Leadership Yesterday, Today, and Tomorrow

Interdisciplinary Unit Plan
Theme: Leadership

Time: Ten days of 80-minute periods
Grade: 7th
**Leadership Rationale:**
- As our team sat down to discuss an interdisciplinary unit plan we immediately came up with the theme of leadership. We feel the theme of leadership is a great way to tie all of our subject areas of English, Health/Physical Education, and Social Studies into one unit. This unit is appropriate for our 7th grade classroom, because developmentally they are maturing and trying to figure out who they are. Being a good leader is an essential life quality that is often skipped over in school during the critical period of an adolescent’s life.
- Our 7th grade classroom includes many students with behavior disorders. We felt that these students for the most part have strong personalities, but don’t necessarily know how to channel that strength into positive behaviors. We hope that our interdisciplinary unit will both help to keep the attention of students who tend to act out in a traditional classroom setting, and also teach them how to use their skills and abilities in a positive manner.

**Unit Objectives:**
- By the end of the leadership interdisciplinary unit, the student will be able to list and explain the qualities that make both an effective leader, and an ineffective leader.
- By the end of the leadership interdisciplinary unit, the student will be able to write a research paper on leadership.
- By the end of the leadership interdisciplinary unit, the student will be able to work effectively in a small group while acting as both a leader and an active listener to come to a consensus on a given task.
- By the end of the leadership interdisciplinary unit, the student will be able to recall and apply the knowledge and procedures learned in the individual subject areas with the other subject areas.

**History Aspect:** (Taught on days 1, 4, and 7)

**Minnesota State Standards:**

**Strand I. U.S. History Grades 4-8**

**Sub-strand. D.** Political Unrest and the American Revolution 1763- mid-1791

**Standard.** The student will demonstrate an understanding of the causes and course of the American Revolution.

**Benchmark. 3.** Students will analyze the roles of key individuals and political leaders in the American Revolution.

**Examples.** Samuel Adams, Benjamin Franklin, Patrick Henry, Crispus Attucks, Abigail Adams, Thomas Jefferson, Thomas Paine, George Washington, Francis Marion, John Hancock, Nathan Hale
**Sub-strand. F.** Civil War and Reconstruction, 1850s-1870s

**Standard.** The student will demonstrate knowledge of major events and people of the Civil War.

**Benchmark.** 1. Students will know and understand the roles of significant figures and battles of the Civil War Era

**Examples.** William Lloyd Garrison, Dred Scott, John Brown, Ulysses S. Grant, Robert Lee

**Sub-strand. I.** A World at War, 1930s-1945

**Standard.** The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.

**Benchmark.** 3. Students will recognize major events, battles and significant leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan.

**Examples.** 3. Dwight Eisenhower, Douglas MacArthur, Battle of the Bulge

**Objectives:**

*By the end of the unit, the student should be able to:*

- Create a list of effective leadership skills based on historical leaders learned about in class
- Describe what makes a good leader vs. a bad leader and the importance in a short essay
- Prepare a group skit demonstrating the impact of an effective historical leader, the impact of the leader, and be able to explain the meaning of their skit.

**Declarative Knowledge:**

- Famous historical figures
- The impact of the leaders in that era
- Important leadership qualities and ones in common

**Procedural Knowledge:**

- Perform a skit displaying the impact of effective leaders
- List important leadership qualities
- List famous historical leaders

**Focus Questions:**

- What did all the great history leaders have in common? Differences?
- What makes a good leader?
Ideas for the days:

- Skits role-playing specific leaders we will be discussing.
- Generate a list of common qualities all the leaders possess or portray.
- Split class into cooperative groups. Each group will get a leader from an era to research and present their information to the class.
- Have nametags for everyone with famous leaders on them and place the nametags on their foreheads or back and have them try and guess who everyone is by the clues.
- Discuss what they each think is an effective leader. Does their list parallel famous historical leaders?

Assessment:

- Journal of what they’ve learned about effective leaders in history and their skills
- Skit role-playing leaders that display their leadership skills
- Poster of the leader they are researching
- A short essay of what makes a good leader and the importance

Resources:
  (Website with a lesson plan and additional resources for Early American leaders like Jefferson and Washington. Made for grades 3-5, but can easily be adapted and gives something to go off of)
- [http://leaderstore.leaderbooks/l2l/summer98/goodwin.html#great](http://leaderstore.leaderbooks/l2l/summer98/goodwin.html#great)
  (Website that discuss great skills of leadership and relates to Presidents.)
- [Jump Back in Time: A Living History Resource](http://jumptobackintime.com/) Published By Teacher Ideas Press (January 20, 2004)
  (Summary: Gather your students and jump back in time to experience what life was like "back then." During each day of immersion, students rotate through 14-18 stations of math and vocabulary activities, games, crafts, costumes, and food. Explore legends, songs, maps, and historical events along the way to understand specific times and places in history.)
  (Great to use for simulating leaders “back in the day.”)

Language Arts: (Taught on days 2 and 6)

Minnesota State Standards:

**Strand II. Writing Grade 7**

**Sub-Strand D. Research**

**Standard.** The student will locate and use information in reference materials.

**Benchmark**

1. Formulate questions and collect and assess relevant information to address these questions.
2. Cite sources for quoted and paraphrased information in a bibliography when writing a research report.
3. Gather and organize information from a variety of sources, including electronic and print.
4. Define plagiarism, its consequences and avoid its use.
**Objectives: (Two day lesson)**

- By the end of this lesson, the seventh grade student will choose a question to answer about leadership, and will gather information relating to that question that will be presented in a one page research report.
- By the end of this lesson, the seventh grade student will gather and organize information about leadership from a variety of sources, including electronic and print, that will be used in their research report.
- By the end of this lesson, the seventh grade student will cite all of their sources for quoted and paraphrased information used in writing their research paper in a bibliography.
- By the end of this lesson, the seventh grade student will define plagiarism, its consequences and avoid its use by demonstrating their knowledge through a plagiarism quiz, and by signing an “honor code” that will be attached to their final research paper.

**Declarative Knowledge**
- The definition of plagiarism
- The definition of a leader
- The correct bibliography form

**Procedural Knowledge**
- The research process
- The writing process
- How to write a bibliography page

**Focus Questions**
- What is research?
  - Why do we do it?
  - What are its parts?
  - How can we research correctly?
- What is the writing process?
  - Why do we have it?
  - What are its parts?
  - How can we write correctly?
- What is a leader?
  - Why do we have leaders?
  - What are the qualities of a leader?
  - How can we be a good/bad leader?

**Ideas for the days:**
- Brainstorming leadership questions to research
- Plagiarism games
- Work time
- Pair share time
Assessment
• Plagiarism quiz
• Leadership research paper – including a bibliography

Resources
- Plagiarism Theme Page – includes many links about plagiarism.
  http://www.cln.org/themes/plagiarism.html
- ABC’s of the Writing Process – goes through the five step writing process, including many links.
  http://www.angelfire.com/wi/writingprocess/
- The Seven Steps of the Research Process
  http://www.library.cornell.edu/olinuris/ref/research/skill1.htm
- Easy Bib – A great tool for producing a bibliography. Allows you to put in your research information, and produces a bibliography in the correct form for you.
  http://www.easybib.com/MyBib/view.php

Communication Arts: (Taught on days 5 and 9)

Minnesota State Standards:
Strand III. Speaking, Listening and Viewing

Sub-strand. A. Speaking and Listening
Standard. Students will demonstrate understanding and communicate effectively through listening and speaking.
Benchmark.
1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Know and apply listening rules for formal settings.
6. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
7. Adjust delivery and language in oral presentations for the intended audiences and purposes.

Objectives:
By the end of the unit, the student should be able to:

• Create and follow a set of rules for both small group leaders and small group members which will be decided as a class.
• Collectively choose a temporary group leader for their small group and identify in writing why they have chosen that particular leader based on criteria they have learned for an effective leader.
• Complete a short task in small groups while displaying effective practices for working as a group.
• Lead their small group to a consensus on an assigned issue while serving as both mediator and topical expert.
Declarative Knowledge:
- Rules for serving as a small group leader
- Rules for serving as a small group member
- Rules for working in small groups
- What a consensus is

Procedural Knowledge:
- How to choose an effective group leader
- Effective practice for small group leaders
- Effective practice for small group members.
- How to mediate disagreements between members of a small group.

Focus Questions:
- In what situations might you frequently work in a small group?
- Why is it important to have a group leader?
- How is the role of a group leader different from the role of a group member?
- Why is it beneficial for a group to operate under a set of agreed-upon rules?
- How can you know if a small group is working effectively?

Ideas for day 1:
- Discuss the importance of learning to work in groups
- Have students create a set of rules for group work as a class
- Recap what students have learned about what makes an effective group leader
- Divide students into groups and have them choose a group leader for the day based on the knowledge they’ve learned about what makes an effective group leader
- Give each group a task to be completed in a given time period.

Ideas for day 2:
- Assign each student in the group an issue to read about and give them a handout with relevant information.
- Give each student 10 minutes to lead their group to a consensus on the issue that they have been reading about.
- Hold a large group debriefing about what did or did not work well.

Assessment:
- As a group, students will write a rationale for why they chose their group leader, citing the criteria for an effective leader that they have learned.
- Students will be tested on the key terms appropriate for small group communication as well as the class-established rules for working in groups.
- Students will demonstrate the ability to lead their group to a consensus on one issue.
Resources:
-University of Kentucky Online Theory Workbook for small group communication. www.uky.edu/~drlane/capstone/group
(Includes more than 20 representative theories for small group communications in an easy-to-navigate format)
(Student resource, covers all areas of small group communication including diversity, ethics, theoretical approaches, etc.)

Health and Physical Education: (Taught on days 3 and 8)

Standards:
Health:
NHES 5- Students will demonstrate the ability to use decision-making skills to enhance health.
5.8.1- Identify circumstances that can help or hinder healthy decision making.
5.8.2 Determine when health related situations require the application of a thoughtful decision-making process.
5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
5.8.7 Analyze the outcomes of a health-related decision.

Physical education-
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objectives:
By the end of the unit, the student should be able to use the decision-making process by:

- Restating their given problem as a question.
- Developing a wide variety of healthy and unhealthy alternatives.
- Develop their decision making criteria
- Show a table of all of their alternatives weighed against the criteria
- Make a decision and defend their choice in a healthy way.
- State when the decision making process could be used
**Declarative Knowledge:**
- 5 Step decision making process
  1. When you state a problem as a question, it requires an answer
  2. Both healthy and unhealthy behaviors, not merely black and white
  3. Is it healthy, legal, safe? What you have to think about when you make a decision.
  4. Make a table, and literally weigh all of the alternatives against the criteria.
  5. Come to a final conclusion given all of the evidence, and be able to legitimately defend the choice.

**Procedural Knowledge:**
- 5 Step decision making process
  1. Identify the problem, and state as a question
  2. Identify alternative behaviors
  3. Identify behavior criteria
  4. Weigh alternatives vs. criteria
  5. Make a decision and explain why

**Focus Questions:**
- So what do you do when you are presented with a problem?
- What are some things you do to solve those problems?
- What are all of the alternatives good or bad?
- What do you have to think about when you have to make a decision?
- How do you decide what you are going to decide?
- How do you make your final decision?
- What are some reasons you would use the decision making model outside of health, and how would you do that?
- What sort of decisions can the model be used for?
- How does leadership tie in with effective decision making?
- Do you think Washington and Roosevelt were effective decision makers, and how do you think they incorporated health issues into their decisions?
- Where can you use leadership skills?
- How do leadership skills play a role in physical activity, and what other activities does it work with?

**Ideas for the day (Health):**
- Teach students the 5 step decision making process
- Explain prompt for class presentation
- Hold class-wide debriefing on how group projects went
- Give students time to write reflections
Ideas for the day (Physical Education):
-Historical figure line soccer (divide students into two teams. Give each student on a team the name of a historical figure to act as for the rest of the class period. Yell out one name. The students acting as that historical figure from each team will then go after the soccer ball.)

Assessment:
- Class presentation- ten point project. 4 points are given or classroom participation. 6 points are given for the presentation and one point for each of the aspects. The students either get all of the points, or they don’t. The criteria will be posted on the chalk board, and the teacher will facilitate any group that has any difficulty.

- Reflection- 5 points- The reflection should include one idea making a connection from the past to the present, how they will use decision making skills in their own lives, and the importance of decision making and leadership. 5 points for all three criteria, 3 points for two or the three criteria, and 1 point for one of the three criteria.

Resources:
-National Health Education Standards.
-National Health Education Standards.
-5 step decision making model.
-Team building activities.
-History curriculum in regards to the unit.
-Physical education equipment needed for activities.
-Team building professional.
-Sample problems using historical figures (Case Studies)

Conclusion Day [Day 10]
- Large group debriefing
- Leadership Jeopardy
- Rewards will be given for the team with the most points.