

# NHD

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## NATIONAL HISTORY DAY

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## Great Leaders in United States History

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Sponsored by  
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## Grade Level:

9-12

## Objectives:

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

- . Identify characteristics and attributes that make great leaders
- . Compare and contrast leadership styles of Booker T. Washington and W.E.B. Du Bois
- . Identify the greatest leaders in United States history from a given category
- . Present the four greatest leaders from their assigned category
- . Defend and refute questions from the teacher and peers regarding their leaders
- . Vote and rank final class list of great American leaders

## Guiding Question:

Who are the four greatest leaders (from your assigned category) in United States history? Why?

## Connections to Common Core:

**CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

## Connections to C3 Framework:

**D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

## Documents Used:

### Primary Sources

Booker T. Washington, Atlanta Compromise Speech

[http://www.pbs.org/wnet/jimcrow/historical\\_docs/hist\\_doc\\_altantacomp1.html](http://www.pbs.org/wnet/jimcrow/historical_docs/hist_doc_altantacomp1.html)

W.E.B. Du Bois, From Chapter Three, *The Souls of Black Folk* (1903)

<http://www.stetson.edu/law/faculty/bickel/civilrights/media/6soulsblackfolkrevised.pdf>

## Lesson Description:

### Overview:

This is a student-centered review lesson that is designed to have students apply and integrate prior knowledge that has been acquired throughout the length of the course. The lesson requires the students to collaborate with a partner, analyze primary source documents, organize and integrate information, deliver a presentation in front of their peers, defend/justify their presentation, and encourage creative thinking. It is a lesson that could easily be modified to fit the needs of your students and your specific course.

### Time:

- . Activities 1 and 2 plus reviewing rules for Mt. Rushmore assignment- one 80-minute period
- . Mount Rushmore assignment: one week for students prepare at home
- . Mount Rushmore Presentations: two 80-minute periods (depending on class size)
- . Online voting: completed at home or in a computer lab depending on your resources

### Materials:

- . Make one copy of each of the following materials for each student:
  - o Booker T. Washington's Atlanta Compromise speech
  - o Chapter 3 *The Souls of Black Folk* from W.E.B. Du Bois
  - o Washington/Du Bois venn diagram
  - o Mount Rushmore project directions
  - o Mount Rushmore grading rubric

### Lesson Preparation:

- . Activity #1:
  - o students will need pen/pencil and a sheet of notebook paper
- . Activity #2:
  - o prepare copies of both primary sources or modify into excerpts if necessary
  - o prepare copies of Washington/Du Bois Venn diagram
- . Activity #3:
  - o prepare copies of Mount Rushmore assignment and grading rubric
  - o provide poster board for student groups
- . Extension Activity: create an account for polleverywhere.com

### Procedures:

- . Activity #1: Think-Pair-Share:

- o Students brainstorm at least five characteristics that make a good leader then share thoughts with a partner.
- o Students can also generate a list of examples of great leaders.
- o Teacher leads class discussion regarding the characteristics that they identify and discuss some of their examples.
- . Activity #2
  - o Students read Booker T. Washington's Atlanta Compromise speech and W.E.B. Dubois's critique of Washington's speech.
  - o Students compare and contrast their leadership styles using Washington/Du Bois venn diagram. This activity is designed to think critically about two civil rights leaders and get them in the mindset of comparing important leaders from our past.
  - o Teacher debriefs by having students share responses from Venn diagram.
- . Activity #3
  - o Distribute Mount Rushmore Project assignment. It is important for the teacher to review the directions for this assignment very carefully.
  - o The teacher must decide whether to randomly assign partners or to allow students to choose their partner.
  - o Use the list of 20 different groups of Americans who can be researched. Depending on class size, you may opt to use fewer groups or come up with different groups. Consider randomly assigning the groups of Americans to the student groups. For presentations, I allow students to either make a PowerPoint or create a poster.
- . Activity #4
  - o Students present their Mount Rushmore projects to the class.
  - o The audience will question the presenters and have them defend their choices.
  - o Teacher collects projects and completes the grading rubric.
- . Extension Activity: Now that the class has now generated a list of who they feel are the greatest leaders from the categories given, the teacher can use polleverywhere.com to create a poll in which they rank the class list. Another option would be have students rank a top ten.

### Assessment Materials:

- . Mount Rushmore grading rubric

### Methods for Extension:

- . Online ranking: After your class presents their Mount Rushmore assignment, the teacher can put those names on an online voting program where they can rank them. The teacher has many options. Students could rank the entire list or the top ten. The students could do this at home or in a computer lab at your school or

they could use their cell phone to participate. A class discussion could be held after the results are in.

**Adaptations:**

- . Show students examples of previous projects so they know what is expected.
- . Shorten the classroom readings from Washington and Du Bois due to their length or annotate for vocabulary.
- . Provide students with a list of potential names from each category.
- . Allow students to present one-on-one with the teacher if the student or group has anxiety with public speaking.
- . Offer extended time if necessary.