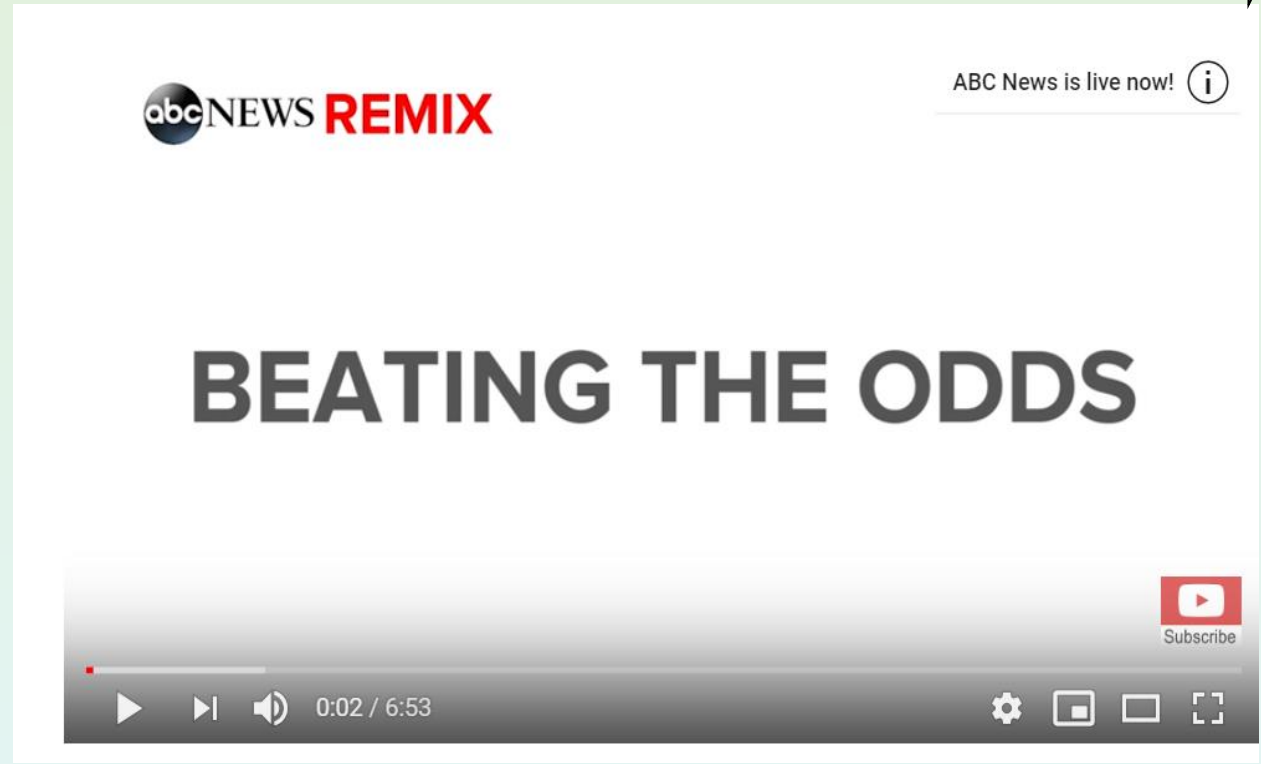


Overcoming Obstacles

1. Question & Research Task

- Have you ever participated in an obstacle course? How do you feel during and after you complete it? [These water obstacle courses](#) are full of challenges!
- Life is also full of obstacles and challenges that we overcome. What obstacles have **you** faced in your life? How did you overcome them and find success?
- People of all ages and backgrounds have had success “beating the odds.” Watch the video to learn about more.



Click on the image above to access the video *Beating the Odds*
Image Source: YouTube

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

How have people overcome obstacles to find success?

2. Information Sources

Browse the choices of people below. View at least 3 different people before choosing 1 person to complete the Student Activity on Slide 3.

<p>Ellen Degeneres <u>World Book</u> <u>Host with the Most</u> <u>Ellen In Control</u> <u>Ellen Steps Out</u></p>	<p>John Green <u>World Book</u> <u>Rocky Childhood</u> <u>Green's Anxiety</u> <u>Impacts of OCD</u></p>	<p>Misty Copeland <u>World Book</u> <u>Misty Off Stage</u> <u>Shattered Barriers</u> <u>Overcoming Adversity</u></p>	<p>Winnie Harlow <u>Winnie Profile</u> <u>Winnie Is An Inspiration</u> <u>Inspiring Models</u> <u>Photo Shoot</u></p>
<p>Bethany Hamilton <u>World Book</u> <u>Overcoming Her Injury</u> <u>Inspiration</u> <u>Bethany Interview</u></p>	<p>Giannis Antetokounmpo <u>World Book</u> <u>Rise to Success</u> <u>Purest NBA Story</u> <u>Giannis Interview</u></p>	<p>Tiffany Haddish <u>About Tiffany</u> <u>Growing Up in Foster</u> <u>Care</u> <u>Tiffany Takes Flight</u></p>	<p>Michael Phelps <u>World Book</u> <u>Overcoming Issues</u> <u>Life Outside the Pool</u> <u>Adversity Article</u></p>
<p>Isaiah Bird <u>Inspiring Wrestler</u> <u>Nike Commercial</u> <u>UFC Champion</u> <u>Making An Impact</u></p>	<p>Jamarion Styles <u>Armless Basketball Player</u> <u>New Prosthetic Arms</u> <u>News Article</u> <u>Jamarion Interview</u></p>	<p>Sady Paulson <u>About Sady</u> <u>Working for Apple</u> <u>Sady Paulson - TED</u> <u>Talk</u></p>	<p>Darius Simmons <u>Performing at Carnegie Hall</u> <u>A Special Teen</u> <u>Performs in Carnegie Hall</u> <u>Scholastic Article</u></p>

3. Student Activity

Use the information sources on Slide 2 to complete this notetaking organizer.

SLIDE NAVIGATION

1

2

3

4

5

6

Next

What was the major challenge this person overcame?

How did they overcome this obstacle?

Who played a role in helping them overcome this obstacle?

What negative outcomes came from this challenge they faced?

What success did they have after overcoming their obstacle?

How has their success impacted their lives?



Homeless Experts Living Life's Obstacles (HELLO) helps homeless teens find housing and jobs in Chicago. It is made up of current and former homeless youth. Image Source: SIRS Discoverer

[How Successful People Overcome Obstacles](#)

4. Assessment Activity

How have people overcome obstacles to find success?

- Once you have completed your research, you will create a Trading Card using the information you have learned about a person who overcame obstacles.
- Select the Trading Card template on the right to begin.
- Use the [success criteria](#) to complete the trading card.

You will share your Trading Cards with your peers so others can learn about the person you studied.



This is the Trading Card Layout for the first page.

5. Enrichment Activities

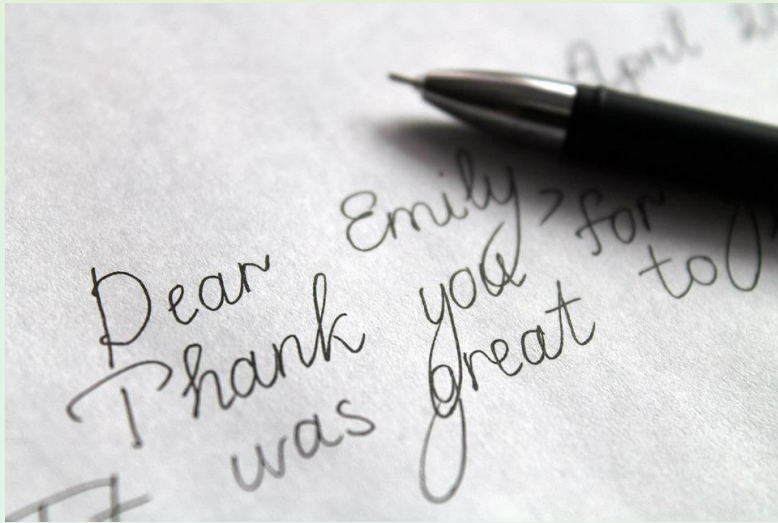


Image Source: Pixabay

- Choose at least 1 of the following options:
- Write a **letter** to this person telling them how they have inspired you.
- Write a **Blog Post** in a Google Doc from the person's perspective about the major challenge they went through. Include an image to illustrate.
- Create a **map** of a new Obstacle Course. This is a course of your **own journey** so far! Once you complete the map, add important events that have been challenges and successes for you throughout your life. You can do this on poster or paper.
- Create an **infographic** using Google Slides that includes character traits and words that describe this person and their obstacles.



Military families are participating in the 2nd Annual Ninja Warrior Obstacle Course.

Image Source: Minot Air Force Base

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-LITERACY.W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

[AASL Standards Framework for Learners](#) - Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

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

I.D.2 Engaging in sustained inquiry.

SLIDE NAVIGATION

1	2	3	4	5	6
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Grade 6 ELA: Unit 4

Objective: Students will analyze information from multiple sources in order to conduct a short research project to answer a question

Time Frame: Two-Three 45 - minute class periods

Differentiation strategies for this lesson:

- Access BCPS Digital Content from the [Apps Portal](#). Refer to [Digital Content Snapshots & Support resources](#) for guidance as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)

Last updated: July 2023 Use this form to [Report Broken Links](#).

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