



Making a Mural: Reaching Higher with Goals, Grit, and Growth Mindset

by Melissa Jones, 2018 CTI Fellow
Windsor Park Elementary

This curriculum unit is recommended for:
5th Grade ELA/Social Studies Integrated Classes

Keywords: English language learners, ESL, grit, goals, growth mindset, passions, perseverance, identity, community, murals, exposure, dispelling common perceptions, resilience, passions, adversity, multicultural

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: I believe that knowledge is power and oftentimes our students and their families are not aware of the community or school resources available to them. As my students leave elementary school for the first time and start middle school, I want to have at least planted a seed of inspiration to set their sights high and show them that anything is possible. The goals of this curriculum unit are not just to celebrate and give value to the backgrounds of my students, but also to equip them with the tools they need to be successful beyond Elementary School. Within this unit, students will learn about grit, growth mindset, and how to thrive amidst challenges. They will read and analyze different multimedia platforms such as songs, murals and biographies. As their final project, they will create a community mural to display what represents their identity, their goals for their future and their gained insight about community members that come from backgrounds similar to them.

I plan to teach this unit during the coming year to 20 students in a co-taught 5th grade ELA/Social Studies integrated classroom as well as share this unit with other teachers on the 5th grade team.

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Introduction

Rationale

I believe that knowledge is power and oftentimes our students and their families are not aware of the community or school resources available to them. As my students leave elementary school for the first time and start middle school, I want to have at least planted a seed of inspiration and resilience to set their sights high and show them that anything is possible. With last school year being my first year working with 5th grade ELLs, I have realized how grown they already are and how much of a fixed mindset they often have about who they are or what they can achieve. They are already showing signs of curiosity about jobs, furthering their education as well as apprehension about how they might be perceived by bosses based on their race or languages they speak. I realized that as teachers we are encouraging students to be thinking about their futures, but not approaching it in a way that might not answer their difficult questions or take into consideration other challenges they face.

We are also responsible for exposing students to stories, texts, authors, characters that look like them or demonstrate their shared experiences and cultures. By not providing a mirror through texts for our students, we are ignoring that responsibility to engage our students and inspire them through real life stories they can relate to. By doing that, we create a disconnect between the content we teach and our students' personal experiences and cultures. This lack of responsibility has been perpetuated too often and enough is enough. It's time for a change.

Through my curriculum unit, I am hoping to provide possible strategies for solutions to the problems I mentioned above. I will highlight people that come from backgrounds similar to my students and how they have found ways to be successful despite many challenges. I also want to expose them to different jobs and careers based on their interests and passions, so they have a wide range of options and knowledge. I want to inspire them to know no limits by allowing them a lens into others' lives and seeing characters similar to them. I not only want to focus on texts that will help achieve this but real-life locals who can speak to my students about their experiences. My intent is for community members to provide them with resources, insights, advice and possible future mentorship as well as answer some of those tough questions that I know are swimming around in students' minds.

The main goals for this curriculum unit are for students to find their passions, begin to demonstrate grit, gain knowledge about different possibilities for their futures and community resources, and begin to establish a growth mindset within students. Unfortunately, not many of our teachers at Windsor Park Elementary or other CMS schools come from similar background to our ELLs. Therefore, it is imperative that as teachers we go above and beyond to find ways to relate to our students, both through our personal relationships with them as well as the content we are teaching. We need to help educate students as well as ourselves, so we can serve as their main advocates as they start thinking about their futures and the possibilities available to them.

School/Student Demographics

At Windsor Park Elementary, we have a total enrollment of 604 students, 59.4% of students are Hispanic and 37.1% are English Learners. Of those English Learners, 83% are Spanish Speaking. In addition to English, our students speak a total of eighteen other languages including Spanish, Vietnamese, Nepali, Karen, Tigrinya, Burmese, Bosnian, French Chin, Somali, Arabic, Amharic, Cambodian, Thai and Jarai. Our English Learners also come from more than eight different countries, including South Africa, Myanmar, Malaysia, Vietnam, Guatemala, Honduras, Mexico, El Salvador and the United States.

Due to the number of English Learners in fifth grade that have mid to high English proficiency but are struggling academically (scored 1s and 2s on their ELA EOG in 4th grade), I chose to teach this unit in a co-teaching classroom setting so I can help to amplify their instruction. It is aligned to 5th grade Social Studies and English Language Arts curriculum for integrated instruction.

Unit Goals

The goals of this curriculum unit are not just to celebrate and give value to the backgrounds of my students, but also to equip them with the tools they need to be successful beyond Elementary School. This unit will be designed for 5th grade students who range in different English proficiency levels. The focus will be for students at intermediate and advanced English proficiency levels but could be adapted for newcomers and students at novice levels. I recommend teaching this unit at the beginning of the year so that the discussions and topics brought up will help set the tone for the year. Some of the overarching themes for this unit are exposure, dispelling common perceptions, encouragement, perseverance, passions, identity, resilience, community and growth mindset.

Content Research

Poverty Simulation in Spanish

As part of the “Insights Into Latino Communities in Charlotte Today” seminar, I had the opportunity to take part in a poverty simulation in Spanish at UNCC. I sat with a small group of people that became my “family” and we began to role-play the life of a low-income family. I was the head of household and was in charge of my school-age daughter, my wife and my elderly mother-in-law. A “community” was set up around us to represent the different elements of a town, such as the school, bank, grocery store, clinic, etc. and all of the community workers only spoke Spanish. Every fifteen minutes represented an entire week so within that week, my daughter went to school, I went to work and then my wife and mother-in-law took care of the groceries and other necessities. However, so many obstacles were thrown into the midst. Even though I do speak Spanish (as my second language), I was treated as if I was less than as I was yelled at by my bosses and penalized without a glimpse of pity or understanding of my circumstances. We didn’t have enough money to pay rent, our “house” was robbed, and we were eventually evicted so we asked some “neighbors” if we could stay with them. Overall, we struggled to say the least, despite our intense efforts to survive.

Once the simulation was completed, every participant had a chance to share out in a reflection time and the emotions were heavy. I shared how throughout the entire simulation, I never once asked my daughter about school because it just was not at the top of my priority list with the list of other challenges we were facing and stressors that took up my mental capacity. It wasn't that I didn't care but that I simply forgot to ask because I was so preoccupied with the other problems we were facing. I think many teachers often assume that if a parent or family member is not actively involved at school, it is because they don't care about education or about their child. As community members, and especially as teachers, we need to be careful of making assumptions. In addition, we need to take a step back and reflect on our own privilege as possibly the reason for why we are making snap judgments about our students and their families. Rather than making judgements or assumptions, we need to get to know our students' families, try our best to understand their situation, accommodate their needs to the best of our abilities and have patience and empathy.

Many other simulation participants shared out how their role was a child/student but the school instruction was all in Spanish so even though they might have understood some aspects of the lesson, they couldn't produce the language to respond to questions and to share their ideas. This was beyond frustrating for them because it appeared as if they didn't know anything. The participants were relieved that the simulation was over after an hour, but for many of our students who struggle with a language barrier day in and day out they don't get that relief. My key takeaway that I want to share with other teachers is that just because a child may not be proficient in English doesn't mean they lack intelligence. It is our job to tap into that knowledge despite language barriers and help our students achieve greatness.

Another participant shared out, but this was actually a Spanish speaking community member who worked at the "resource center" to help families. He shared that throughout the entire simulation, only a few people stopped by his center to ask for assistance. He said he found it very interesting because so often in real life, families who are struggling don't utilize the many community resources in place because they simply don't know who to reach out to or how. With working with Latino families at my school and insights I've gained by participating in this seminar, I've learned that it is not common for Latinos to ask for help. Generally speaking, they are content with what they have and don't seek help or assistance because they don't want handouts or because they are fearful of being seen in the public eye for safety reasons.

After participating in the simulation, I researched more about how to promote this within my school and possibly CMS as a whole. Through my research, I found Missouri's Community Action Poverty Simulation website and took note of the five key elements of poverty, which are education, housing & energy, food, family & economic security and health. In regard to education, they emphasized the fact that higher education is key to eradicating poverty. Research shows direct links between higher levels of education and increased job earnings later in life. As stated on the website, "Without adequate education, young people are relegated to low-paying, unskilled service jobs that fail to provide economic security and trap them in a lifetime of poverty (1)."

The emotional effects of the poverty simulation have stayed with me and have inspired different aspects of my unit. It sparked the idea to incorporate more community resources as well

as inspired me to get to know the families of my students on a more personal level. This will allow me to better understand what they are going through and how I can help their child. The research I found motivated me to create a unit that also helps students look towards their future and introduce them to the benefits of higher education. All in all, if I have a better understanding of my students' home lives and cultures, it will make it easier to make content relatable and to reach them through texts that reflect their lives to motivate them for their future.

Community Resources

Through participation in my seminar led by Susana Cisneros, I have met and learned about many people here in Charlotte that would be great resources and motivators to have come and speak to my students.

Some community members are:

Federico Rios-works with immigration

Roberto Mendoza-catering chef

Margarita Dager-Uscocovich-Ecuadorian author

Paola Quiros-UNCC senior and president of Hispanic College Awareness Program (HCAP)

Rocio Arguijo-UNCC senior and vice president of Hispanic College Awareness Program (HCAP)

Alba Sanchez-Latin American Coalition

José Hernández-Paris- executive director of La Coalición, the Latin American Coalition

Rosalía Torres-Weiner- Mexican artist with mural on Central Avenue (More information can be found at <https://www.redcalacastudio.com/about>)

Francisco Gonzalez-Mexican artist in East Charlotte community

Manuel Betancur-Colombian owner of Manolo's Bakery and winner of Latino Entrepreneurs at Stanford University

Hally Chirinos- daughter of EL Pulgarcito Diner owners

Dalton Espaillat- Dominican owner of Three Amigos and Sabor Restaurants

Victor Rodriguez- Community Development Director at HARRIS YMCA

Jonathan Matos-Campus Pastor-South Blvd location of Forrest Church Hill

Patricia Arcia-representative from Myers Park Presbyterian Church

David Arcia- Spanish Professor at UNCC

Lucila Ruvalcaba- a Mexican cultural attaché

Kristin Davin- an assistant professor of Foreign Language Education at UNCC and researcher/advocate of the Seal of Biliteracy

Rafael Prieto- editorial director of Qué Pasa-Mi Gente newspaper of Charlotte

Tom Hanchett- Charlotte community historian

Gina Esquivel-Charlotte documentarian from Costa Rica

Irene Sandoval Arce- Assistant Director of Communications and Marketing/ ESL Coordinator at J.C. Smith University, from Costa Rica

Susan B. Harden- Associate Professor in the College of Education at UNCC, candidate for Mecklenburg County Commissioner

Latinos in Higher Education

Latinos are one of the fastest growing minority groups in the United States. Unfortunately, they are severely underrepresented in higher education and as a result, are also underrepresented in highly paid occupation systems. These statistics are evident throughout the United States and locally here in Mecklenburg County. At UNCC, Hispanic students represent far less than 10% of the student population, despite their growing numbers in the city of Charlotte. As stated in a report by UNC School of Law, the labor force participation rate is highest among Hispanics and lowest for whites. Hispanics also graduate from high school at a much lower rate than other racial groups and they hold a bachelor's or advanced degree at about half the rate of White and Asian groups. In addition, this report explained that the highest level of education that 67% of the Hispanic population held was a high school diploma which is in stark contrast to a mere 17% of Whites (2). Similar statistics are also shown in the "Breaking the Link" report that CMS published in 2018 (3). This compilation of data supports the need for my curriculum unit to prepare and propel English Language Learners to achieve at high levels.

Hispanic College Awareness Program (HCAP)

This is a student-led organization at UNCC whose goal it is to reach minority students and families and empower them to become aware and informed about college and its possibilities. Their vision is to increase more Hispanic students in the higher education system, which in turn results in a more diverse professional community. The members of this organization know first-hand what it's like to be first generation Latinos facing challenges and struggles as they try and attain higher education. In response, they have outreach programs for parents and students which include events like Noche de Padres and Tour Para la Familia. They also host UNCC tour field trips for K-12 students from Title 1 schools as well as school visits and presentations at CMS schools (4). This is an incredible resource for teachers, students and families so I am hoping to incorporate either a field trip or a presentation at our school to enhance my curriculum unit.

Growing Number of ELLs in the U.S.

The face of education is changing because the number of English Language Learners, also known as ELLs, in our schools today is increasing at a very high rate. Within CMS, our Spanish-speaking students make up the largest portion of ELLs, but the district has students from over 160 countries. Since ELLs are one of the fastest-growing populations in U.S. schools, we as educators and school leaders must take it upon ourselves to personally learn more about the cultures of our students and think differently to meet their needs. These students not only need to master grade level content like their peers, but they are simultaneously learning to master the language. As teachers we must embed both content and language instruction as well as character development and life skills into every lesson (5).

Engaging Students

In order to keep students engaged, we must make our content, lessons and texts relevant to students interests and backgrounds. If students don't find what they are learning relevant to their lives, there will be a major disconnect and we will miss many of our most at needs students. Not

only will we “miss” them, but they could easily become disinterested in school and find more connection or interest in gangs or other dangerous associations. It’s important to ask ourselves: To what extent are we responsible for students making those negative choices later in life? If we’re not providing resources and texts that mirror their lives, we are missing the mark and the achievement gap will continue to grow wider. It is our job to expose them to texts they want to read and can make a personal connection to, as well as learn about students’ lives and cultures so we know how to make content relatable (6).

Growth Mindset

In her book, “Mindset: The New Psychology of Success,” Carol S. Dweck explains how the transition to middle school is very difficult for most students. She discusses how she has seen a major difference between students with a fixed mindset and a growth mindset. The students with a fixed mindset were the ones whose grades declined, and they made excuses for their laziness. The students with a growth mindset made incredible gains, despite the overwhelming workload because of their attitude towards difficult tasks (7). For this exact reason, I want to embed this mindset within my 5th grade unit because it is their last year in Elementary School before they go off to middle school. I want to prepare them with an attitude and mindset that will not only help them transition to middle school but will propel them to achieve for the rest of their lives.

Creating a Culture of Grit

In her book, “Grit: The Power of Passion and Perseverance,” Angela Duckworth explains grit as a never give up attitude, a hang-in-there posture toward challenge, a ferocious determination, an unusually resilient and hardworking direction, and an overall combination of passion and perseverance. She explains how this attitude is what makes high achievement possible within everybody. Despite notions of intelligence and success that teachers, parents, family members pre-impose on youth, it was grit that took students to high levels of achievement in school and in life. She also discusses how creating a culture of grit is the goal when it comes to teams or classrooms. She says that each person’s grit can enhance grit in others, which in turn inspires more grit in that person and it continues as a cycle, which is why teaching grit in a group setting can be so inspiring (8).

Creating a culture of grit and growth mindset go hand in hand. Keegan states that teachers should avoid language that labels students’ skills as fixed, and they should praise risk in the classroom. She explains that we need to shift our student feedback from a fixed mindset to a growth/grit mindset. Telling students that they are “good at” or “bad at” something implies that their learning abilities are fixed or unchangeable and that they have no control over their learning. Instead, we need to offer more comments praising their hard work and determination to instill the idea that the student does have control over his or her own success. This concept is known as “active constructive responding” because it gives a positive outcome to both the deliverer and the listener. Similarly, teachers can add the word “yet” when discussing students’ skills because this sends the message that their skills can grow and improve with hard work (9). Within this unit, it is my goal to teach students about grit and to dispel any thoughts of inability or incompetence.

Instructional Implementation

Teaching Strategies

Ellevation Instructional Strategies

Many of the instructional strategies I use in my daily instruction, and plan to embed in my curriculum unit, come from the Ellevation database for English Language Learners, which every CMS content and ESL teacher has access to. Within this database, there is a bank of activities that amplify instruction for ELLs that fall under six categories of language practice: Build Background, Clarify Input, Fortify Output, Foster Interactions, Develop Academic Language, Assess Language and Learning.

This is a list of activities I will be using:

Total Physical Response (TPR)

This is a strategy that benefits all students, but I have seen it work especially well for ELLs. TPR requires movement or gestures that relate to words or phrases being taught in the classroom. It gets students up and moving and engages them during lessons. I will be using TPR to teach key vocabulary or to act out key concepts within my curriculum unit.

Inside-Outside Circles

An inside-outside circle is an activity that allows students to share their thinking and build new understandings. While one circle stays still, the other circle rotates multiple times so that students have the opportunity to share their ideas and listen to others. This is a great partnering activity to have students practice communicating their ideas before sharing with the whole class. This builds confidence with English Language Learners and increases engagement in a lesson. This will be embedded in the unit to either share questions, responses to open ended questions, or to share out writing pieces.

Double Vision Video

This is a strategy used to engage students in watching and gaining information from video clips. Often times for ELLs, grasping the entirety of a video the first time is overwhelming. This activity allows for multiple viewings and a different purpose is set for each viewing. Typically, the first viewing is just to get the gist of the clip, such as with close reading, but then the second time watching students would need to complete a graphic organizer to take notes or answer key questions.

Writing Windows & Analyzing Images

These two strategies will be used in conjunction with each other to analyze three murals by Rosalia Torres-Weiner. The Writing Windows strategy is an Ellevation Instructional Strategy that helps fortify output with student writing. It helps engage students in rich images as they

analyze and write a narrative about images. Students will use the graphic organizer that goes with this activity (See Appendix 4) as they answer a list of critical thinking questions found on the “Facing History and Ourselves” website. This “Analyzing Images” strategy guides students through a close analysis of an image. By following the steps in this procedure, “students develop awareness of historical context, develop critical thinking skills, enhance their observation and interpretive skills, and develop conceptual learning techniques (10).”

Gradual Release Model

This is a best practice model for all students, and especially English Language Learners, where teachers gradually release responsibility of the learning process to the students. My unit will include lessons that start with a teacher model and then progress to the “We Do.” Typically, the model of teaching has four phases, I do, We do, You Do Together, and You Do Alone. The “I Do” portion is where the teacher models the skill of the day and sets the expectation. The second “We Do” section includes guided instruction, which includes input from both the teacher and the students. The “You Do Together” stage or as I like to call it, “Ya’ll Do,” involves partner work or small group collaboration to continue learning the skill of the day and applying the modeled instruction. This provides an opportunity for students to work through it together before engaging in Independent Practice, which is the “You Do Alone” phase. This type of explicit, scaffolded teaching is best practice for all students and greatly helps English Language Learners.

Classroom Lessons & Activities

Lesson #1-Unit Introduction

Objective: Students will analyze a song by completing a double vision video activity and discussing with classmates. Students will self-reflect on their personal grit by taking a grit scale pre-assessment.

Activities: Teacher will introduce the song, “I Believe” by Demi Lovato & DJ Khaled as the theme song for the unit. Teacher will explain the rules for the Double Vision Video activity, so students know how to complete the graphic organizer (See Appendix 2). Teacher will play the [video](#) once without sound and students will jot down notes about what they observe (e.g. colors, feelings, themes, positive/negative message). Then, teachers will play the video a second time with sound, so students can complete the cloze sentences with the lyrics. Once students have completed both sides, they will work with a partner to complete the bottom “Main Idea/Message” section with a sentence that states what they think was the purpose/theme of the song. Teacher will then organize the students in inside/outside circles, so they can share out their observations from the video.

Closure/Exit Ticket: Students will hand in their completed graphic organizers, so teacher can look over their initial ideas and thoughts from the unit opener. As their exit ticket, students will take the grit scale pre-assessment and record their scale score on a sticky note to hand in. The grit scale can be found [here](#) and a Spanish version can be found [here](#).

Lesson #2-Intro to Unit Vocabulary & Writing Windows with Murals

Objective: Students will discover and manipulate key vocabulary words by completing a graphic organizer and using words in context. Students will also analyze murals by completing a writing windows and image analysis activity.

Key Vocabulary: Grit, adversity, gratitude, optimism, mural, persist/persistence, activism, growth mindset, resilience, perception, identity, dispel, passion

Activities: Teacher will introduce the unit key vocabulary with slides using TPR and contextualized situations with sentence frames for students to practice using the words. Then, students will copy down the key vocabulary definitions on their graphic organizer (See Appendix 3). Once the vocabulary activity is complete, teacher will guide students through the Writing Windows Activity (see Appendix 4) and key questions as they analyze Rosalia's three murals. To help students analyze the images, click [here](#) for a list of thought provoking questions and steps to help students think critically. Here are the links to Rosalia's three murals students will analyze:

[Image 1](#) is a mural located at Tacos El Nevado on Central Ave and is dedicated to all immigrants and those who welcome them in Charlotte.

[Image 2](#) is a mural that Rosalia Torres-Weiner painted for the exhibition Gateways/Portales at the Smithsonian's Anacostia Community Museum.

[Image 3](#) is a mural located outside of Manolo's Bakery on Central Avenue and is part of Rosalia's Papalote project. The purpose of this project was to help the children affected by the deportation of one of their parents deal with the emotional trauma caused by the separation.

Closure/Exit Ticket: Teacher will collect the Writing Windows graphic organizers then end with an exit ticket of asking each student to model the TPR for a selected vocabulary word.

Lesson #3- Goal Setting with WOOP Activity

Objective: Students will practice creating goals for their future by completing the WOOP activity sheet.

Activities: Teachers will begin by reviewing some of the key vocabulary with students using the TPR gestures and definitions. Next, teacher will introduce the WOOP activity (See Appendix 5) through the gradual release model by starting out with a simple model of a Wish, Outcome, Obstacle, Plan that students can easily grasp. Then teacher will proceed with the We Do, Ya'll Do, then You Do so students can brainstorm ideas for a future goal they have. Teachers should emphasize that goal setting is important but it's also necessary to think about obstacles or challenges that might arise so they can be prepared to use grit and have a growth mindset.

Closure/Exit Ticket: Students will have the opportunity to share out their goals with the class. Students will turn in their "You Do" graphic organizers as their exit ticket.

Lesson #4-Mentor Texts with WOOP Activity

Objective: Students will determine the theme of a text, including how the character responds to challenges by completing a WOOP graphic organizer with a small group.

Activities: Teacher will select a mentor text (from the list of student resources) to use and model the WOOP graphic organizer for the selected text/historical figure. Teacher will pull out overarching unit themes of perseverance, grit, obstacles, growth mindset, etc. Then, students will select a different mentor text (can be choice based from the [Newsela Text Set](#) of overcoming challenges) and work within a small group to read the text and complete the WOOP graphic organizer.

Closure/Exit Ticket: Students will present their WOOP graphic organizers to the class so all students can hear and learn from different historical figures and their goals/challenges. Teacher will collect graphic organizers.

Lesson #5-Community Member Visits/Questions

Objective: Students will create questions to gain insight by interviewing community members about their grit, growth mindset and goals they have had for their future.

Activities: Teacher will help guide students to create questions for the community members before they are invited to the class by using the “Speaker and Discussion Graphic Organizer.” (See Appendix 6) Teachers will ensure each student has at least one question to ask. Students will document questions and answers on the graphic organizer. Students will take notes from the speaker so that once the visitor leaves, the class can continue to discuss some key points that students jotted down. (See community member list above for ideas on who to invite to class.)

Closure/Exit Ticket: Students be informally assessed throughout the speaker’s presentation and class discussion after. Students will turn in their graphic organizers so teacher can informally assess their contributions and completion of the activity.

Lesson #6-Mural Project (This lesson will continue for multiple days as students complete their murals)

Objective: Students will create a mural project that integrates their goals for the future, how they view their identity, as well as self-selected topics they choose to include.

Activities: Teacher will explain that now that the class has had time to read texts to learn about how historical figures as well as community members have shown grit despite obstacles, it is time to choose a topic and start the mural project! Teacher will break students into small groups. Each group will brainstorm and identify three to five messages or topics they would like to communicate through a mural. Then ask each group to reduce its list to one to share with the class. Tell group members to work collaboratively to write a persuasive letter to explain why the topic is important, what message they hope to send, and why art is an effective way to communicate the message. Have them draft their letters, and revise and edit them. Ask one

student from each group to share the letter. Then take a blind vote on one message the class will focus on together. (Note: Students may work better on two separate murals, focusing on two different messages. If so, divide students into two groups based on interest.)

Closure/Exit Ticket: Students will hand in their letters and write a reflection statement/paragraph about what they are most excited about for the mural project and the topic they chose.

Lesson #7-Final Presentation/Grit Scale Post-Assessment

Objective: Students will present their final murals to the class and complete their grit scale post-assessment to show their growth in understanding and learning throughout the unit.

Activities: Students will present their murals as teachers assess using the rubric (see Appendix 7). Once all groups have shared, students will take their grit scale post-assessment.

Closure/Exit Ticket: To reflect, students will complete a statement/paragraph reflecting on their change of score scale (if applicable) and why they think their score has changed. Teachers will post their murals in the hallway or in a specified space around the school/community.

Assessments

Students will be assessed both formally and informally throughout this unit. Informal assessments will be done with the graphic organizers that the students complete as well as class participation. As their final project, students will be assessed on their mural using the rubric found in Appendix 7.

Angela Duckworth's "Grit Scale" will also be used as a pre-assessment and post-assessment. It will measure student's perceptions of themselves in relation to grit at the beginning of the unit. Then, at the end of the unit, they will take it again to see if their grit scale score has increased at all as a result of their learning within the unit.

Appendix 1: Teaching Standards

English Language Learners are held to the same standards as other students in the school to an extent. We follow the same Common Core standards but adapt them to what our students 'Can Do' based on their most recent WIDA scores, whether that was the previous year's ACCESS test or W-APT test. The [WIDA Can Do Descriptors](#) highlight examples of what students can do at each English proficiency level. It is a grade specific resource designed to guide teachers in planning for meaningful activities with ELLs.

This curriculum unit will address the Common Core standards listed below, but they will be adapted to the level of what each individual student 'Can Do' based on their most recent WIDA scores.

CCSS.ELA-LITERACY.W.5.1-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.SL.5.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.2-Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.5.5-Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-LITERACY.RI.5.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-LITERACY.RI.5.9-Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.RL.5.2-Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.7-Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

Appendix 2: Double Vision Video Graphic Organizer (front and back)

Name: _____

Date: _____

Double Vision Video

Silent Viewing

What do you observe? (Think about the colors, feelings, themes, positive/negative messages that you see as you watch the video.)

Sound Viewing (Cloze Activity with “I Believe” Lyrics)

Some people stand, some people move
Tough times don't last, but tough people do
As long as you've got hope, you'll find your way
There's power in the thoughts that you think, there's _____ in the words you say

Like I can, I can, I will, I will
I am, I am, no fear, no _____

Today, I saw a rainbow in the rain
It told me I can do anything
If I believe, I believe, I believe in me
I believe, I believe, I believe in me
Ooh, yeah
Ooh

I got the light, _____ of me
And I've got no choice, but to let it breathe
As long as there is love, I can make it anywhere I go
If I follow my dreams, I'll end up building a yellow brick road
Like I can, I can, I will, I will
Yeah, I am, I am, no fear, no fear

Today, I saw a rainbow in the rain
It told me I can do anything
If I believe, I believe, I _____ in me
I believe, I believe, I believe in me

I'm living my best life
I am a flower that's blooming, like _____ in spring
Living my best life
I am wearing a crown that's only fit for a queen
I'm glorious, victorious
A warrior
Let's ride

Today, today, I saw a rainbow in the rain, in the rain
It told me I can do _____
If I believe, I believe, I believe in me (I believe)
I believe, I believe, I believe in me (I believe)

When times got hard, I went _____ (oh, yeah)
The best thing I ever did was believe in me
I believe

Today, I saw a rainbow in the rain, in the rain
It told me I can do anything
If I believe, I believe, I believe in me
I believe, I believe, I believe in me

To _____, you must believe
We the best music
I believe
Another one
A Wrinkle In Time

The Message:

What do you think was the main idea of this song? What is the theme?

I think the main idea of this song is.....

I think the theme is..

(Click [here](#) for an editable copy. The answer key to the lyrics is included.)

Appendix 3: Key Vocabulary Graphic Organizer

Name: _____
 Unit Vocabulary

#: _____

Date: _____

Vocabulary Word	Definition	Quick Pic
grit		
adversity		
gratitude		
optimism		
mural		
persist/ persistence		
activism		
Growth mindset		
resilience		
perception		
identity		
dispel		
passion		

(Click [here](#) for an editable copy with definitions included)

Appendix 4: Writing Windows Graphic Organizer

Name: _____

Date: _____

Writing Windows

Topic:			
Focus:	Image #1	Image #2	Image #3
What do you see? (e.g. shapes, colors, textures, the position of people and/or objects, etc.)			
What questions do you have about this picture that you would need to have answered before you can begin to interpret it?			
What do you think the artist is trying to say (what does the piece mean), and who do you think is the intended audience?			

(Click [here](#) for an editable copy)

Appendix 5: WOOP Graphic Organizer

Name: _____

Date: _____

WOOP Graphic Organizer

W	<p>WISH</p> <p>What is an important wish that you want to accomplish? Your wish could be challenging but realistic.</p>	<p>My wish:</p> <hr/> <hr/> <hr/>
O	<p>OUTCOME</p> <p>What will be the best result from accomplishing your wish? How will you feel?</p> <p>Pause and really imagine the outcome.</p>	<p>Best outcome:</p> <hr/> <hr/> <hr/>
O	<p>OBSTACLE</p> <p>What is the main obstacle inside you that might prevent you from accomplishing your wish?</p> <p>Pause and really image the obstacle.</p>	<p>My obstacle:</p> <hr/> <hr/> <hr/>
P	<p>PLAN</p> <p>What's an effective action to tackle the obstacle?</p> <p>Make a when-then plan.</p>	<p>When:</p> <hr/> <p>Then I will: (my action)</p> <hr/> <hr/>

(Click [here](#) for an editable copy)

Appendix 6: Speaker and Discussion Graphic Organizer

Name: _____

Date: _____

Speaker and Discussion Preparation

<p><u>Questions I Have:</u></p> <p>Q#1:</p> <p>A#1:</p> <p>Q#2:</p> <p>A#2:</p>	<p><u>3 Facts I Learned:</u></p> <ul style="list-style-type: none">•••
<p>Q#3:</p> <p>A#3:</p>	<p><u>Interesting Points I'd Like to Discuss:</u></p> <ul style="list-style-type: none">•••

(Click [here](#) for editable copy)

Appendix 7: Mural Rubric

CATEGORY	4 points	3 points	2 points	1 point	Score
Planning/ Organization	Student can describe the intent and plan of complete mural and how his/her part will contribute to the whole. Works with team to come up with general plan of what will be done before beginning.	Student has carefully planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Gets team input on plan for his/her contribution before beginning.	Student has planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Does not ask for much group input when making plan.	Leaps into action without any evidence of planning or focus.	
Thematic Accuracy	The student's portion of the mural fits the theme of the assignment and all of the team's items are accurately placed on the background.	The student's portion of the mural fits the theme of the assignment and most of the team's items are accurately placed on the background.	The student's portion of the mural fits the theme of the assignment.	The student's portion of the mural does not fit the theme of the assignment.	
Collaboration and Teamwork	The group worked well together with all members contributing significant amounts of quality work. All group members participated in discussion and actively listened to others.	The group generally worked well together with all members contributing some quality work. All group members participated in discussion and actively listened to others.	The group worked fairly well together with all members contributing some work. Most group members participated in discussion and actively listened to others.	The mural appeared to be the work of only 1-2 students in the group AND/OR there was little discussion, working together or active listening.	
Craftsmanship	The team's portion of the mural has been crafted with great care. The lines are sharp, colors clear, cutting crisp, and text aligned. No smudges, drips, tears or erasures are seen.	The team's portion of the mural has been crafted with some care. Most lines are sharp, colors clear, cutting crisp, and text aligned. Smudges, drips, tears or erasures are few and do not detract.	The team's portion of the mural has been completed, but it appears a little messy. Smudges, drips, tears or erasures detract from the overall appearance.	The team's portion of the mural looks quickly thrown together. The mural seems quite messy.	
TOTAL SCORE:					

Resources for Students

Lupica, Mike. *Heat*. New York, NY: Penguin Young Readers Group, 2006.

This is a young adult novel that would be very engaging to use as a mentor text to model the WOOP activity and to teach the themes of this unit and to embed the unit key vocabulary. It could also be used as a choice text for students to select.

Orens, Shayna. "[Newsela](#) | Teen's Campaign to Promote Black Female Book Characters Goes Global." Newsela. September 19, 2018.

This resource would be a great supplement to the unit to get students motivated to engage in activism and take action for something they might be passionate about.

"Overcoming Obstacles." Newsela. <https://newsela.com/text-sets/5585>.

This is a compilation of texts that illustrate how many people have shown grit. These articles can be shared with students and they can have a choice of which article they would like to use for the WOOP activity. This is a great resource to help students develop empathy and inspire grit.

Reichard, Raquel. "10 Latinas Making Their Mark in the STEM World." Remezcla.

<http://remezcla.com/lists/culture/latinas-stem-science-technology-engineering-mathematics/>.

This is a great resource to share with students to promote STEM careers and to show students different opportunities that are available to them, from perspectives similar to theirs. This resources can be made available for students as a choice for the WOOP activity.

Ryan, Pam Muñoz., and Peter Sís. *The Dreamer*. New York: Scholastic Press, 2012.

This book seamlessly ties into this unit so it would be great as a read aloud/mentor text to model the WOOP activity or as an additional resource for students to read and explore Pablo Neruda's life.

Stine, Megan. *Who Is Sonia Sotomayor?* New York, NY: Penguin Random House LLC, 2017.

This is great book to use as a mentor text to model the WOOP activity and to teach themes of perseverance, resilience and grit. It could also be used as a choice text for students to select.

Tonatiuh, Duncan. *Separate Is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation*. New York: Abrams Book for Young Readers, 2014.

This is great book to use as a mentor text to model the WOOP activity and to teach themes of perseverance, resilience and grit. It could also be used as a choice text for students to select.

Resources for Teachers

Breaking The Link. Report. Charlotte-Mecklenburg Schools. 2018.

This is a report that analyzes 2016-2017 data from Charlotte-Mecklenburg Schools showing the link between demographics and outcomes in district schools. It illustrates the inequality among schools, resources, etc. that support and provide reasoning for this unit and why we need to propel and engage our underrepresented groups of students now more than ever.

Duckworth, Angela. *Grit: The Power of Passion and Perseverance*. New York, NY: Scribner, 2016.

This is a fantastic book that is highly recommended to read before teaching this unit. It provides a basis for one of the key concepts in this unit, which is grit. It provides examples for how to teach grit as well as the reasoning and research behind why it is so crucial for students to learn at an early age.

Duckworth, Angela. "Grit: The power of passion and perseverance". Filmed 2013. [TED video](#), 6:12.

This video provides a more succinct overview of her book. It is useful because she explains her theory of "grit" as a predictor of success, which is foundational to the implementation of this unit.

Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Ballantine, 2016.

In this fascinating book, Dweck shows how success in school, work, sports, the arts, and almost every area of human endeavor can be dramatically influenced by how we think about our talents and abilities. She contrasts a growth mindset with a fixed mindset. This is useful to get a better understanding of what growth mindset is and how best to teach it to students.

Talks, TEDx. "The Undocumented Student | Federico Rios | TEDxCharlotteED." YouTube. May 06, 2012. https://www.youtube.com/watch?v=UDN_RBdTiV0.

This video is highly motivating and critical to watch. In his talk, Rios describes the importance of providing the support needed for ALL of our children to reach their potential, particularly our undocumented students.

Marianne. "How to Teach Kids About the Power of a Growth Mindset." Homeschooling with Dyslexia. February 06, 2018. <https://homeschoolingwithdyslexia.com/how-to-teach-kids-about-the-power-of-a-growth-mindset/>.

This article has some great phrases to provide feedback to students that praises the process of hard work and effort rather than praising the results or ability, which helps cultivate a growth mindset.

"Home (WIDA)." Ellevation Education. <https://ellevationeducation.com/home/wida>.

This is a database that every CMS classroom teacher has access to through Clever. This is a great resource to use that provides language data about your English Language Learners as well as Instructional Strategies to use to help merge content and language together as well as scaffold instruction for ELs during a lesson.

Notes

¹ Voyles, Kerri. "Missouri Poverty Facts." Missouri Community Action Network. 2017.
<http://www.communityaction.org/missouri-poverty-facts/>.

² Nichol, Gene R., and Heather Hunt. *Economic Hardship, Racialized Concentrated Poverty, and the Challenges of Low-Wage Work: Charlotte, NC*. Report. UNC School of Law. 2016.
https://www.law.unc.edu/documents/poverty/publications/charlottepovertyreport_final.pdf.

³ *Breaking The Link*. Report. Charlotte-Mecklenburg Schools. 2018.

⁴ "Who We Are." Hispanic College Awareness Program.
<https://hcapuncwixsite.com/oursite/conocenos-about>.

⁵ Helms, Ann Doss. "CMS Has More English Learners than Other NC Districts. Here's Why That Matters." *Charlotte Observer*. December 4, 2017. Accessed September 20, 2018.
<https://www.charlotteobserver.com/news/local/education/article187915239.html>.

⁶ Ferlazzo, Larry. "Student Engagement: Key to Personalized Learning." *Educational Leadership* 74, no. 6 (March 2017): 28-33. Accessed September 7, 2018.
<http://www.ascd.org/publications/educational-leadership/mar17/vol74/num06/Student-Engagement@-Key-to-Personalized-Learning.aspx>.

⁷ Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Ballantine, 2016.

⁸ Duckworth, Angela. *Grit: The Power of Passion and Perseverance*. New York, NY: Scribner, 2016.

⁹ Keegan, Kelly, *Identifying and Building Grit in Language Learner*, 6.

¹⁰ "Analyzing Images." *Facing History and Ourselves*.

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"Grit Scale." Angela Duckworth. <https://angeladuckworth.com/grit-scale/>.

Hanson, Sandra L. "STEM Degrees and Occupations among Latinos: An Examination of Race/Ethnic and Gender Variation." *Race, Gender & Class* 20, no. 1/2 (2013): 214-31. <http://www.jstor.org.librarylink.uncc.edu/stable/43496915>.

Helms, Ann Doss. "CMS Has More English Learners than Other NC Districts. Here's Why That Matters." *Charlotteobserver*. December 4, 2017. Accessed September 20, 2018. <https://www.charlotteobserver.com/news/local/education/article187915239.html>.

"Home (WIDA)." Ellevation Education. <https://ellevationeducation.com/home/wida>.

"Immigrants in North Carolina." *American Immigration Council*, October 6, 2017. <https://www.americanimmigrationcouncil.org/research/immigrants-north-carolina>.

Keegan, Kelly. "Identifying and Building Grit in Language Learners." *English Teaching Forum* 55:2-9. <https://files.eric.ed.gov/fulltext/EJ1156469.pdf>.

Khaled, DJ. "DJ Khaled - I Believe (from Disney's A WRINKLE IN TIME) Ft. Demi Lovato." YouTube. March 07, 2018. <https://www.youtube.com/watch?v=SphTGtDlhHw>.

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