

Leadership Demands Courage!

Learn and Lead



Courageous leaders have double vision. They see the world as it is and as it could be.

Leadershipfreak.com

This unit guides students through identifying the characteristics of leadership to how they themselves can become leaders with special focus on African American leadership and the history of civil rights.

Yosheka Gaisie

Name of unit:	Leadership Demands Courage
Grade Level:	3 rd

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Introduction

Rational

It is becoming increasingly clear that there are wide ranges of skills that need to be taught in classrooms. Becoming a leadership is often brought up as a skill that needs to be learned and mastered, but never actually taught. *Why does leadership demand courage?* This essential question is explored throughout this unit as we look at various ways leaders have affected our country and how effective student leadership can be integrated into learning. This unit has a secondary focus on African American leadership.

Leadership include important life skills such as decision-making, communication, collaboration, strategic thinking, risk taking, and courage. Students need this knowledge, which will go far beyond the school environment and into the student's life outside of school and the future.

For students to develop key skills leadership, they need multiple opportunities to know why and how to be a good leader. They develop with opportunities to practice, with ongoing support, and feedback.

Gifted Learners

This unit has been adapted to meet the needs of our gifted students. The vocabulary used in these lessons is unfamiliar to students and may express/illustrate concepts, which are not usually a part of the curriculum at this grade level. Open-ended thinking and inquiry strategy, which allows students to share unique perspectives and make inferences. Students identify problems using critical thinking and seek solutions. Collaboration is encouraged with each lesson and the final product will be unique to each group.

Very few AIG programs identify students with high leadership potential or incorporate leadership education into their curricula. However, many characteristics of gifted youth enable them to profit from leadership development.

This unit is intended for 3rd grade students. It can be adapted to teach 3rd-5th grade. Students that display the following may be more interested and successful with this unit:

- Desire a challenge
- Have the ability to solve problems creatively
- Use critical reasoning
- Verbally expressive
- Flexible in thoughts and actions
- Ability to tolerate ambiguity
- Ability to motivate others
- Have an interest in history
- Have an interest in civil right

Goals & Outcomes

Content Goals

- ❖ Understand African American leadership played an important in role in U.S. history.
- ❖ Express what leadership is and how they exhibit leadership skills.

Outcome

By the end of this unit, students will be able to:

- ✓ Identify African Americans that showed courageous leadership in U.S. history.
- ✓ Express what leadership is and how everyday citizens can become leaders and set goals for themselves.

Process Goal:

- ❖ Ask and answer questions that require students to analyze, synthesize, and evaluate.

Outcome

- ✓ Enhance their oral communications skills to better serve them in leadership positions

Concept Goal

- ❖ Understand that leadership demands courage.

Outcome

- ✓ Increased cultural understanding and enhanced leadership abilities.

Formative Assessments

Formative assessments are used to monitor students' progress towards goals. Teachers are able to identify strengths and weaknesses and target those areas.

Formative assessments used in this unit include:

- Self-evaluation- Allow students to evaluate their own work
- Group quiz- students collaborating and agreeing on what they think is the correct answer
- Highlighter-assess student understanding of a text-based resource through this solo and small-group exercises

- Strategic Questioning- asking students to answer higher-order thinking questions to help discern the level and extent of the students' understanding
- Writing- to gauge understanding of the concept

Performance Task

Nominations are now open for the 2020 Courageous African American Leaderships exhibit!

The North Carolina Museum of History has announced they will be adding a new section called Courageous African American Leaders. The purpose of the new exhibit is to recognize and honor African Americans that have had a great impact in their community. You, as a knowledgeable historian, are to nominate a candidate that you believe would be worthy of such an honor.

You are to select an African American leader and research the life of that individual. You will submit a letter to the NC Museum of History nomination committee explaining the reasons your candidate should be recognized. Your letter should include accomplishments and contributions to the community. Nominate someone at www.ncmuseumnominationcommittee.org. **Nominations are due by 6 p.m. EST on Friday, August 14, 2020.**

In honor of the selected leaders, Southwest Elementary will write the leader's name and the person who nominated them on a brick at the school (*in chalk*). Keep in mind when you are deciding whom to nominate that:

Leadership Demands Courage!

Performance Task Rubric

Leadership Demands Change

2020 Courageous African American Leaderships exhibit

Criteria	Needs Improvement (1)	Satisfactory (2)	Outstanding (3)	Points/Comments
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<p>Organization of Information Should include background information (including your nominee's):</p> <ul style="list-style-type: none"> ▪ Childhood ▪ What they are best known ▪ Legacy 	<p>Did not describe your nominee's background information</p> <p>Fails to explain what your nominee is best known for</p> <p>Did not state your nominee's legacy</p>	<p>Some description of background information</p> <p>Basic explanation of what the person is best known for</p> <p>Vaguely stated nominee's legacy</p>	<p>Great description of background information</p> <p>Clearly explains what the person is best known for</p> <p>Accurately states nominee's legacy</p>	
<p>Emphasis on Criteria Thoroughly answers, "Why your nominee should be honored?"</p>	<p>Major points are not clear and /or persuasive</p>	<p>Content and purpose of the writing are clear</p>	<p>Major points are stated clearly and are well supported.</p>	
<p>Organization & Structure</p>	<p>Structure is not easy to follow</p>	<p>Structure is mostly clear and easy to follow</p>	<p>Structure is clear and easy to follow</p>	
<p>Grammar & Syntax</p>	<p>There is more than 5 spelling or grammar mistakes.</p>	<p>There are 3-5 spelling or grammar mistakes</p>	<p>There are no spelling or grammar mistakes</p>	
<p>Deadline Submission Submitted by August 14, 2020 at 6 pm EST</p>	<p>Submitted more than 3 days late</p>	<p>Submitted less than 3 days late</p>	<p>Submitted on time</p>	

			Lesson #
Yosheka Gaisie			1
MODEL	CONTENT AREA	GRADE LEVEL	
Team Based Learning	Social Studies/History Language Arts	3 rd	
CONCEPTUAL LENS		LESSON TOPIC	
Leadership		African American Leadership	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>			
<p>-3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.</p> <p>- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>- .RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</p> <p>- .3.1.D Explain their own ideas and understanding in light of the discussion.</p>			
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
Leadership Demands Courage		How does leadership demand courage?	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	

<p>- African Americans' played an important role in U.S. history</p> <p>-Leadership requires courage</p> <p>-Underground Railroad is an informal system of escape routes and safe houses operated by both free African Americans and white abolitionists to assist people fleeing enslavement.</p> <p>-Harriet Tubman was born into slavery; she was physically abused. She escaped alone and used stars in the night sky to navigate,</p> <p>-Harriet Tubman helped others to escape from slavery, making the dangerous round-trip journey 19 times.</p> <p>-During the Civil War, Tubman worked as a cook and nurse, and became a spy for the Union Army. The first woman to lead an armed expedition in the war.</p> <p>-When she died she was buried with military honors.</p>	<ul style="list-style-type: none"> -Analyze -Make predictions -Create inferences -Explain -Summarize -Determine and analyze relationships -Work together in collaborative groups -Draw conclusions -Develop 	
<p>GUIDING QUESTIONS</p> <p><i>What questions will be asked to support instruction?</i></p> <p><i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p>		
<p>Pre-Lesson Questions:</p>	<p>During Lesson Questions:</p>	<p>Post Lesson Questions:</p>

<ul style="list-style-type: none"> - What do you think it would be like to walk in the forest at night alone with no light? -Under what circumstances would you personally risk your life to save someone else? - What type of character traits might a person have to risk their lives to save someone else? -What examples can you share about someone you know or that you have read about or seen on TV who risked his or her life to help someone? -What might you call someone that is willing to risk their lives to help others? - How have you displayed leadership skills? -Why do people avoid being courageous? -What is the underground railroad? -What type of character traits might a person have to risk their lives to save someone else? 	<ul style="list-style-type: none"> -What adjectives would you use to describe Harriet? -What do you think her first journey north was like? - How would you feel if you were separated from your parents and forced to work? -You might follow up with: what characteristics might be needed for this journey? -Why do you think some slaves chose to flee on the Underground Railroad? - Why do you think Harriet Tubman is considered a great leader? -What do you think motivated Tubman to return to the South numerous times to help people escape enslavement? -What were some of the many risks she faced when making these journeys? 	<ul style="list-style-type: none"> - What was the Underground Railroad? -How could life have been different if Tubman had not been a courageous leader? -What did Harriet Tubman do in support of the Union army? -What is an advocate? -How does an advocate demonstrate leadership? - What would be the best word to describe Harriet Tubman? -What made you choose that word? -How did Harriett Tubman’s actions exemplify courage & leadership? -What elements of leadership are inherent to these leaders? -How do those elements of leadership affect whose ability to have an impact?
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	<ul style="list-style-type: none">-What thoughts and feelings do you think you would have crossing the line to freedom? -In what ways can Harriet Tubman also be considered an abolitionist? - How do you think abolitionists demonstrated leadership? -How do you think abolitionists demonstrated courage? -Why do you think that Harriet Tubman was an effective spy during the Civil War? -Why might she have left her coat and hat in view of the camera? -What do you think was the purpose of the photograph? -If you were labeling a photograph of Tubman, what three nouns would you use to sum up her life's work?	<ul style="list-style-type: none">-What leadership traits do you share with any of the leaders we have learned about? -How could you use the in them future? -What experience did all the leaders share? -Why do people avoid being courageous? - Why do you think some people choose to be leaders and others do not? - How does leadership demand courage?
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	<ul style="list-style-type: none">-How might Harriet have felt reading this the letter from Fredrick Douglass? -Why do you think a “kind lady” wrote Harriet Tubman’s life story instead of Tubman herself? -What request had Tubman made of Frederick Douglass? -According to Douglass, what were the significant differences between his work and Harriet Tubman? -When Douglass compares his work against slavery to Tubman’s, what are some of the differences he points out? -Why was it important that Harriet Tubman be viewed as “truthful and trustworthy?” -How are the traits of being truthful & trustworthy necessary to be a courageous leader?	
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
-The vocabulary used in this lesson is unfamiliar to students and may express/illustrate concepts, which are not usually a part of the curriculum at this grade level.	-Open-ended thinking and inquiry strategy, which allows students to share unique perspectives and make inferences.		-Walking to increase oxygen to the brain -Groups working together

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will learn about Harriet Tubman's extraordinary courage in the face of enormous risks.

Students should have basic knowledge of what slavery is and how the North and the South had extremely different views about slavery.

To grab students' attention the teacher will turn off the lights and close the blinds so that the classroom is dark. Sounds of nighttime in the forest will be playing in the background.

This is to create an idea of how scary it was to run away on the underground railroad at night. It is also to create the idea that to runaway requires one to be courageous.

Intro to Harriet Tubman:

- What do you think it would be like to walk in the forest at night alone with no light?
- Under what circumstances would you personally risk your life to save someone else?
- What type of character traits might a person have to risk their lives to save someone else?
- What examples can you share about someone you know or that you have read about or seen on TV who risked his or her life to help someone?
- What might you call someone that is willing to risk their lives to help others?
- How have you displayed leadership skills?

If students do not come up with leader,

Hint: a person who influences others to accomplish an objective or goal.

1) Groups stay together for an extended period of time, so they have time to develop into teams (intentional grouping)

The teacher will then divide students into groups of 2-3 students. Each group will get a copy of slides that represent different parts of Harriet Tubman life. The teacher will mix up each set before handing them out. Students will be asked to put them in order chronologically.

Harriet Tubman Timeline: <https://drive.google.com/file/d/1wnDYUFtM0k4hffcQYlvpvwnLz4LqNbPF/view?usp=sharing>

Explain to students that they will be working together to place the events of Harriet Tubman's life in order.

Once students are done draw a time line on the board from child to adult.

Teacher will call on students to place the first slide in order on the time line using tape or a magnet.

Continue calling on students until all slides have been placed on the time line. Review for accuracy.

Explain that Harriet Tubman was a great leader. A great leader needs to be courageous and have great leadership ability.

- Describe a time that you were in a leadership role.

Ask students what they already know about the Underground Railroad, record responses on the board.

Open a class discussion by talking about the purpose of a railroad and a conductor.

Share Harriet Tubman risked her life on multiple occasions in order to free herself, and eventually hundreds of others, from slavery. Also a Civil War heroine, she spent her long life serving and protecting other people. How does helping people make you a leader?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Video and Class Discussion

Students will watch a [PBS video](#) on Harriet Tubman.

Discussion Questions:

- What do you think motivated Harriet Tubman to return to the South numerous times to help people escape enslavement?
- What were some of the risks she faced when making these journeys?
- What thoughts and feelings do you think you would have had crossing the line to freedom?

Most leaders of the abolitionist movement engaged in speaking, writing, petition signing, and other forms of organizing, informing, and motivating others to try to end slavery altogether. In what ways is Harriet Tubman also be considered an abolitionist? How do you think abolitionist are courageous leader?

Why do you think that Harriet Tubman was an effective spy during the Civil War?

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Visual



Share this photograph is from the collection of the Library of Congress. The photographer was H.B. Lindsley, however, the date of the photograph is unknown; it is estimated to have been taken between 1860 and 1875

Carefully examine Tubman's clothing, the furniture, and the items piled on the chair next to her. Why might she have left her coat and hat in view of the camera? What do you think was the purpose of the photograph?

We do not know the date of this photograph. It is estimated to have been taken as early as 1860 which was prior to the Civil War and when Tubman was 39 years old, or as late as 1875, ten years after the Civil War when Tubman was 54. When do you think the photograph was taken? What evidence did you use to make your choice?

Notice that Tubman is labeled here as a “nurse, spy and scout”. If you were labeling a photograph of Tubman, what three nouns would you use to sum up her life’s work?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Letter

Students will read and analyze a [letter](#) written to Harriet Tubman by Frederick Douglass in 1868, shortly before the publication of *Scenes in the Life of Harriet Tubman*, based on interviews with Tubman and written by author Sarah H. Bradford. Tubman, who had met Douglass through common abolitionist friends, requested a written endorsement from him before the publication of the second volume of her biography. In 1886, Bradford’s *Harriet, The Moses of Her People* was published. Douglass’s letter, along with testimonials from other prominent people, appears in the second book’s appendix.

Discussion Questions

- How might Harriet have felt reading this the letter from Fredrick Douglass?
- Why do you think a “kind lady” wrote Harriet Tubman’s life story instead of Tubman herself?
- What request had Tubman made of Frederick Douglass?
- According to Douglass, what were the significant differences between his work and Harriet Tubman?
- When Douglass compares his work against slavery to Tubman’s, what are some of the differences he points out?
- Why was it important that Harriet Tubman be viewed as “truthful and trustworthy?”
- How are the traits of being truthful & trustworthy necessary to be a courageous leader?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

2) A process to ensure individual student readiness for group work

Students will use the walking classroom to listen to the podcast on Harriet Tubman. It is a recap of Tubman's life. At the conclusion of the walk, students will complete a [quiz](#) independently.

Quiz Link: https://docs.google.com/document/d/1caNbMpjDQ0b_qbH7OHxqA5EoSihyuOy6aCtS8PCsE8M/edit?usp=sharing

3) Assignments that require students to work collectively on rigorous application of course content (group review)

After all students are done, they will get into groups and choose the best answers for their team answer sheet. Students will bring me their answer sheet when they have agreed upon the final answers.

4) Teacher debriefs the quiz with students

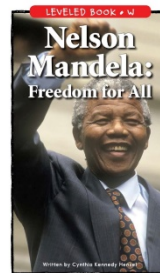
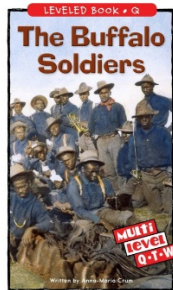
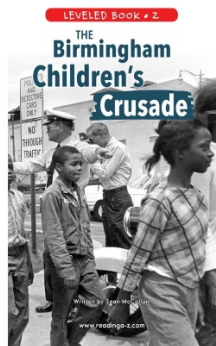
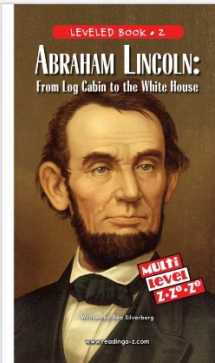
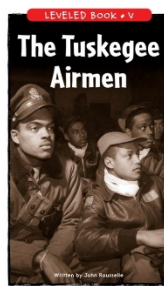
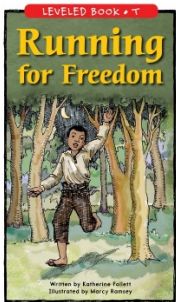
I will check the team papers and cross off a point for any incorrect answers and give it back for correction of needed. Each correct answer gets 3 points. Students will lose 1 point for each incorrect answer. Students are done when they have all correct answers and a final total for correct points. Teams will write their points on the board to make it more competitive.

5) Mini Lesson

Students that do not score well will have the option to review the story of Harriet Tubman and her leadership on Harriet Tubman Web Hunt: [Leading the Way](#). Students will have the opportunity to review important moments in her life and why she is viewed as brave.

Students that understand the concept will also have the option to use Brainpop Jr to research other leaders of their choice and share how they were courageous.

Raz-Kids is another option for students to review Harriet Tubman, Courage, Leadership, & and other leaders. Students will be able to read books and have access to quizzes. Students can compare becoming a leader within a group and setting out alone to accomplish a task.



Discussion Questions for Enrichment activity

- What elements of leadership are inherent to these leaders?
- How do those elements of leadership affect their ability to have an impact?
- What leadership traits do you share with any of the leaders we have learned about and how could you use them in the future?
- What experiences did all the leaders share?

Essential Understanding

- Why do you think some people choose to be leaders and others do not?
- What is required of leaders?

How does this demand courage?

TEACHER NAME		Lesson #
Y. Gaisie		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic method	Language Arts/ Social Studies	3rd
CONCEPTUAL LENS		LESSON TOPIC
Leadership		Civic Leadership
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>-3.C&G.Exemplify how citizens contribute politically, socially and economically to their community.</p> <p>- <u>RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>- <u>RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</p> <p>- <u>.3.1.D</u> Explain their own ideas and understanding in light of the discussion.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Leadership Demands Courage		How does leadership demand courage?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> • The Haymarket Affair, New York Shirtwaist, and the March on Washington were some of the first protests in the U.S.A. • The leaders of protest are responsible for knowing the rights of citizens and the laws regarding protests. • Protests occurs when suffering or alienated groups push for political, economic, and social change. • Boycotts, strikes, demonstrations, and marches are examples of political protests. 		<ul style="list-style-type: none"> • Demonstrate • Explore • Examine • Explain • Collaborate • Analyze • Create inferences • Draw conclusion • Reason

- | | |
|--|--|
| <ul style="list-style-type: none">• Cultural protests include literature, music, songs, dances, art, and language.• A demonstration is action by a group of people in favor of a political or other cause; it often consists of walking in a march and either beginning with or ending with a meeting, or rally, to hear speakers.• The First Amendment protects your right to assemble and express your views through protests.• The First Amendment to the U.S. Constitution protects the freedom of speech and peaceful protest and to petition the government.• Cesar Chavez was a leader who employed nonviolent means to bring attention to the plight of farm workers.• The Greensboro 4 were African Americans students that staged a sit-in at a segregated lunch counter.• Reverend Mance Jackson and Reverend Samuel McKinney led a march protesting the city government's delay of passing a citywide open housing ordinance.• The first Filipino-led union was established in 1933 to protect workers from discrimination. | |
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GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>- What is happening in this video?</p> <p>-What headlines have you seen in the news recently?</p> <p>- What protests do you know of?</p> <p>-Why do people protest?</p> <p>-What are some things people do to protest?</p> <p>-What do you think the leader of a protest is responsible for?</p> <p>- How is courage represented when people protest?</p> <p>How is leadership related to protesting or marching for a cause?</p> <p>-What would a peaceful protest look like?</p> <p>-Who was the leader of the March on Washington?</p> <p>- Why do people continue to protest today?</p>	<p>-What is the problem identified and a suggested solution for each example?</p> <p>-How would any of the solutions require courage?</p> <p>-Who were the leaders in the example?</p> <p>-In what ways were the leaders effective in the example?</p> <p>-What was different about the examples?</p> <p>-What do the differences suggest about the concept they all share?</p> <p>-How in different cases and time periods, are these situations similar?</p> <p>- Why might someone have to be brave to protest?</p> <p>-How would you describe the leaders of these protests?</p>	<p>-How are all four examples different?</p> <p>- What must a leader do to be effective and inspire others in a positive way?</p> <p>-What is one word that describes how you feel about the discussion today?</p> <p>-How might the decisions of a leader require them to be brave?</p> <p>-How has learning about protested changed your thoughts?</p> <p>-How can you be a leader in your community?</p> <p>*How does leadership demand courage?</p>

	<p>-Why are leaders needed?</p> <p>-Why do you think protests continue today?</p>	
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
-The vocabulary used in this lesson is unfamiliar to students and may express/illustrate concepts, which are not usually a part of the curriculum at this grade level.	Open-ended thinking and inquiry strategies, which allows students to share unique perspectives and make inferences.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Google Slides link: <https://docs.google.com/presentation/d/1JnovEzyH4UU4pkpJzE1SLQxXFGn4QsuiykqCZrnFjmc/edit?usp=sharing>

The lesson will begin with the teacher playing the first **15 seconds** of a video of protesters chanting "[No justice no peace](#)"

Video link: <https://www.youtube.com/watch?v=iEjNAZ7xUPM>

- What is happening in this video?
- What headlines have you seen in the news recently?
- What protests do you know of?
- Why do people protest?

Protest occurs when suffering or alienated groups push for political, economic, and social change.

- What are some things people do to protest?

Boycotts, strikes, demonstrations, and marches.

The First Amendment protects your right to assemble and express your views through protest.

- What do you think the leader of a protest is responsible for?

The leaders of protest are responsible for knowing the rights of citizens and the laws regarding protest.

- What would a peaceful protest look like?

History of Protest in American

One of the first protest in American was the Haymarket affair. It was also known as the Haymarket riot and Haymarket massacre. In May 1886, in Haymarket Square in Chicago, a protest took place to support workers striking for an eight-hour workday.

Teacher will display a poster advertising the event.

Attention Workingmen!

GREAT

MASS MEETING

TO-NIGHT, at 7.30 o'clock,

HAYMARKET, Randolph St. Bet. Desplaines and Halsted.

Good Speakers will be present to denounce the latest atrocious act of the police, the shooting of our fellow-workmen yesterday afternoon.

CHICAGO HISTORICAL SOCIETY

THE EXECUTIVE COMMITTEE.

Achtung Arbeiter!

Große

Massen-Versammlung

Heute Abend, halb 8 Uhr, auf dem

Heumarkt, Randolph-Straße, zwischen

Desplaines, u. Halsted-Str.

Gute Redner werden den neuesten Schurkenstreich der Polizei, indem sie gestern Nachmittag unsere Brüder erschoss, geißeln.

Das Executiv-Comite.

The New York shirtwaist strike of 1909 is another protest that took place to support a strike primarily involving Jewish women working in New York shirtwaist factories. They wanted better working conditions, improved wages, and hours.



The March on Washington in August 1963 is one of the more famous protest.

- What was the purpose of the March on Washington?



The purpose of the march was to advocate for the civil and economic rights of African Americans.

Most students have some background knowledge of Dr. Martin L. King and the march on Washington. The teacher will ask the question below, if students cannot provide and answer the teacher will.

- Who was the leader of the March on Washington?
- What made Dr. King an effective leader?
- How did Dr. King demonstrate his courage as a leader?
- Why do people continue to protest today?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The Text

The teacher will give each student a copy of the [4 examples](#) of protest. Students will read independently and are encouraged to write down questions they have about each example.

They will employ close reading strategies:

- Read the text carefully and for understanding.
- Use highlighters to mark important text and make notes in margins.
- Look for places where the author is stating his/her views, arguing for them, or raising questions.
- Make connections between parts of the text by using your marginal notes.
- Think about what you have read and how you understand it.
- Make connections between the ideas in the text and what you know in your life and the lives of the others.

Example #1

Inspired and assisted by Cesar Chavez, Washington farm workers began to organize in the early 1970's. They formalized their union through the United Farm Workers of Washington State in 1986, but still suffered from low wages, high

unemployment, substandard conditions, and unsavory recruitment practices. A meeting with Governor Booth Gardner in 1987 did not yield any substantive changes. In 1988, workers began picketing the Chateau Ste. Michelle winery in Woodinville, and by the early 1990s the United Farm Workers launched a full organizing and corporate campaign. They sought a union contract and an end to the abuses that farm workers were facing on the job. The first union contract was reached in 1995 for farm workers in Washington State. Today the UFW in Washington State, headquartered in Sunnyside, continues to organize and appeal for farm worker rights and dignity.



Source: United Farm Workers of Washington State History Project <http://depts.washington.edu/pcls/ufw/photographs.htm>

Example #2

The Greensboro sit-in was a civil rights protest that started in 1960, when young African American students staged a sit-in at a segregated Woolworth's lunch counter in Greensboro, North Carolina, and refused to leave after being denied service. The sit-in movement soon spread to college towns throughout the South. Though many of the protesters were arrested for trespassing, disorderly conduct or disturbing the peace, their actions made an immediate and lasting impact, forcing Woolworth's and other establishments to change their segregationist policies.



Source: History Channel Greensboro Four <https://www.history.com/topics/black-history/the-greensboro-sit-in>

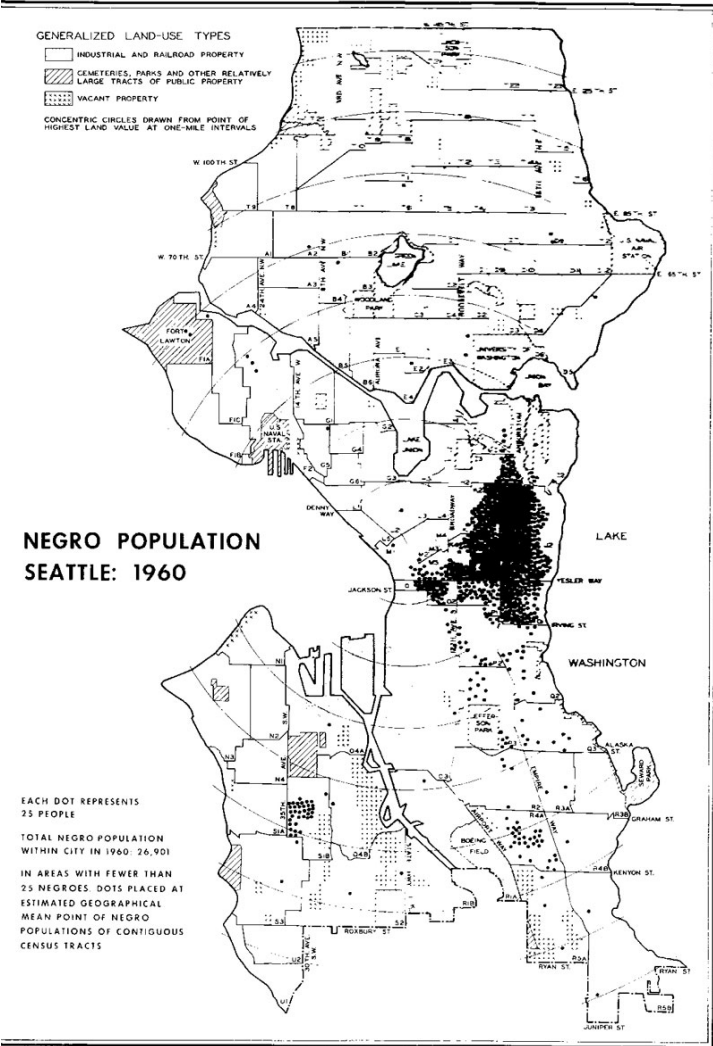
Example #3

The open housing campaign in Seattle began inconspicuously in the 1950s with the efforts of the NAACP, the Urban League and the Jewish Anti-Defamation League to assist Blacks, Asians, and other people of color who wanted housing outside of the Central District.

Even though residential covenants were outlawed by the 1948 Supreme Court ruling in *Shelley v. Kramer*, resistance by White homeowners and realtors prevented the majority of Black Seattleites from leaving the Central District. In 1960, nearly 80% of the city's 26,901 Black residents lived in four of the 110 census tracts.

On July 1, 1963, Reverend Mance Jackson and Reverend Samuel McKinney led a march protesting the city government's delay of passing a citywide open housing ordinance. Thirty-five young people from the Central District Youth club left the march and staged Seattle's first sit-in, occupying the mayor's office for nearly twenty-four hours.

: Taylor, Q. (1994). *The forging of a Black community: Seattle's Central District from 1870 through the Civil Rights Era*. Seattle: University of Washington Press.



Example #4

In Depression-era Seattle, Filipinos found work through the contract system, in which a middle man would connect the worker with a job for a fee. Many men saw this as corrupt and unnecessary. Once they found jobs through this system, Filipino workers were sent to Alaskan canneries or Yakima Valley farms. On the job, the men noticed that there was a dual labor system; Filipino workers were hired only for the least desirable jobs. Facing discrimination in the canneries, they were treated as inferior employees. Due to these persecutions, some workers decided it was time to organize. The men were faced with prejudice and hostility, yet many men were determined to protect themselves through organization.

“From the pool halls and dance halls, men talked about the benefits of organization, realizing that they needed a union to protect the rights of cannery and farm workers. In 1933 the Cannery Workers’ and Farm Labors’ Union Local 18257, the first Filipino-led union in the United States, organized in the Pacific Northwest. Based in Seattle, it was organized by "Alaskeros" who worked in the Alaska salmon canneries each summer and in agricultural regions of Washington, Oregon, and California in the other seasons. Shortly after the union was launched the battle began; facing accusations of communism and the possibility of deportation or murder, union leaders persevered and succeeded in changing many unfair conditions of Filipino labor.”

-Micah Ellison, “The Local 7/Local 37 Story: Filipino-American Cannery Unionism in Seattle, 1940-1959.”



Source: The ILWU Story: Six Decades of Militant Unionism

http://www.ilwu19.com/history/the_ilwu_story/the_marine_division.htm

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

The Questions

The teacher will gather students and have them share their questions about the examples. The teacher will begin with “What questions do you have about the articles read?” The questions should be open-ended and will guide the group discussion. Students will share their questions. Students will be sitting in two circles, the inner circle and outer circle. The inner circle will be the speakers, the students who discuss the questions. The outer circle students are the recorders, those who sit silently record notes on the inner circle speakers. When the inner circle is done, the circles will switch so that all students have a chance being in each circle.

During the circle students will:

- Be prepared to participate
- Refer to the text often and when needed

- Ask good questions and ask for clarification when confused.
- Take turns speaking
- Listen carefully and actively to classmates
- Speak loud enough so that all can hear you.
- Respect for differing ideas
- Give evidence and examples to support your responses.

If the students fail to engage in discussion, the teacher may ask the following questions to keep the conversations going.

- What was different about the examples?
- What do the differences suggest about the concept they all share?
- How in different cases and time periods, are these situations similar?
- How are protests effective?
- Why might someone have to be brave to protest?
- How would you describe the leaders of a protest?
- Why are leaders needed?
- Why do you think protests continue today?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Reflect

Students are to rejoin their groups to:

- Be reflective about the process of the circle
- Discuss what went well and ways to improve
- Use writing to think about both the process and the content of the circle

Review

Reiterate the failure or success of a movement generally depends on leadership, organization, and framing of an issue.

Ask students what must a leader do to be effective and inspire others in a positive way?

Acceptable answers:

- Share a vision

- Lead by example
- Demonstrate integrity
- Communicate effectively
- Empower other
- Be brave

- What is one word that describes how you feel about the discussion today?
- How might the decisions of a leader require them to be brave?
- How has learning about protests changed your thoughts?

Students will then reflect on the question below in their journals.

- How can you be a leader in your community?

Students will be allowed to share their writing and then answer the final question of the lesson.

How does leadership demand courage?

Wrap up with this quote:



TEACHER NAME		Lesson #
Yosheka Gaisie		3
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg Moral Dilemmas	Social Studies/ Language Arts	3 rd
CONCEPTUAL LENS		LESSON TOPIC
Leadership		Leadership & Ethics
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
-3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community. - RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . - .RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text - .3.1.D Explain their own ideas and understanding in light of the discussion.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Leadership Demands Courage		How does leadership demand courage?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
-Courageous leadership requires strong morals. -Morals are the principles concerning the distinction between right and wrong or good and bad behavior		-Analyze -Identify -Infer -Develop

<ul style="list-style-type: none"> -Ethics are moral principles that govern a person's behavior or the conducting of an activity -Values are a person's principles or standards of behavior - A dilemma situation in which a difficult choice has to be made between two or more alternatives, especially equally undesirable ones 	<ul style="list-style-type: none"> -Create inferences -Explain -Work together in collaborative groups -Draw conclusions 	
<p>GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> -In what situation might stealing be okay? - How did you learned the distinction between right and wrong? -What are moral? -What are ethics? -What are values? -How do they relate? - Where do our morals come from? -How do they develop throughout our lives? --Based on the description of ethical dilemmas in the video, 	<ul style="list-style-type: none"> -Who will be helped? -Who will be hurt? -What are the benefits of your solutions? -What is the cost of your solution? -What are short-term effects of the solutions? -What are the long terms effects of the solutions? -How do you know that is the best decision? -What do you think the manager should do? 	<ul style="list-style-type: none"> -Now what do you think the manager should do? -What is the most important reason for this action? -How do ethics relate to courage? -How does leadership demand courage?

what can you infer about the meaning of the word dilemma?	-What is the most important reason for this action?		
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)</i>			
Content	Process	Product	Learning Environment
-The vocabulary used in this lesson is unfamiliar to students and may express/illustrate concepts, which are not usually a part of the curriculum at this grade level.	-Open-ended thinking and inquiry strategy, which allows students to share unique perspectives, make inferences, and reasoning.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Review the characteristics of a good leaders. Display the following photos:



The photos could prompt conversation about what a courageous leader is and is not. Record student's comments on the board.

Share these leaders were/are required to make difficult decisions that some may not like, it takes being courageous to make tough decisions.

The teacher will then move the conversation towards what students consider right and wrong.

Ask students in what situations might stealing be okay.

After listening to responses, ask students how they learned the principles concerning the distinction between right and wrong.

Students should come up with words like morals, ethics, and values.

What are morals?

What are ethics?

What are values?

How do they all relate to each other?

Give students a copy of [quotables](#) have them read article on ethics. Ask students to read the quotes and shared which one they think is the most important for a leader to understand. Students will share will the class.

Ask where do our ethics/morals come from?

How do they develop throughout life?

-Introduce the dilemma

- Share Brain pop Jr [video](#) on ethics and pause after the [dilemma](#) is introduced.
- -Based on the description of ethical dilemmas in the video, what can you infer about the meaning of the word dilemma?

-Students clarify the facts and identify the issues involved

-Students take a position on the action the central character and state two reasons for that position

-Divide the class into small groups to discuss the reasoning behind their positions

-Gather whole group again and discussion of the dilemma

-Encourage students to reevaluate their own positions.

Then play the remainder of the video

Share leaders are faced with dilemmas that can affect many people. They must have high moral ethics to make decisions that are in favor of people.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Step 1: Introduce and clarify the nature of the dilemma

Students will be given the following dilemma:

You are the manager at a grocery store and you see one of your employees stealing food. You know her husband recently died and she has four children. What do you do?

Step 2: Have students clarify the facts of the situation and identify the issues involved.

- Dilemma
- Who will be helped?
- Who will be hurt?

Step 3: Have students identify a tentative position and state one or two reasons for that position

-Students a position on the action the central character and state two reasons for that position

- Solutions

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Step 4: Divide the class into small groups

- In small groups, students share their reasons for the position they have taken.

Step 5: Gather whole group for a class discussion of the dilemma

-The class will be seated in a circle to encourage student interaction.

-Gather whole group again and discussion of the dilemma

- Benefits of your solutions
- Cost of your solution?
- Short term effects
- Long term effects

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Step 6: Ask students to reevaluate their original positions individually

-The teacher will then ask students to review the discussion and answer the following two questions:

- Now what do you think the manager should do?
- What is the most important reason for this action?

Why would a manager be considered a leader?

How does ethics relate to courage?

How could the manager's decision make him brave or cowardly?

How does leadership demand courage?

Courageous leadership must involve leading with strong morals and a higher sense of ethics.

			Lesson #
Yosheka Gaisie			4
MODEL	CONTENT AREA	GRADE LEVEL	
Case Study	Social Studies/History Language Arts	3 rd	
CONCEPTUAL LENS		LESSON TOPIC	
Leadership		Student Leadership	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>			
<p>-3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.</p> <p>- <u>RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>-RL 3.1 Ask and answer questions to demonstrate understanding of text</p> <p>- <u>RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</p> <p>- <u>.3.1.D</u> Explain their own ideas and understanding in light of the discussion.</p>			
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
Leadership Demands Courage		How does leadership demand courage?	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	

- Leaders do not have to be famous or speak in front of crowds.
- Everyday citizens and students can be leaders.
- Leadership requires that you lead yourself in the choices that you make.
- Leadership requires that you lead by example acting as a role model.
- Leadership requires you lead others by guiding them towards a goal.
- Students can be leaders and help those who are mistreated.
- Bullying is when someone is being hurt by either words or actions, feels bad because of it, and has a hard time stopping what is happening to them.
- Bullying can be physical or emotional.
- Cyberbullying is when someone uses technology—internet, email, cell phones, social media, pictures— to hurt or harm someone else.
- Everyone has the capacity to be a leader in some way.
- Everyday people can affect change.
- Being a leader sometimes requires being courageous.

- -Analyze
- -Infer
- -Explain
- -Problem Solve
- -Create Solutions
- -Work in collaborative groups
- -Evaluate
- -Research
- -Present

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:

During Lesson Questions:

Post Lesson Questions:

<ul style="list-style-type: none">• Who are the people in these pictures?• What are they known for?• What conflict did they face that showed their courage?• Why would they be considered leaders?• What makes someone a leader?• What skills, abilities, and traits should they possess?• What skills, abilities, or traits do you believe you have that help you lead?• What do you think of when you think of courage?• Who are some people you consider courageous?• What makes them courageous?• Why do you think some people are courageous and some are not?• What does it mean to think like a “black belt?”• “Courage is NOT without the absence of fear,” what do you think that means?• What do you think this means “You lead yourself in the choices you make?”	<ul style="list-style-type: none">• What were the issues in this article?• What additional information will you need to find a solution?• What are some methods you might use to analyze the problem?• What are possible solutions for solving the problem?	<ul style="list-style-type: none">• How might you use the perspective of a bully to reflect on a solution?• How might you use your problem for the case to respond to the following questions?• What is the relationship between bullying and leadership?• How can you be a leader when it comes to bullying?• How does leadership demand courage?
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<ul style="list-style-type: none"> • What choice did you make in the last month that resulted in something good happening? • What choice did you make in the last month that resulted in something bad happening? • What does it mean “you lead by example?” • What is something that you do that others might benefit from doing? • What does it mean “You lead others by guiding them towards a goal?” • What changes do you think need to make in our school or community? 		
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
-The vocabulary used in this lesson is unfamiliar to students and may express/illustrate concepts, which are not usually a part of the curriculum at this grade level.	-Open-ended thinking and inquiry strategy, which allows students to share unique perspectives and make inferences. -Students identify problems using critical thinking and seek solutions	-Final product will be unique to each group	-Collaborative work groups

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

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Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Display pictures of known leaders



Teacher asks:

- Who are the people in these pictures?
- What are they known for?
- What conflict did they face that shows their courage?
- Why would they be considered leaders?
- What makes someone a leader?
- What skills, abilities, and traits should they possess?
- What skills, abilities, or traits do you believe you have that help you lead?

After responses process with the following questions:

- What do you think of when you think of courage?
- Who are some people you consider courageous?

-Why do you think some people are courageous and some are not?

Introduce the video, [Leadership & Courage](#) saying: If you ever been interested or participated in martial arts, you should be familiar with the word sensei. A sensei is an example of a leader. Let's learn how to "think like a black belt."

After the video, ask students: What do you think the man in the video meant by "think like a black belt?"

Accept responses

The teacher explains there are 3 types of courageous leadership:

- Heroic- firefighter saving people
- Artistic- sharing ideas or products
- Moral- during what's right

It is stated in the video "Courage is NOT without the absence of fear," what do you think that means?

Share that being a leader does not mean you have to protest and stand in front of a crowd and speak. Being a leader can be as simple as:

Share Google slide with the following:

https://docs.google.com/presentation/d/1JsX8q2fYZ-S-Egt2cHiwy0BREvRS72jd1E9vGo6PZj8/edit#slide=id.g892b153e7a_0_189

Ask students what each bold bullet means

- **You lead YOURSELF in the choices that you make.**
- What do you think this means?

Share: You lead yourself each day with the choices that you make. You can make a good choice and lead yourself towards a positive outcome. You can make a poor choice and lead yourself towards a negative outcome. Great leaders make good personal choices.

- What choice did you make in the last month that resulted in something good happening?
- What choice did you make in the last month that resulted in something bad happening?

- **You lead BY EXAMPLE acting as a role model.**
- What do you think this means?

Share: Some people may look to you for leadership and imitate your actions. You lead by your example acting as a role model. Leadership involves guiding others to achieve a goal. You are a leader. You provide direction, share advice, and help people work together. You can lead others to achieve wonderful things or you can lead others to achieve terrible things. Great leaders lead others to accomplish worthy goals.

- What is something that you do that others might benefit from doing?
- **You lead OTHERS by guiding them towards a goal.**

A role model is a person whose behavior, attitude, or accomplishments others copy. It is important to realize that other people, especially those younger than you, look up to you for guidance and as a source of inspiration.

- Describe a time when you had to lead others to accomplish a goal either at school, home, or as part of a team.

Ask students: What changes might you as a leader, make in your school or community?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Step One: *Ask a provocative question related to the case study topic*

How can students leaders stand up for those who are treated unfairly?

Accept responses and explain that students will be investigating a case study where students become leaders to stand up for those who are being mistreated.

Step Two: *Present the case study*

Give students a copy of the case study: [The Other Perspective](#)

Students are to read the case study independently and annotate the text as they would in a close reading.

Explain- Students communicate what they learned so far and figure out what that means.

Asks:

- What were the issues in this article?
- What additional information will you need to find a solution?
- What are possible solutions for solving the problem?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Step Three: Work on the Problem Statement

Students are divided into small groups. Teacher will provide additional readings: [Kids Against Bullying](#)

Students are instructed to make a problem statement by doing the following:

- Students will establish collaborative learning roles.
- Students will participate and share the work of solving the problem.
- Students should provide reasons for their methods of solving the problem with the group.
- Students will reflect on their thinking in a way the others can understand their thoughts.
- Students should come up with alternative problem statement.
- Student will then share reason for consider alternative problem statements.

The teacher will monitor the groups for collaboration, participation, and reflection.

Step Four: Identify the Problem

- Students create the problem statement
- Develop solutions to the problem

- Prepare to present their presentation to the class.

The teacher will try to avoid answering questions and monitor the groups.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Step Five: Present Solutions

Teacher asks each group to present the solutions they came up with for changing how students are being mistreated by others?

Students will be expected to listen to the other groups.

- Try to understand the other groups solutions
- Consider how well the solutions presented actually solve the problem

Students question the presenting group about their solutions.

Students complete a debriefing page where they explain how they would revise their solutions after hearing other solutions.

- How might you use the perspective of a bully to reflect on a solution?
- How might you use your problem for the case to respond to the following questions?
- What is the relationship between bullying and leadership?
- How can you be a leader when it comes to bullying?
- ***How does leadership demand courage?***

Unit Resources

Lesson 1 African American Leadership	Student Materials/Resources Harriet Tubman timeline Letter from Fredrick Douglass Harriet Tubman Leadership Quiz Harriet Tubman Web Hunt	Teacher Resources Harriet Tubman video
Lesson 2 Civil Leadership	Protest Examples	No justice, no peace video
Lesson 3 Leadership & Ethics	Quotes	Brainpop Jr Ethics video Ethics dilemma
Lesson 4 Student Leadership	The Other Prospective Kids Against Bullying Newsletter	Leadership & Courage video Leadership Slides Presentation

References

Brainpop Jr (2020) , Harriet Tubman, (2020) <https://jr.brainpop.com/socialstudies/biographies/harriettubman/>

*Educational website that kids can navigate easily on their own. This interactive site includes videos, audio prompts, and graphics familiar to kids in an ideal format for young learners.

Haymarket Riot, (2020) <https://www.history.com/topics/19th-century/haymarket-riot>

*Information about the Haymarket riot and the outcome.

National Bully Prevention Center (2020) <https://www.pacer.org/bullying/classroom/elementary/activities/kab-newsletter.asp>

*National Bullying Prevention Center publishes a Kids Against Bullying newsletter designed for elementary students.

New York Shirtwaist Strike of 1909, (2019) https://en.wikipedia.org/wiki/New_York_shirtwaist_strike_of_1909

*Information about the New York Shirtwaist Strike of 1909.

PBS Learning Media, Harriet Tubman –Activist, (2020) <https://www.pbslearningmedia.org/resource/americon-vid-harriet-tubman/video/#.XmrHcahKg2w>

*Students learn about Harriet Tubman’s courage in the face of enormous risks.

Raz-Kids, (2020) <https://www.raz-kids.com/>

* Online guided reading program with interactive ebooks, downloadable books, and reading quizzes.

Technokids, Leadership Quiz (2014) <https://www.technokids.com/blog/technology-integration/leadership-quiz/>

*Technology-based activities that would help students recognize their leadership strengths, as well as apply leadership skills to complete various tasks.

The Whyville Time, The Bully’s Perspective (2013) <http://j.whyville.net/smmk/whytimes/article?id=13797>

*Article from the perspective of a bully.