

Outlier of the Year

1. Question & Research Task

Malcolm Gladwell sees success as a cultural phenomenon based on an accumulation of factors including luck, effort, and background. In *Outliers*, he supports his thesis using a variety of anecdotes, theories, and studies.

To evaluate Gladwell's claims, you will need to consider divergent perspectives on what leads to success. You will then use these to determine what made a famous "outlier" successful.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

What are the most significant factors that lead to success?

SLIDE NAVIGATION

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2

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4

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6

Next



Select the image above to view Malcolm Gladwell's 2004 TED talk.

Image Source: www.ted.com

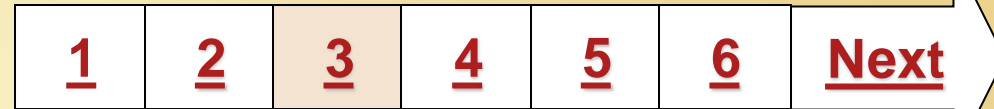
2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

***NOTE: If you are prompted to log in to access a database or digital content links, your teacher/librarian can provide login information.**

10,000 Hours of Practice	“Matthew Effect”	Genius	Legacy and Culture
<u>The '10,000-hour rule' about becoming an expert is wrong — here's why</u>	<u>The Matthew effect in empirical data</u>	<u>Are People With High IQs More Successful?</u>	<u>In Rebuttal to Malcolm Gladwell</u>
<u>Alexandria Ocasio-Cortez, Richard Branson, And The Success Formula For Young Leaders</u>	<u>Matthew: effect or fable?</u>	<u>Forget your IQ: What's Your E.I.?</u>	<u>Is Southern violence due to a culture of honor?</u>
<u>The 10,000 Hour Rule Is Wrong: How to Really Master a Skill</u>	<u>Entrepreneurs Are Born, but Can They Be Taught?</u>	<u>The Predictive Value of IQ</u>	<u>Skeptic's Take on the Origins of Success</u>

3. Student Activity



STEP 1

Using this [graphic organizer](#), briefly summarize Gladwell’s claims on each topic. Then, using the sources on [slide 2](#), take notes on challenges to Gladwell’s claims.

STEP 2

Review the notes on your organizer and highlight the claims you found MOST convincing.

STEP 3

Review and select a success story from the list of people below, one assigned by your teacher, or one of your own choosing from one of these lists:

- [Biography Online](#) or [Business Insider](#)
- [Richard Branson](#)
- [Walt Disney](#)
- [Stephen King](#)
- [Oprah Winfrey](#)
- [Usain Bolt](#)
- [Kevin Liles](#)
- [Serena Williams](#)
- [Nelson Mandela](#)
- [Alexandria Ocasio-Cortez](#)
- [Arianna Grande](#)
- [Shonda Rhimes](#)
- [Kevin Plank](#)
- [Hamdi Ulukaya](#)
- [Lin-Manuel Miranda](#)

Outliers

Defining Success

PART 1: *Evaluate* Using your copy of *Outliers* and the notes from Slide 2, complete the graphic organizer below.

Gladwell's Claim: 10000 Hours	Challenges to Gladwell (include source and notes)

Gladwell's Claim: Matthew Effect	Challenges to Gladwell (include source and notes)

Gladwell's Claim: Genius	Challenges to Gladwell (include source and notes)

Gladwell's Claim: Legacy and Culture	Challenges to Gladwell (include source and notes)

PART 2: *Analysis* Review your notes above, and highlight or underline the qualities that you think lead to success.

PART 3: *Selecting a topic* Using the resources on Slide 3, select an exceptionally successful person that exhibits some of the qualities listed above.

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4. Assessment Activity

What are the most significant factors that lead to success?

You are a member of the nominating committee for the Global Success Committee's *Outlier of the Year Award* which names an individual who has achieved tremendous and often unexpected success. Your job will be to either support or refute Gladwell's arguments to justify your selected candidate by completing this [award nomination template](#). Your nomination application will be assessed using this [rubric](#).

Your teacher may also choose to have you “sell” your argument to the class via an “elevator pitch.”

OUTLIER, *noun*.

out • li • er

1 : something that is situated away from or classed differently from a main or related body

2 : a statistical observation that is markedly different in value from the others of the sample

5. Enrichment Activities



Image Credit: Tony Fischer Source: Elikt.com

Each year, *Time Magazine* selects a Person of the Year to profile. *Time's* Person of the Year has included a wide-range of people and groups, some of which possess qualities that are in stark contrast to those described by Gladwell.

Take a few minutes to look at *Time's* selected candidates throughout history. You may also choose to look at the full text-based list. As you do so, consider the qualities possessed by these candidates.

Then, complete the following

1. Compose a list of the criteria you think *Time* uses to select their candidates.
2. In a brief paragraph, respond to the following prompt:

***Time Magazine* should/should not revise its selection criteria because...**

6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RI.12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

AASL Standards Framework for Learners

Think: Learners develop and satisfy personal curiosity by:

5.A.3 Reflecting and questioning assumptions and possible misconceptions.

Create: Learners adjust their awareness of the global learning community by:

2.B.2 Evaluating a variety of perspectives during learning activities.

Share: Learners engage with the learning community by:

5.C.1 Expressing curiosity about a topic of personal interest or curricular relevance.

Grow: Learners participate in an ongoing inquiry-based process by:

1.D.2 Engaging in sustained inquiry.

Grade 12 ELA: Unit 1 Success

Objective: Students will be able to research and analyze opposing viewpoints on Gladwell's proposed secrets to success.

Time Frame: one 90-minute class period

Differentiation strategies for this lesson:

- Direct students to use learning tools included in our BCPS-licensed databases in the [Apps Portal](#), such as: audio read-aloud, labeled reading levels/Lexiles, translation.
- Refer to [Digital ContentSnapshot/Support pages](#) on BCPS Innovation Hub if needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.