

NHD
NATIONAL
HISTORY DAY

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Teaching the NHD Theme of Leadership and Legacy through Children's Historical Biographies

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Sponsored by
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Grade Level:

6 – 8

Objectives:

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

- . Explain how the historical biography they read relates to the NHD theme of *Leadership and Legacy in History*
- . Apply the NHD theme of *Leadership and Legacy in History* to a topic of their choice
- . Defend their position as to why the person is a leader and whether they have a positive or negative legacy

Guiding Question:

How does the historical biography I am reading relate to the NHD theme of *Leadership and Legacy*?

Connections to Common Core:

CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Connections to C3 Framework:

D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

D4.5.6-8. Critique the structure of explanations.

Documents Used:

Secondary Sources

Adler, David. *A Picture Book of Frederick Douglass*. New York: Holiday House, 1993.

Davis, Lucile. *Cesar Chavez: A Photo-Illustrated Biography*. Mankato: Bridgestone Books, 1998.

DeVillier, Christy. *George Washington*. Edina: ABDO Publishing Company, 2001.

----. *Martin Luther King, Jr.* Edina: ABDO Publishing Company, 2001.

McLoone, Margo. *Frederick Douglass: A Photo-Illustrated Biography*. Mankato: Bridgestone Books, 1997.

Middleton, Haydn and Tony Morris. *Henry Ford: The People's Carmaker (What's Their Story?)*. New York: Oxford University Press, 1997.

Wheeler, Jill. *Rachel Carson Extraordinary Environmentalist*. Minneapolis: ABDO Publishing Company, 2013.

Lesson Description:

Overview: The lesson should be focused after students create a working definition of *Leadership and Legacy in History* and list characteristics of leadership. The teacher can use the leadership characteristics on the graphic organizer or modify them.

Time: Two to three 45-minute class periods.

Materials:

- . Children's historical biographies (see secondary sources above) or select other leaders from their school or local library
- . Leadership and Legacy Graphic Organizer

Lesson Preparation:

- . Make copies of the Leadership and Legacy graphic organizer for each student
- . Have copies of books for teacher modeling a book and group reading/discussion of a book (see list under secondary sources)

Procedure:

- . **Day 1:** Teacher reads a children's historical biography and periodically stops to have students discuss whether the person exhibits any of the characteristics of leadership on the graphic organizer. During the reading and discussion, students will complete the Leadership and Legacy Graphic Organizer.
- . **Day 2:** Students will work individually or in pairs by reading a historical biography from a list of books in the classroom and complete a graphic organizer that contains the characteristics of leadership.

Assessment Materials:

- . Leadership and Legacy Graphic Organizer

Methods for Extension:

- . Students analyze primary sources (e.g. excerpts of speeches, documents, letters and photographs) the teacher selected from Chronicling America (<http://chroniclingamerica.loc.gov/>) or Library of Congress (<http://www.loc.gov/>) website.
- . Students are given a leader from their teacher to research on NHD's *100 Leaders* website (www.100leaders.org) to what an extent the person is a leader and the kind of legacy he or she left in history.

Adaptations:

- . The teacher discusses a picture book of a historical leader as a class.
- . The teacher reads a second children's historical biography and stops periodically to have students work in groups to complete another Leadership and Legacy Graphic Organizer (page two).

Bibliography

Secondary Sources

Adler, David. *A Picture Book of Frederick Douglass*. New York: Holiday House, 1993.

Davis, Lucile. *Cesar Chavez: A Photo-Illustrated Biography*. Mankato: Bridgestone Books, 1998.

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