

NHD
NATIONAL
HISTORY DAY

4511 Knox Road
Suite 205
College Park, MD 20740
Voice (301) 314-9739
Fax (301) 314-9767
www.nhd.org

Introducing the Leadership & Legacy in History Theme

Julie Noble
The New Community School
Richmond, Virginia



Sponsored by
KENNETH E. BEHRING

Grade Level:

6 – 8

Objectives:

The goal of this lesson is to introduce the 2014-2015 NHD theme, *Leadership & Legacy in History*.

At the conclusion of this lesson, students will be able to:

- . Describe what a leader is and what is meant by leadership
- . Draw some comparisons between their lives and leaders throughout history

Guiding Question:

What is leadership?

Connections to Common Core:

CCSS.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on a grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Connections to C3 Framework:

D2.His.1.6-8 Analyze connections among events and developments in broader historical contexts.

Lesson Description:

Overview: This lesson will introduce the idea of leadership and what it means to lead through a group problem solving activity, brainstorming, and discussion.

Time: 40-45 minutes

Materials: Writing materials or computers/tablets/iPads, dictionaries

Lesson Preparation:

- . Create some disarray within your classroom. Some ideas are have the chairs upside down, erase your agenda, spill over the marker baskets, have papers on the floor.

Procedure:

- . As students enter arrange to be called a way from your room, after a couple minutes return to see what has happened while you were "away."

- . Ask what students thought as they entered the room. Ask them to make observations about the state of the room, is it ready for class/learning?
- . Ask students what needs to happen before class can begin? How can we as a group make it happen?
- . After the class has achieved straightening up the room write the word “Leadership” on the board. Have students write down their thoughts about what leadership is. Ask them to share their ideas in groups of two or three and then with the group.
- . Ask each small group to consider how leadership was demonstrated in class through the act of getting the room ready for learning. Have groups share their ideas.
 - o Have students search for definitions of “lead” and then write their own definition for leadership in their own words.
 - o Share these definitions and record them for all to see.
 - o Have students brainstorm how they can be or are leaders.
- . Have students brainstorm what it takes to be a great leader. Try to encourage the ideas that besides needing a leader and followers, there also needs to be a goal, motivation, a plan, action(s) taken, persistence to achieve, other ideas they contribute to this list...Just being a cool person will not keep people willing to follow you for long...
- . Have the class share examples of leaders from www.100leaders.org and see if they can work through the above list and come up with the leader(s), followers, goal, motivation, what about the goal or leader made the followers and leader stick with their goal? Trying to make a change can be difficult, what made this goal worth the risk or effort?
- . As a class, discuss the difference between being a leader in the past versus being a leader today. How have the challenges of leadership changed over time?

Assessment Materials:

- . Group sharing of ideas throughout lesson
- . Exit ticket- five minutes before the end of class, have each student write down their top three qualities of what it takes to be a great leader and an example of someone they think fits those qualifications.

Methods for Extension:

- . Ask if students can help define the word “legacy.” If need be, allow students to look up definitions as above and come up with a definition that makes sense in their own words. Share ideas until the class has come up with a consensus definition.

- . Ask what leadership and legacy have in common. Give personal think time first and then have small groups of two or three share and then discuss as a class.
- . Thinking back to great leaders they thought of earlier, encourage groups to choose one that they can hold up as a great leader, explain why and also what they think their legacy would be.
- . If they were challenged to be great leaders in their school/community what are some ways they could lead? What could be some legacies of their leadership?
- . As you teach each new unit throughout the school year, incorporate discussion of how leadership is shown in each time period and place you study. Discuss what legacies we have from studying these people from the past. What can we learn from their example about how to be good leaders today?

Adaptations:

- . This lesson works for different levels of learners because the teacher can adapt the discussion and activities to account for the prior knowledge, and skills of his or her students.