Repeat but now the other person will retell the passage & the other person will try and guess the 5 keywords that were written down.

Read and Retell Worksheet

Pericles was a politician, great speaker and general in Athens. His goals while in rule were to beautify Athens, strengthen democracy and expand power. Pericles gained power ruthlessly, and used his political prowess to have the Delian League treasury moved to Athens, where he used it to fund his public work projects like the Parthenon. Also under Pericles public officials were paid as he tried to close the gap between the rich and poor. Pericles expanded the power of Greece, when he conquered Corinth and created colonies for Athens along the Black Sea in 454 B.C..

1. _____
2. _____
3. _____
4. _____
5. _____

Read and Retell Worksheet 2

some of his Pericles would have been to gain support from the masses. Some of his laws which he passed allowed the poor to attend theatrical performances for free. He also passed a law which stated that jury service should be paid for. He also used the money that the allies had saved for The Peloponnesian War to fund for the rebuilding of Athens in 448 B.C, which saw the rebuilding of the Acropolis and the Parthenon. This not only showed to Athens allies what a beautiful and powerful city Athens was but also gave work to Athenians.

1. _____

2. _____

3. _____

4. _____

5. _____

Statement Strategy: Richard Strong

some of his Pericles would have been to gain support from the masses. Some of his laws which he passed allowed the poor to attend theatrical performances for free. He also passed a law which stated that jury service should be paid for. He also used the money that the allies had saved for The Peloponnesian War to fund for the rebuilding of Athens in 448 B.C, which saw the rebuilding of the Acropolis and the Parthenon. This not only showed to Athens allies what a beautiful and powerful city Athens was but also gave work to Athenians.

1. Pericles did not care for or support the poor of Athens.

Agree or Disagree

Evidence from Document

1. Pericles was not interested in the legal system and did not support the courts.

Agree or Disagree

Evidence from Document

1. This would have been a good time to live in Athens.

Agree or Disagree

Evidence from Document

Exit Slip

We just began our journey into the Age of Pericles in Athens. Write down three facts that stood out to you about Pericles or Athens during that time. Be sure to elaborate on why they stood out!

1

2

3

Day 2 Homework: Flipped Instruction

1. Watch the video!
2. Answer the questions on your homework sheet.

Click the link to the video!

<https://www.youtube.com/watch?v=2hqdjJRAtL4>

Why Flipped Instruction?



Day 2: Reviewing Flipped Instruction

Reviewing the homework...



Watch Here:

<https://www.youtube.com/watch?v=2hqdjJRAAtL4>

Questions:

1. How did Pericles come into power?
2. Name two characteristics Pericles was known for.
3. What were Pericles three goals for Athens?
4. How did Pericles strengthen Athenian democracy?
5. Can you see any similarities between Athenian democracy and our democracy here in the United States? What are they?

Reading Like A Historian Activity

Types of Questions:

Sourcing: Who wrote the article/document/text and what might the author's motivation and personal interests be

Close Reading (Inferential and Academic): What does the document actually say? What do specific phrases and words refer to

Close Reading (Perspective): Analyze the author's perspective in the article

Context: What else is going on in history at the time the document came out? Does this affect the author's bias, perspective, purpose for writing, etc.

Corroboration: Compare and contrast two texts. Do they contradict one another? Are there many similarities between the two?

Document 1

“The people are if possible to be made to believe, that the Proclamation of neutrality issued by the President of the US was unauthorized illegal and officious—inconsistent with the treaties and plighted faith of the Nation—inconsistent with a due sense of gratitude to France for the services rendered us in our late contest for independence and liberty—inconsistent with a due regard for the progress and success of republican principles...Pains are likewise taken to inflame the zeal of the people for the cause of France and to excite their resentments against the powers at War with her.”

Alexander Hamilton

Defense of the President’s Neutrality Proclamation, May 1793

Day Three



History Mystery

- ★ History Mystery is a fun, interactive way for students to analyze documents
- ★ Students must carefully analyze each document in order to find evidence to solve the mystery!
- ★ We use this strategy in place of the traditional Thinking Like a historian questions

TOP SECRET

My family and I are moving to Athens, but we are quite nervous about its leader, Pericles. I have heard conflicting stories about his character and I need your help to discover what is true and what is not, as I fear for my new home. Can I trust Pericles to be a strong leader or not?

Your Turn!

“Tell me and I forget, teach me and I may remember, involve me and I learn.”
-Benjamin Franklin



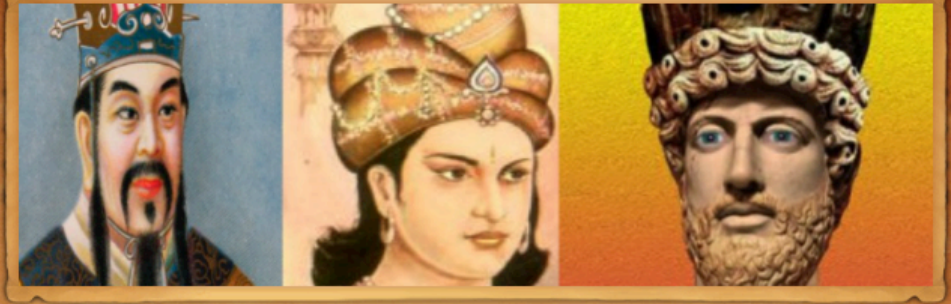
1. Carefully read each document in your envelope.
2. Sort through the documents and decide if they are supporting or opposing the essential question about Pericles' character strengths.
3. Place each document on one side of the chart.
4. Be prepared to explain your reasoning with evidence from each document.

Mystery Solved!

- How did you crack the case?
- What evidence did you find?
- How did Pericles character strengths help shape Athens?
- What were some arguments against Pericles? What were some of his weaknesses?



Our C3 Inquiry Template on Ashoka followed the same model as Pericles--each study ends in history alive, where the students are enabled to bring the documents to life.



Did the character strengths of Ashoka shape the classical civilization of Ancient India?

SS C3 Unit Plan Sonia Bermudez, Hannah Cariddi, Francis Sommers, Maggie McCaffrey)

Unit PowerPoint Presentation

Lesson One (What are character strengths? What are your character strengths? Maggie McCaffrey)

Lesson Two (What were Ashoka's character strengths? What was Ancient India like? Sonia Bermudez)

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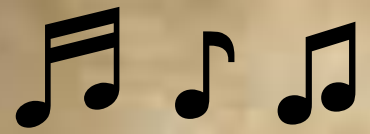
Unit DBQ

Hannah
Cariddi

H  *Story* 
Established 1991
Alive!  

<https://www.youtube.com/watch?v=ugrd-Gob1BA&spfreload=5>

Set the stage with a song... ♪ ♫ ♬



**Directions: Each group will create 1 of 2
opposing scenes ...**

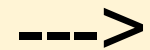
Scene 1: Ashoka changed his beliefs
scene
after the war. Why did this happen?
point
Create a scene of a news reporter
war.
interviewing Ashoka. Incorporate
felt
his beliefs, why they changed, what
the future looks like, etc.
etc.

Scene 2: Create a
from the Indians'
of view before the
Include how they
about the empire,
daily/family life,
etc.

History Alive

“Act It Out”

Rubric



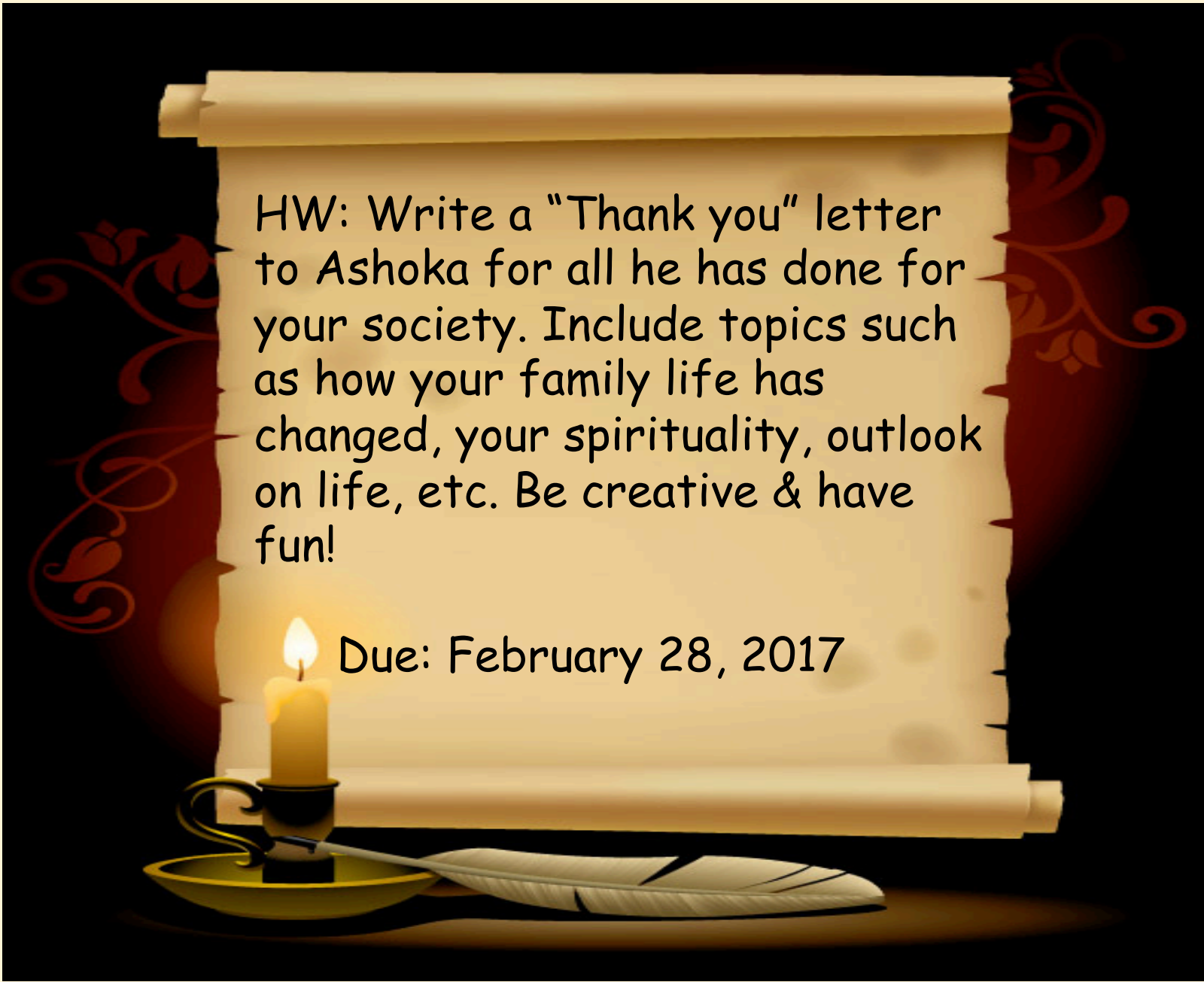
Historical Accuracy <i>(6 points)</i>	Contains three accurate facts from the reading.	Contains one to two accurate facts from the reading.	Contains no accurate facts from the reading.
Performance Quality <i>(2 points)</i>	The actors wait for each other to present lines and can be clearly heard. The actors do not need to read lines but actually speak the parts. All students involved.	The actors wait for each other to present lines and can be clearly heard. The actors may need to read lines but these lines can be clearly understood. All students involved but some only minimally.	The actors speak at the same time and/or the actors cannot be heard. Not all students are a part of the presentation.
Creativity and Passion for the Performance <i>(2 points)</i>	The performance is especially creative and captures the imagination of the audience and brings to life the concept in a unique way. Or Actors dramatically and creatively use props and/or quote.	The performance is creative and entertains the class but does not bring to life the concept. Or Actors use props or and/or quote.	The performance lacks creativity and the actors lack passion. Or Actors do not use props and/or quote.

Now it's time to KaHOOT!



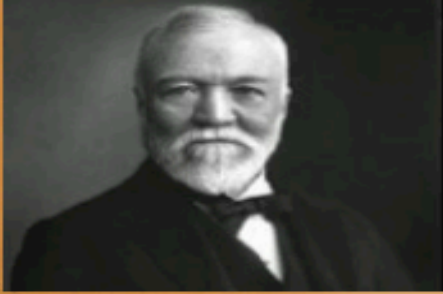
...Summative Assessment...

**Now it's your
turn to become
a Historian...
Assessment is
vital as the
conclusion of
the inquiry
study.**

A scroll of parchment is unrolled, displaying handwritten text. The scroll is set against a dark background with decorative red floral patterns. In the foreground, a lit candle in a brass holder sits on a small plate, with a quill pen resting on it. The candle's light illuminates the scroll and the quill.

HW: Write a "Thank you" letter to Ashoka for all he has done for your society. Include topics such as how your family life has changed, your spirituality, outlook on life, etc. Be creative & have fun!

Due: February 28, 2017



The older I get the less I listen to what people say and the more I look at what they do.
- Andrew Carnegie



"I haven't failed. I've just found 10,000 ways that won't work."

Were the inventors of the Industrial Revolution possessed with a growth mindset?

[NCSS C3 Unit Plan Template](#) (Ashley Arcuri, Jillian Anesta, Christine Spoagis)

[Unit PowerPoint Presentation](#)

[Lesson One](#) (What's the difference between a growth mindset and fixed mindset? Christine Spoagis)

[Lesson Two](#) (Do inventors of the Industrial Revolution show they had a growth mindset? Jillian Anesta)

[Lesson Three](#) (What characteristics do successful inventors have? Ashley Arcuri)

[Unit DBQ](#)

After a deep inquiry investigation, students concluded with a Shark Tank simulation...



History Alive:
Connecting Past with the Present

PRESENT



Did the Industrial Revolution make Americans happier?

NCSS C3 Unit Plan Template (Corinne Cooper, Shannon Gioello, Giovanna Bove)

Unit PowerPoint Presentation

Lesson One (What is happiness? What makes a person happy? Shannon Gioello)

Lesson Two (Were people happier or less happy with the changes the Industrial Revolution brought? Corrine Cooper)

Lesson Three (What would it have been like to live in the Industrial Revolution? Giovanna Bove)

Unit DBQ

Act it Out!

Look at each photograph and tell a story based on the picture. Assign members of your group to represent different people in the picture and create a *dialogue* to act out in front of the class.

In your dialogue, make sure to:

- Express whether the people in the photo look happy or unhappy.
- Include two facts you have learned about the Industrial Revolution.



Writing Assessment

Did the Industrial Revolution make Americans happier?

- **Make sure to backup your opinion with evidence.**
- **Include at least three facts you have learned throughout this unit.**
- **Discuss the pros and cons of the Industrial Revolution.**
- **Discuss how the Industrial Revolution continues to affect us today.**

Why is it important to teach students to form their own opinions?

- **To create informed citizens-base decisions of evidence**
- **To teach students how to utilize resources available to them and to check claims .**
- **To teach students how to develop their own perspectives**

Taking Informed Action

- Exposes students to civic engagement
- Strengthen ties between students and their community
- Connects history to present day events/issues

Examples

- Writing letters to public individuals
- Creating a student-run organization
- student journals/media platforms
- community-based activities



Taking Informed Action:

Do the inventors of the Industrial Revolution possess growth mindsets?

Name: _____

Date: _____

Inventors of the Industrial Revolution

Assessment

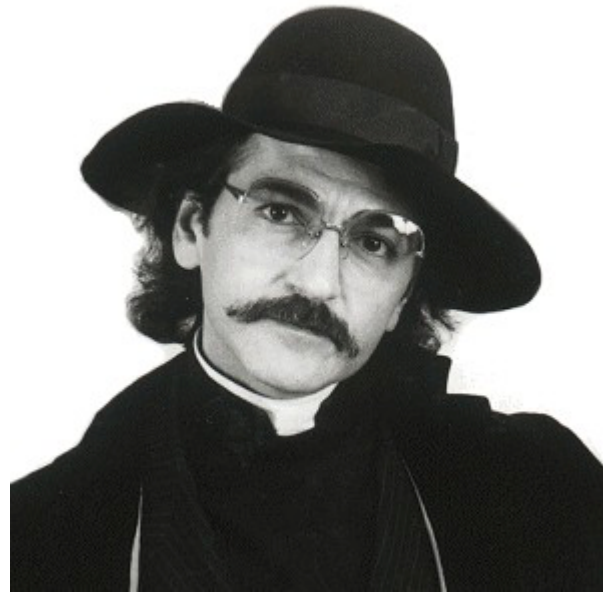
Directions: Write a letter to Shark Tank producer Mark Cuban explaining the importance of selecting inventors that have a growth mindset. Be sure to include at least three examples to support your argument based on the inventors you learned about in this unit.



Got another minute..

(Guido Sarducci)...

I got another website...



Let's go the website...

- Detailed Lesson Plans on Construct
- Does immigration make our nation stronger?
- Would the colonists have survived without the Native peoples?
- Inquiry Based Approach
- NCSS Inquiry C3 Approach
- Justdosocialstudies2016.weebly.com



..A Good Teacher is...

- Were the Woman's struggle for rights in America driven by growth mindsets and grit?
- Lessons, Background YouTube Videos, and DBQs

edu509class.weebly.com

- [CLASS WEBSITE](http://edu509class.weebly.com)

WHAT YOU DO WITH ALL THIS?



YOU WILL MAKE YOUR
OWN GRAVY

UNLOCKING CHILDREN'S STRENGTHS: GROWING A GROWTH MINDSET WITH CHILDREN'S LITERATURE

● *By Dr. Kevin Sheehan and
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