**Citizen Action Lesson Plan**

**Lesson Plan Subject:** The principles of being a good leader.

**Grade Levels:** 3rd- 5th

**Essential Questions:**

* Teacher Questions

-Is the student able to communicate appropriately in group settings?

-Is the student able to work with peers cooperatively?

-Is the student able to define qualities of a good leader?

* Student Question

- How would you choose a good leader to trust leading you into an unfamiliar environment?

**Objectives:**

* Curriculum Standards

- Students will identify key European explorers and how their voyages led to the establishment of colonies.  **U.S. History Strand I-B. 1**

* Instructional Standards

-Students will show capabilities in working within a group.

-Students will demonstrate communication skills.

-Students will create meaning and understand the importance behind some of the leaders of the 1620’s.

**Instructional Materials**

* Student copies of *If You Sailed on the Mayflower*
* Multiple poster boards. (As many as you would like each group to create)
* Markers preferably
* Photos of leaders (possibly use web to blow up photos)
* Computer/internet access (Resources available under resource page of *If You Sailed on the Mayflower)*

**Acquire Prior Knowledge**

* Ask students the essential questions: How would you choose a good leader to trust leading you into an unfamiliar environment?
* Discuss positive qualities of a good leader

- Break into pairs and discuss as class

-coordinate a list

* Discuss negative qualities of a leader

-Break into pairs and discuss as a class

-coordinate a list

**What to do:**

**[First Day]**

* After lists have been coordinated, break class into four groups
* Give each group a leader they will be promoting for president (Edward Winslow 39-42, William Bradford 33-34,39-42 & 73, Samoset-pg. 51-52, Chief Massasoit-pg. 52-56 & 74-75)
* Students will be told they will have access to computers for research on their character and to also use their book.
* Possibly give students the first day to take notes as a group from their book on the qualities of their leader.

**[Second Day]**

* Give students opportunity to research in the computer lab

- Be sure they cite their resources

 -<http://www.fordham.edu/halsall/mod/1650bradford.html> William Bradford

 -<http://www.mayflowerfamilies.com/enquirer/edward_winslow.htm> Edward Winslow

 -<http://www.rootsweb.ancestry.com/~mosmd/samoset.htm> Samoset

 -<http://www.rootsweb.ancestry.com/~mosmd/massasoit.htm> Massasoit

- Be sure every group gets a quality picture

- Be sure students are sharing roles as group leaders and helpers

**[Third Day]**

* Have students create campaign posters
* When posters are finished students will post them around the school for all students to see.

- The teacher is to post flyers around the building to remind all students and faculty, the [grade level] is having a school-wide election. Vote for who you would want to lead you into an unfamiliar territory.

**[Fourth Day]**

* Have students, as groups, create a 2 minute speech on why their candidate should be the schools leader. (Use real research!)
* The fifth day, students give their speeches (over the loud speaker) to the school.

- Be sure to send out memo to fellow co-workers

* All students (in the school) vote at lunch on their most qualified leader.

-Assign a few students from every group to volunteer during recess to be in the lunch room to run the ballot. (The teacher will have to be there to help, also)

* Tally votes
* Discuss winner, and why the class thinks this individual won.
* Re-discuss the qualities of a good leader.

**Accommodations:**

* Exceptionalities

- Review IEP’s

- Provide Inclusion

- Prior to group work provide students with activities about respecting individual differences

- Provide pictures of large group and small group photos to help assist students with disabilities with transitions

- Provide assistance and feedback to students who are having difficulty but are on the right track

- Provide main streamed children with understanding on how peers with disabilities differ

- Point out examples of strengths and competencies all students bring to their group

- Familiarize students with aids used by students with certain disabilities

* Culture/Ethnicity/Race

 - Teacher familiarizes self with cultural understandings within the classroom

 - Be sure to differentiate information to fit students needs.

- Provide students with understanding of cultural norms of various ethnic and racial groups and the effectiveness they have on group interaction.

* Language Diversity

- Make language comprehensible by keeping learners’ needs in mind.

- Simplify language, use gestures, and link talk to context.

- Link concept to meet language understanding

- If needed, provide groups who may have language barrier with an interpreter

* Gender Bias

 - Making sure language and curriculum materials are gender-free and balanced.

 - Show respect for all students

 - Divide groups equally with a variety of boys and girls dispersed within groups

 - Assign roles to both boys and girls

* Social Class Differences
- Be sure every child is involved in group discussions

- Make sure to assist all children equally

- Be sure all roles are shared equally

* Multiple Intelligences

 - Use of Analytical Intelligence- using the student’s cognitive thinking skills to recall adjectives.

 - Use of Creative Intelligence- using student’s coping skills within group work

- Use of Practical Intelligence- using the student’s adapting skills within group work

* Learning Styles

 - Include In-context learning style by recalling characters and events from the story.

- Include Out-of-context learning style by relating events of the story to prior knowledge.

**Assessment:**

* Exit Card/Journal: Students will document what they learned from this experience. What are good and bad qualities of a leader? List three important qualities your candidate had. What would you look for the next time you have to choose a leader?
* Poster Rubric and Written Speeches Rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Organization** | The poster has excellent formatting and is very well organized information.  | The poster has appropriate formatting and is well-organized information. | The poster has some organized information with random formatting.  | The poster’s formatting and organization is confusing to the reader. |
| **Ideas** | The poster communicates relevant information appropriately and effectively to the intended audience. | The poster communicates relevant information appropriately to the intended audience. | The poster communicates irrelevant information, or communicates inappropriately to the intended audience. | The poster communicates inappropriately to the intended audience.  |
| **Conventions** | All of the speech is written with complete thoughts and sentences. All of the presentation is spoken extraordinarily with articulation and expression throughout. | Most of the speech is written with complete thoughts and sentences.Most of the presentation is spoken well with articulation and expression throughout. | Some of the speech is written with complete thoughts and sentences. Some of the presentation is spoken reasonably with articulation and expression throughout.  | None of the speech is written with complete thoughts or sentences. None of the presentation is spoken with articulation or expression.  |
| **Graphics** | The graphics or artwork, go well with the campaign “slogan” and there is a good mix of text and graphics. | The graphics or artwork, go well with the campaign “slogan”, but there are so many that they distract from the campaign motto. | The graphics or artwork, go well with the campaign “slogan”, but there are too few.  | The graphics or artwork, do not go with the accompanying campaign “slogan” or appear to be randomly chosen.  |

* Self Assessment: You may find an example to follow:

**How often did you do the following things in your group? Circle the word that best describes your level of participation and cooperation.**

**1.) I asked questions for information or clarification.**

Not at all Rarely Sometimes Often

**2.) I offered my opinion.**

Not at all Rarely Sometimes Often

**3.) I listened to the other group members.**

Not at all Rarely Sometimes Often

**4.) I commented on the ideas of other group members.**

Not at all Rarely Sometimes Often

**5.) I encouraged others to participate.**

Not at all Rarely Sometimes Often

**6.) I fulfilled my role in the group as assigned by the teacher.**

Not at all Rarely Sometimes Often

**On the questions 7-9 write two or three sentences describing your answers.**

**7.) What I liked best about working with this group.**

**8.) What was the most difficult part about working with this group.**

**9.) My goal for the next group activity is…**