



Leader and Role Models: Lesson 1

Overview	Key Lesson Elements	
	What is the Teacher Doing?	What are the Students Doing?
<p>Unpacked Benchmark, CDAS, CRS, or IL State Standards. draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>	<p>Do Now (3-5 minutes): I will be standing at the door handing out Do Nows. As soon as the bell rings, I will come into the room and give the instruction to begin the Do Now, set the timer for 5 minutes, and circulate the classroom. While I am circulating the classroom, I will narrate to ensure that the students are on task and check their answers.</p>	<p>Students will be answering the following question on the Do Now that was handed to them at the door: Make a list of all of the people you can think of who you would consider to be a leader and all of the people who you would consider to be a role model. You can give a specific name or you can give a general category of people. For example, you can say “My uncle Jack” or you can say “a president”.</p>
	<p>Hand out worksheet and explain procedure. While students are working on the assignment, I will be circulating the room and narrating.</p> <p>While I am circulating, I will pass out whiteboard markers as the students finish so that they can come up to the board to write their answers. Once all students have had a chance to write on the board, I will monitor that all students return to their seats and then facilitate the discussion.</p>	<p>Students will receive a guided worksheet. On this sheet, students will choose one person from each list that they think best represents a leader and a role model. Then in a 2-3 sentence narrative they will describe why they chose that person (what is it that makes this person the best example of a leader or role model?) As students finish writing their narratives, they will come up to the board and write the name of their best representations on lists. As a class we will look at these lists.</p> <ol style="list-style-type: none"> a. Do you see anything in common? b. Are there any repeats?
<p>Objective(s) SWBAT: identify key qualities of leaders and role models</p>	<p>I will explain the procedure for sharing the narratives, and facilitate the conversation between partners. I will monitor the time with a timer projected on the board. Finally, I will walk around and listen to the conversations as well as narrate.</p>	<p>Students will then share their narratives with the person sitting next to them. After they have shared, I will ask 2-3 students to share what their partner said about their best representations.</p>
<p>Vocabulary words/Key Concepts: Leader Role Model</p>	<p>I will facilitate the conversation, in which multiple students will share out what they shared with their partner. I will put a timer on the board, and facilitate their silent, independent brainstorm. Again, I will facilitate and narrate their individual conversations with partners.</p> <p>Finally, I will ask for volunteers to share out some of the qualities of a leader (by raising their hands) and I will write these qualities on a large poster that I will later hang in the classroom for the duration of the writing project.</p>	<p>After hearing a few different descriptions of people who we could consider to be leaders, students will go back and brainstorm qualities of a leader for 1 minute on their own. Then, they will work in partners to brainstorm qualities of a leader for 2 minutes. Finally, on a large poster, we will brainstorm qualities of a leader together, and have a class list. This list will remain posted in the room for the duration of the unit for students to refer back to.</p>
<p>Modifications/ Accommodations I will be working one-on-one with certain students to guide their thinking. Additionally, the</p>	<p>I will, again, facilitate, monitor, and narrate the work and conversations that the students have. During out class discussion I will write the qualities that the students have come up with on a second large poster, which will also be hung in the classroom for the duration of the writing project.</p>	<p>Repeat the process of brainstorming qualities for role models.</p>



<p>amount of sentences that certain students need to write will be reduced.</p>	<p>Exit Ticket (aligned to lesson objective) or assessment: I will direct the students to their exit ticket and monitor their work by circulating the classroom, making sure that each student is working on the correct assignment, and narrating their behavior.</p>	<p>Students will answer the Exit Ticket, which they can find on the back of their Do Now, silently and independently.</p> <p>Looking at our new lists, is there anyone you would add? Why would you add them?</p>
<p>Materials & Technology Projector Laptop Whiteboard/Markers (enough for each student) Copies of worksheets</p>	<p>Closing/Preview for next lesson: We will be using these concepts as we begin to think how they may relate to President Mandela and as we begin to write our Three Part Responses.</p> <p>Post Lesson Reflection: The students still struggled to share their ideas with partners. I worked to use positive narration to highlight the students who were talking on task. But, many of them still were unable to do so. Instead of writing on a poster, I decided to type their ideas as they shared them directly into my Powerpoint that was being projected on the board. I chose to do this because it was going to be more efficient and would cause less disruption to the flow of the lesson. Now, I have the materials saved for our lesson tomorrow.</p>	