**Lesson Plan**

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| **Class:** Grade 4 Social Studies | | Growth Mindset Lesson |
| **Unit:** Government | | |
| **Topic:**  Rules and Laws | | |
| **Standards:**  Content Statement 19: The U.S. Constitution establishes a system of limited government and protects citizen’s rights.  Content Elaboration: Weaknesses in the Articles of Confederation led to calls for a new framework of government.  **Objectives of Lesson:**  Students will be able to explain that the first plan for our government was called The Articles of Confederation, but that the plan failed to work.  Students will be able to explain how a growth mindset led to the development of The United States Constitution. | | |
| **Equipment/Resources:**  \*Kid President Pep-Talk Video for Introduction  \*Whiteboards/markers  \*Benjamin Franklin Pep-Talk Directions Sheet  \*Evidence Recording Sheet  \*Notecards  \*Pencils | | |
| **Lesson Outline:** | | |
| **Structure** | **Activities** | |
| **Introduction/Starter** | As students enter the room, have the Kid President Pep-Talk video playing to start class. After it has played, have the groups create a list of phrases or encouraging remarks made by Kid President that represent a growth mindset. They can do this at their tables on white boards and share them with the class. You can also discuss how this is called a “Pep-Talk and what makes it a “Pep-Talk.” | |
| **Body of Lesson** | After the introduction activity with the Kid President Pep Talk video listed above, remind students what they learned the previous day about how our first plan of government was a failure. Maybe play hangman with them to reveal the name “Articles of Confederation.”  Students will be asked to create a “Pep-Talk” that Benjamin Franklin could give the other members of Congress as they realize that their first plan has failed the American people. Students should realize this was a defining moment in history. Would Congress use a fixed mindset and simply force the failed Articles on the American people or start to admit defeat and think about returning to rule by England? Or would Congress use a growth mindset and develop a plan that was even better than the first?  The “Pep-Talk” should include phrases and comments that give Ben Franklin a growth mindset and it should encourage Congress to learn from the weaknesses of The Articles and design a new plan.  Students can take the rest of class to work on their pep talks as the teacher walks around to facilitate the group work. Students can also rehearse their pep talks when finished.  If there is time, students may present their pep talks to the class or this can wait until the next day. While students give their pep-talks the other students will write down growth mindset phrases they hear throughout the pep-talks that encourage our Founding Fathers to continue to design a plan and contribute to the attitude needed to develop The Constitution. | |
| **Conclusion** | After students have listened to the pep-talks and the evidence has been shared with the class, students can be asked to write about or Think-Pair-Share this final question: How different would our country be today if our Founding Fathers had fixed mindsets instead of growth mindsets when The Articles of Confederation failed to work effectively? | |
| **Differentiation:** | \*Groups who may struggle to create pep-talks can listen to a pre-created pep-talk by the teacher or an advanced group that has been recorded and cite evidence from the pep-talk of a growth mindset while the other groups prepare pep-talks. This prepares them for the process of listening to the other groups present and citing evidence.  \*Groups who excel could be asked to write a pep-talk that includes a fixed mindset and then one of a growth mindset and could lead the class through a discussion comparing the two pep-talks – citing evidence of both mindsets and discussing with the class why one would work better than the other.  \*Groups who excel could also search quotes from Benjamin Franklin that represent a growth mindset and either incorporate them into their pep-talk or share them after. | |
| **Homework:**  There does not need to be homework for this lesson unless kids want to go home and practice their pep-talks or unless you want to send a writing assignment reflection piece home with them to reflect upon that evening, but I would save this for class the next day. | | |
| **Assessment:**  I would check to see if the kids met the objectives by reviewing the evidence they found in each other’s pep talks to support that a growth mindset led to the development of The U.S. Constitution. | | |
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