

Leadership: Who Stood Up for Change in their Communities and How Can You Help, Too?

Topic: Local Leaders/Call to Action

Grade Level: 4th Grade

Objectives:

- Define *leader* and *leadership*
- Identify qualities that we seek in leaders
- Identify examples of people that students believe are leaders (national leaders or local leaders)
- Speculate how students themselves can be leaders or embody the characteristics of good leadership
- Identify individual rights (e.g., freedom of speech, religion, & public education.) identified contained under Article 1 of Indiana's Constitution
- Identify entrepreneurs who have benefited Indiana & local communities economically
- Identify/describe important events/movements that changed 20th century Indiana life

Key Terms:

Leadership - "the position or function of a leader, a person who guides or directs a group" (Dictionary.com)

Leader - "a guiding or directing head, as of an army, movement, or political group (Dictionary.com)"

Citizen - "a person who legally belongs to a country and has the rights and protection of that country" (Merriam-Webster)

Democracy - "an organization or situation in which everyone is treated equally and has equal rights" (Merriam-Webster)

Activities:

1. Learning Objectives:

- Define *leader* and *leadership*, identify leaders and leadership qualities
- Speculate how students themselves can be leaders or embody the characteristics of good leadership

Activity: Have students interview someone who they feel embodies leadership qualities. Questions for the interview can include:

- Basic details - name, job or position, etc.
- How did you first become involved in your leadership position?
- What do you think leadership is?
- What traits do you think a leader should possess?
- What traits do you have that you feel make you a leader?
- What advice would you give to someone who wants to be a leader in his or her own community?
- What steps should someone take to become a leader in his or her own community?

Have students present their findings to the class. The leaders who were interviewed can also be present for presentation. As students are presenting, develop a running list of traits that are mentioned more than once in the presentations. Discuss the similarities and differences they found between the people they interviewed.

Discussion questions can include:

- What have our “leaders” said that’s similar? What did they say that was different?
- Why do you think these common traits are important? What can they help us do?
- If you had to pick three of the traits, which ones would you pick? Why?
- What traits do you possess that are similar to our leaders?
- Why do you think we consider these people “leaders” in our lives? What kind of impact do they have on us?
- How does what the leaders we interviewed say compare with what you thought about leaders before the interview?
- How do the leaders we interviewed compare to the ones displayed on the bus Freedom Bus?
- How can you be a leader in your community?

Assessment: Students will define *leader and leadership*. Students will identify and describe at least four traits of leadership and draw comparisons and differences between what others believe that leadership consists of. Students identify three ways that they can be a leader or embody leadership qualities within themselves.

2. *Learning objectives:*

- Identify national or local leaders.
- Identify and discuss what students can do to find the leader in themselves.

- Discuss what students can do as a leader to make changes for the better in his/her community.

Activity: Have students pick a local or national leader that they are inspired by. Then have them create their own leadership profile describing what they have done in their life in the past, and what they will do in the future that may be like their local or national leader that they have chosen. Have each student describe an action that they will do in the future at certain ages. For example, at 18 they may vote to make change. At 40, they may run for a position in the government or start to educate their children on being a leader. They could also join a non-profit in their community.

Assessment: Students will describe two things that they have done in the past as a leader. They also should brainstorm leadership activities that they can participate in, in the future.

3. *Learning objectives:*

- Students will learn how the voting process works through a mock election.
- They will learn how to contribute to the healthy functioning of a democracy.

Activity:

- Set up a “poll box” in a private corner of the classroom before class starts.
- Have students discuss the most important aspects of a leader. Ask students what they would change about their school and why. Have students make lists of the most important aspects of leaders. Discuss with the students how voting is an easy way to promote change and share their opinions.
- After the discussion, the three volunteers will create a list of 3-5 policies that they want to change at their school and why. They will also create a list of 3-5 policies that they want to keep the same or like and why.
- The volunteers will present their ideas to the class.
- The class will then go one-by-one go to the poll box and vote for their favorite candidate.
- Share the elected candidate with the class and the runner up.

Assessment: Have each student write a brief journal essay about his or her voting experience. Why did they vote for a particular candidate? How did it feel to share their opinions? How will they encourage others to vote? Is it important to keep themselves informed about important issues? How will they keep themselves informed about important issues?

Materials:

Leadership activity: pencil, worksheet, butcher block paper, marker

Mock election: Ballots, Poll box

Additional Resources:

- United States Department of the Air Force. (n.d.). *Leadership traits*. Retrieved October 31st, 2014 from <http://www.au.af.mil/au/awc/awcgate/sba/traits.htm>
- Thompson, T.W. (2013). *Leadership: It's Child's Play, A Ten Step Guide to Children's Leadership Development*. Chicago, IL: Taylor Wilson Thompson Fund.
- Sykes, M. & Schultz, T. (2014). *Do the Right Thing for Children: Eight Qualities of Leadership*. St. Paul, MN: Redleaf Press.
- U.S. House of Representatives <http://www.house.gov/content/learn/>
 - (Educators Guide to Free Social Studies Materials Kathleen Suttles Nehmer)

State Standards:*Indiana Grade 4 State Standards for Social Studies Education*

4.2.5 Give examples of how citizens can participate in state government and explain the right and responsibility of voting.

4.2.6 Define and provide examples of civic virtues* in a democracy

***Civic virtues:** behaviors that contribute to the healthy functioning of a democracy

4.1.11 Identify/describe important events/movements that change 20th century Indiana life (African American migration, etc.)

4.2.2 Describe individual rights (freedom of speech, religion, & public ed.) identified under Article 1 of the Indiana Constitution

4.4.7 Identify entrepreneurs who have influenced Indiana & local community

Indiana Grade 4 State Standards for English/Language Arts

4.W.3.2 Write informative compositions on a variety of topics that--

- In an introductory statement, clearly state an opinion to a particular audience.
- Support the opinion with facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section related to the position presented

4.SL.2.1 Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.2 Explore ideas under discussion by drawing on readings and other information.

4.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.2.4 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.SL.2.5 Review the key ideas expressed and explain personal ideas in reference to the discussion.

4.SL.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

4.SL.3.2 Identify and use evidence a speaker provides to support particular points.