

NHD

NATIONAL HISTORY DAY

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

Defining Leadership

Kevin A. Wagner
Carlisle Area School District
Carlisle, Pennsylvania



Sponsored by
KENNETH E. BEHRING

Grade Level:

6 – 12

Objectives:

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

- . Define leadership according to the five principles and analyze its meaning.
- . Apply leadership practices to daily experiences and responsibilities.
- . Analyze historical figures of the past using the five principles and students' personal definition of leadership.

Guiding Question:

What qualities and attributes do leaders possess in order to make them effective, contributing members of their society or culture?

Connections to Common Core:

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Connections to C3 Framework:

D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others.

D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Documents Used:

James M. Kouzes & Barry Z. Posner, *The Leadership Challenge*

Lesson Description:

Overview: This lesson helps students define leadership in their own terms and compare and contrast their personal views with the five dimensions of leadership used within NHD's *100 Leaders* resource.

Time: One 90-minute session or two 45-minute sessions

Materials:

- . 8 ½ x 14 white paper
- . 4 x 6 (or larger) note cards (two per student)

- . computer access for leadership definition and the five dimensions of leadership
- . dictionaries or access to electronic dictionaries, one per group
- . newsprint
- . markers
- . leadership definition slide (duplicate one copy per student)
- . five dimensions of leadership (use slide to present)
- . Frayer graphic organizer
- . Leadership interview assignment

Lesson Preparation:

- . Prepare copies of the leadership definition slide, Frayer graphic organizer and Leadership interview assignment for each student. Be sure to have enough 8 ½ x 14 white paper and 4 x 6 note cards for all students.

Procedure:

- . Introduction of Subject
 - o Distribute 8 ½ x 14 paper and markers to students in groups of three or four. Ask students to create a border around the paper that describe leadership – any words, examples, actions, etc. can be used. Once students have completed their border, share some of the words/phrases students recorded.
 - o Now ask students to consider their examples and create a definition of leadership. They should record this definition in the center of their paper. Ask groups to share their definitions with the class and post them around the room so they are visible throughout the remainder of the lesson.
 - o Questions for discussion:
 - . How did you determine the traits/examples to include?
 - . How easy/difficult was it for you to create your definition? What influenced you the most in writing your group definition?
 - . How did your definition compare to your peers? (Emphasize that no definition is right or wrong but represents different perspectives of leadership.)
 - . How does experience with leadership influence how we define leadership?
 - . Where do you see yourself in terms of the definition your group wrote?
- . Activity #1
 - o Distribute index cards (4 x 6 or larger) to each student and present the following definition (on PowerPoint) to the class: “Leadership is the art of mobilizing others to want to struggle for shared aspirations.”

- o Ask students to write or draw for one or two minutes on the index card about what comes to mind when they read this definition. Encourage students to write whatever comes to mind – they can define it, question it, give examples, etc. Whatever they are thinking should be on the index card. Students should not worry about grammar or spelling - the purpose is just to get their thoughts down on paper.
- o Pair and share: Students can share their notecards with the person sitting next to them before having a whole class discussion.
- o As a class, ask students to share their comments and illustrations and use as a springboard for discussion. Possible discussion questions:
 - . What were the first things you thought of when you heard/read this definition?
 - . How does this compare to the definitions of leadership we wrote earlier?
 - . Are there any terms or parts of this that are confusing you? (At this point do not clarify any areas of confusion, just give students a chance to share. These may be clarified more as the lesson progresses. At the end of the lesson revisit and clarify as needed.)
 - . What does this mean to you?
 - . Can you give some examples of what this might look like in everyday life, yours or experiences you have observed?
 - . Can you think of any relationships between this definition and your experience with a student organization or class you have been involved in?
- . Activity #2
 - o Distribute and display the leadership definition that is broken down into segments. To guide the students toward a clearer understanding, separate the terms/phrases into four groups: 1) leadership; 2) art of mobilizing; 3) want to struggle; and 4) shared aspirations. Using dictionaries and other resources, ask students to define the term or phrase, provide synonyms, and give examples and non-examples of each using the Frayer graphic organizer.
 - o Provide work time before sharing and discussion. Have students make an attempt to narrow their characteristics of leadership down to five key attributes.
 - o Show students the five dimensions of leadership slide and compare and contrast their list with the listing created by the One Hundred Leaders project (articulated a vision, motivated others, made effective decisions, willing to confront tough issues, impacted history).
- . Summary
 - o Exit cards (students complete and turn in before leaving class)

- o Distribute blank index cards to students. On one side, have them complete the following sentence:
 - . I once believed _____ about leadership, but now I know _____.
 - OR** I once believed _____ about leadership, and today that belief was reinforced.

Assessment Materials:

- . Exit card responses

Methods for Extension:

- . Leadership Interview Assignment – This assignment can be used with a leader in your community or county OR have the students select one of the leaders on www.100leaders.org and have them complete the task based on background information from the site and additional research.

Adaptations:

- . For students with special needs or English Language Learners the teacher may chose to use visual representations of the five dimensions of leadership in place of the Frayer graphic organizer.

Bibliography

James M. Kouzes and Barry Z. Posner. *The Leadership Challenge*. New York: Wiley, 2012.