**LA2 AoW #1—The Learning Myth: Why I'll Never Tell My Son He's Smart**

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| Directions:𑂂 Read the article and make comments (annotate). You can highlight, circle or underline questions, key facts, vocabulary, etc…𑂂 Write a One Sentence Claim about one idea in the article𑂂 Fill in the Chart to show your ideas about data/evidence, reasoning and counter-argument. |

**How Will This Be Graded?**

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| **Reading** | **Writing** |
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| **4-5** Strong effort. Mature thinking is obvious. The student makes several margin notes, showing thoughtful interaction with the text. The student circles and defines unknown or challenging words. Margin notes show that the reader is asking questions, identifying main ideas, and connecting to the focus question. Reading for Meaning statements are supported or refuted with relevant evidence. | **3** Adequate effort.  The student interacts with the text, but may struggle to dig deep. The student may circle and define unknown or challenging words.  Margin notes show that the reader is using some reading strategies to improve comprehension. Reading for Meaning statements are attempted. | **2** Some effort.  Interaction with the text is basic.  Margin notes are there but do not demonstrate that the reader is thinking deeply about the text. Reading for Meaning statements are not all completed.**0-1** Little to no effort displayed.  Margin notes may not even be there. Reading for Meaning statements are not attempted.   |

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| **5** Outstanding effort.  The student obviously proofed this assignment, focusing on neatness and accuracy.  Exceeds all requirements. | **4**Good effort.  The product is neat and legible.  Meets all requirements.**3**Adequate effort.  The product is legible.  Meets most requirements. | **2**Weak effort.  The student only completed some of the task.  **0-1**  The student completed little to none of the task.      |

**Total AoW Grade:****\_\_\_\_\_\_/10** |

**The Learning Myth: Why I'll Never Tell My Son He's Smart**

Written by: [Salman Khan](http://www.huffingtonpost.com/salman-khan/) Posted 08/19/2014

**YouTube Video #YouCanLearnAnything:**https://www.youtube.com/watch?v=JC82Il2cjqA

My 5-year-­old son has just started reading. Every night, we lay on his bed and he reads a short book to me. Inevitably, he'll hit a word that he has trouble with: last night the word was "gratefully." He eventually got it after a fairly painful minute. He then said, "Dad, aren't you glad how I struggled with that word? I think I could feel my brain growing." I smiled: my son was now verbalizing the tell­-tale signs of a 'growth­ mindset.' But this wasn't by accident. Recently, I put into practice research I had been reading about for the past few years, and I decided to praise my son not when he succeeded at things he was already good at, but when he persevered with things that he found difficult. I stressed to him that by struggling, your brain grows. Between the deep body of research on the field of learning mindsets and this personal experience with my son, I am more convinced than ever that mindsets toward learning could matter more than anything else we teach.

Researchers have known for some time that the brain is like a muscle; that the more you use it the more it grows. They've found that neural connections form and deepen most when we make mistakes doing difficult tasks rather than repeatedly having success with easy ones. What this means is that our intelligence is not fixed: and the best way that we can grow our intelligence is to embrace tasks where we might struggle and fail.

However, not everyone realizes this. Dr. Carol Dweck of Stanford University has been studying people's mindsets towards learning for decades. She has found that most people adhere to one of two mindsets: fixed or growth. Fixed mindsets mistakenly believe that people are either smart or not; that intelligence is fixed by genes. People with growth mindsets correctly believe that capability and intelligence can be grown through effort, struggle and failure. Dweck found that those with a fixed mindset tended to focus their effort on tasks where they had a high likelihood of success and avoided tasks where they may have had to struggle, which limited their learning. People with a growth mindset, however, embraced challenges, and understood that tenacity and effort could change their learning outcomes. As you can imagine, this correlated with the latter group more actively pushing themselves and growing intellectually.

The good news is that mindsets can be taught; they're malleable. What's really fascinating is that Dweck and others have developed techniques that they call 'growth mindset interventions' which have shown that even small changes in communication or seemingly innocuous comments can have fairly long­-lasting implications for a person's mindset. For instance, praising someone's process ("I really like how you struggled with that problem") versus praising an innate trait or talent ("You're so clever!") is one way to reinforce a growth ­mindset with someone. Process­ praise acknowledges the effort; talent­ praise reinforces the notion that one only succeeds (or doesn't) based on a fixed trait. And we've seen this on Khan Academy as well: students are spending more time learning on Khan Academy after being exposed to messages which praise their tenacity and grit and that underscore that the brain is like a muscle.

I really want to start a national conversation that examines how we as a society can help people develop a growth mindset. In fact, the Internet is a dream for someone with a growth mindset. Between Khan Academy, MOOCs and others, there is unprecedented access to endless content to help you grow your mind. However, society isn't going to fully take advantage of this without growth mindsets being more prevalent. So what if we actively tried to change that? What if we began using whatever means are at our disposal to start performing growth mindset interventions on everyone we cared about? This is much bigger than Khan Academy or algebra it applies to how you communicate with your children, how you manage your team at work, how you learn a new language or instrument. If society as a whole begins to embrace the struggle of learning, there is no end to what that could mean for global human potential.

And now here's a surprise for you. By reading this article itself, you've just undergone the first half of a growth­-mindset intervention. The research shows that just being exposed to the research itself ­­for example knowing that brain grows most by getting questions wrong, not right­­ can begin to change a person's mindset. The second half of the intervention is for you to communicate the research with others. We've made a video (above) that celebrates the struggle of learning that will help you do this. After all, when my son, or for that matter, anyone else asks me about learning, I only want them to know one thing. As long as they embrace struggle and mistakes, they can learn anything.

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| Claim: One sentence with **three** things you will prove about the article: |

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| Evidence/Data from the article: | Reasoning: | Counter-argument (what the other side believes about the claim): |