Chapter 7: The Growth Mindset: Learning to Fail Well

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Diagram 1: Book Five Lesson Design at a Glance:

*Rosie Revere, Engineer*

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| The Secret of Failing Well: *Rosie Revere, Engineer* Inquiry | | | | |
| **Compelling Question** | How can other people positively affect the conversation in our head? | | | |
| **Common Core Standards** | **Common Core Standards**   * Analyze how and why individuals, events, or ideas develop and interact over the course of a text. CCSS.ELA-LITERACY.CCRA.R.3 * Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCSS.ELA-LITERACY.CCRA.W.3 * Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-LITERACY.CCRA.R.6   **NCSS Theme**   * The study of individual development and identity will help students to describe factors important to the development of personal identity.   **NCSS Inquiry Arc**   * (4) Communicating conclusions and taking informed action. | | | |
| **Staging the Question** | Play the video that features lyrics of Taylor Swift’s “Shake It Off” and discuss how to react to other people’s opinions. | | | |
| **Supporting Questions 1**  **(Before reading)** | | **Supporting Questions 2**  **(During reading)** | | **Supporting Questions 3**  **(After reading)** |
| How do outsiders affect how you feel? How do you react when people have a negative response to an idea of yours? How do you react when people have a positive response to an idea of yours? What qualities does a role model have? | | Why is Rosie trying to secretly create her inventions? How does Rosie feel when people laugh at her inventions? What evidence in the text led you to that conclusion? Why does Rosie care what other people think? Why did Great-Great-Aunt Rose consider the cheese-coptor crashing a “great flop?” How did Great-Great-Aunt Rose change Rosie’s thinking?What proof in the text supports your answer? | | How would the story have changed if she really did “keep her dreams to herself?” How did Great-Great-Aunt Rose support Rosie’s dreams? Why did Rosie cheer on her classmates’ failures? How has a role model inspired you? How can you motivate others? |
| **Formative Performance Task** | | **Formative Performance Task** | | **Formative Performance Task** |
| Students will actively listen to the lyrics of Taylor Swift’s “Shake It Off” and discuss how to react to other people’s negative opinions. | | Throughout the book, students will “Turn & Talk” with a partner to discuss the answers to the Supporting Questions. | | Students will write a personal narrative about a moment someone inspired them. Students will then write about the same moment from the perspective of hope creator. |
| **Featured Sources** | | **Featured Sources** | | **Featured Sources** |
| “Shake It Off” by Taylor Swift  <https://www.youtube.com/watch?v=m0A3Ph4dRrk> | | *Rosie Revere, Engineer*  By Andrea Beaty | | SMARTboard with audio  Worksheet 7-1  Worksheet 7-2 |
| **Summative Performance Task** | **Argument** | | Students will write a personal narrative from their perspective about a moment someone inspired them. Students will then write about the same event from the point of view of the person who inspired them. | |
|  | **Extension** | | Upon reflecting on the historical note within *Rosie Revere, Engineer*, students will research another historical figure who inspired others besides Rosie the Riveter’s “We can do it” attitude during World War II. | |
| **Taking Informed Action**  **(Enrichment)** | After sharing their personal narratives with their parents, students will brainstorm strategies to be hope persuaders. Students will create short video skits where they share these strategies. | | | |

Who Cares and So What: Connections to Positive Psychology Research

Under Construction

Staging the Lesson

After listening to Taylor Swift’s song “Shake It Off,” students will discuss the message behind the song. Students will have the opportunity to conduct a close read of the lyrics to the song. During their close read, students will critically analyze and draw conclusions about the lyrics. Students will use the double-sided chart to record their conclusions and refer to their “thought prints” during the motivational discussion.

This song exemplifies the real challenge that both children and adults deal with. So often, students take to heart what other people say. When they are faced with a situation where their thoughts and dreams are being tested, there are two choices that students have; they can give credibility to other’s opinions, or students can “shake it off.” This song naturally brings up discussion points on how to deal with negative comments from hope crushers. Students can brainstorm strategies to successfully deal with these negative comments. The power of hope can allow students to guide the inner conversation in their mind. By having a fixed mindset, the end result is already determined. On the other hand, a growth mindset allows students to achieve the impossible and reach for something more.

During the discussion, the teacher should focus on how everyone is unique and has different qualities. Each individual is special in his or her own interesting way. When the lyrics state, “I’m dancing on my own, I’ll make the moves up as I go,” this provides an opportunity for students to analyze the meaning behind it. Students can share how they “dance on their own;” Students can share how they “dance on their own” by naming the ways they can stand firm in their individuality and sharing past examples of when they have shown independence and confidence despite opposing and trying times. It is vital for students to maintain their sense of self-belief even when others doubt them.

The opinions of outsiders should not thwart the dreams of others. That’s when the questions arise: *How do you react when people have a negative response to an idea of yours? How do you react when people have a positive response to an idea of yours?* The crux of this discussion really has to do with how children perceive feedback from others. It does not matter as much what opinion other people have, but it is what we do with that information. At this point, students will be making connections from the text to their own lives. This is the perfect point to hook the students before leading into the book, *Rosie Revere, Engineer*.

Supporting Questions

* After Rosie hides her inventions at night, the teacher will ask: *Why is Rosie trying to secretly create her inventions?* This question will most likely elicit character traits or feelings. The teacher will inquire further about the possible reasons behind Rosie’s character trait or feelings. This will result in students making predictions for what they think might happen next.
* After Rosie gives Uncle Fred the hat, the teacher will inquire: *How does Rosie feel when people laugh at her inventions? What evidence in the text led you to that conclusion?* At this point, the students will be drawing conclusions and making inferences based on the main character. This allows the reader to look at the story from Rosie’s perspective and gain some insight. This will prompt the teacher to ask: *Why does Rosie care what other people think?* Subsequently, students will Think-Pair-Share to discuss what advice they’d give to Rosie about dealing with hope crushers. Students will hopefully make a connection between the song, “Shake It Off.”
* When Rosie Revere, Engineer states, “Young Rosie was baffled, embarrassed, perplexed,” the teacher will pose the question: *Why did Great-Great-Aunt Rose consider the cheese-coptor crashing a “great flop?”* Students will be given time to Turn & Talk with a partner to discuss possible reasons. Students will grapple with the fact that it is okay to fail. Great-Great-Aunt Rose truly embodies someone who believes in the power of grit. By encouraging Rosie to move past her first great flop and try again, she is teaching her not to give up. Great-Great-Aunt Rose states, “Life might have its failures, but this was *not* it. The only true failure can come if you quit;” this statement truly portrays having passion and drive to move you to achieve a goal even when others deem it impossible.
* At the end of the story, the teacher will ask: *How did Great-Great-Aunt Rose change Rosie’s thinking? What proof in the text supports your answer?* The answers to this question will allow students to discuss how hope persuaders and role models can shape our self-belief.
* After reading the story, students will participate in a discussion where they will analyze aspects of the story and make evaluations. These targeted questions will prime the students for the summative performance task: *How would the story have changed if she really did “keep her dreams to herself?” How did Great-Great-Aunt Rose support Rosie’s dreams? How has a role model inspired you? Why did Rosie cheer on her classmates’ failures? How can you motivate others?*

Summative Performance Tasks

Our assessment really gets into the core of our compelling question, *How can other people positively affect the conversation in our head?* It allows students to reflect on a time when someone else has inspired them. By having a source of support, people are more likely to achieve their dreams. It starts with one person telling you that you can conquer your fears, achieve the impossible, and get past those first few “great flops.” Having just one person believe in you will allow yourself to think you can. First, students are going to write about that moment in a personal narrative. This will allow the students to synthesize their thoughts, their emotions, and mirror the events within the book. Depending on the ability of the writer, students will include a strong lead, sensory details, “zoom in” on the main moment, dialogue, similies, metapors, and a strong ending.

Then, students will write about the same moment from the perspective of the hope creator. This will allow students to think of a situation from a different point of view. By thinking of the same situation from a different vantage point, the quality of empathy will be revealed in those who inspire others. This gives teachers the opportunity to build in a lesson about character education. If students realize how and why others can build up self-esteem rather than bring others down, perhaps they can “stand and cheer” for others just as Rosie did.

After students complete the writing assignment, students will reflect upon the differences between their two writing pieces. The teacher should bring the discussion back to the essential question, *How can other people positively affect the conversation in our head?* From there, students should be further pushed to analyze how they can positively affect the conversation in **other** people’s heads.

*Extension*

Within *Rosie Revere, Engineer*, Great-Great-Aunt Rose was based on Rosie the Riveter who encouraged women to join the workforce during World War II. This is explained within the historical note. To extend the lesson within this book and bridge across the curriculum to Social Studies, students will research another historical figure who inspired others. Students can use literature, informational texts, and the internet to conduct their research. After paraphrasing the information, students will create a “Museum of Motivators” within the hall to share the insights they have gained. This can be an inspirational message that others can benefit from.

*Argument*

Students will create writing pieces that comply with the specific Common Core writing standards for their grade level. The ability to write a structured and detailed narrative is part of the Common Core Anchor Standards for all grade levels. Students are also writing from two different points of view which makes the write even more introspective.

Taking Informed Action

A vital part of this lesson is not only what the students learn, but how they can share the information with others. Students will share both versions of their personal narratives with their parents. This can give parents a time to reflect with their child on the importance of supporting their dreams. Then, both the parents and students will brainstorm strategies to be hope creators. These strategies will focus on the power of positively influencing the voices with other people’s minds. Everyone has the power to inspire change in others for the better.

Students will work with their parents to create short video skits where they share these strategies. The videos can be accessed on the classroom website. By creating QRI codes that link to the videos, these videos can be posted throughout the school. The QRI codes can be accessed with a smart phone, tablet, or laptop that has a document camera. These easily accessible videos can serve as a reminder to other students to continue to be hope persuaders. This can serve as an appropriate teaching tool on the playground, in the hallway, in the classroom, or the lunchroom. The QRI codes to the videos can also be easily distributed on flyers for other families to view and discuss. This will allow for students to act as informed citizens and make a difference by teaching others to be hope creators rather than hope crushers.

Teacher Resources

My Conclusions

Worksheet 7-1

“Shake It Off” by Taylor Swift

[Verse 1]

I stay out too late, got nothing in my brain

That’s what people say, that’s what people say

I go on too many dates (laughs), but I can’t make them stay

At least that’s what people say, that’s what people say

[Pre-Chorus]

But I keep cruising, can’t stop, won’t stop moving

It’s like I got this music in my mind saying it’s gonna be alright

[Chorus]

Cause the players gonna play, play, play, play, play

And the haters gonna hate, hate, hate, hate, hate

Baby, I’m just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

Heartbreakers gonna break, break, break, break, break

And the fakers gonna fake, fake, fake, fake, fake

Baby, I’m just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

[Verse 2]

I’ll never miss a beat, I’m lightning on my feet

And that’s what they don’t see, that’s what they don’t see

I’m dancing on my own, I’ll make the moves up as I go

And that’s what they don’t know, that’s what they don’t know

[Pre-Chorus]

But I keep cruising, can’t stop, won’t stop grooving

It’s like I got this music in my mind saying it’s gonna be alright

[Chorus]

[Refrain] (x4)

I shake it off, I shake it off

I, I shake it off, I shake it off

[Interlude]

Hey, hey, hey, just think while you’ve been getting down

and out about the liars and dirty, dirty cheats of the world

you could have been getting down to this sick beat

[Bridge]

My ex-man bought his new girlfriend

She’s like “oh my God”, but I’m just gonna shake

And to the fella over there with the hella good hair

Won’t you come on over, baby, we can shake, shake, shake

[Chorus]

[Refrain] (x4)

I shake it off, I shake it off

I, I shake it off, I shake it off

Adapted from:

http://www.songlyrics.com/taylor-swift/shake-it-off-lyrics/#06zs2XwJFAyZYy1C.99

Worksheet 7-2

DIRECTIONS: Write a personal narrative about a time someone inspired you. Then, write about that same moment from the perspective of the person who inspired you.

HOPE CREATOR’S PERSPECTIVE

MY

PERSPECTIVE