

2015 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree: August-Bertha Maxwell-Roddey, PhD

Lesson Title: Servant Leadership- Bertha Maxwell-Roddey, PhD

Grade Level/Course: Grades 6-12- English Language Arts

Standards Addressed:

Reading Informational Texts: CCSS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading Informational Texts: CCSS.ELA-Literacy.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

Speaking and Listening: CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Objectives:

To define servant leadership and identify the characteristics of a servant leader.

To read, analyze, and discuss a biography

To brainstorm ideas for community service projects

Instructional Materials:

South Carolina African American History Calendar 2015-August

[Article: "What is Servant Leadership?" by The Greenleaf Center for Servant Leadership](#)

Two Sun Graphic Organizers drawn with a marker on chart paper (example attached)

Servant Leadership Brainstorming for Community Service Projects Handouts

[Servant Leadership Quotes](#)

Lesson Progression and Time Frame: Two 50 minute Class Periods

Day One Learning Activities:

Activate Prior Knowledge: The teacher will stick two pieces of sun graphic organizer chart paper on the wall, one on the right side of the classroom and the other on the left side of the classroom. One will be labeled servant, and the other will be labeled leader. Students on each side of the room will write down words and phrases that come to mind when they think of a servant or a leader. Each group will appoint one person to share with the whole class what they wrote on the graphic organizer. The class will note the differences and similarities of these two lists. (The teacher should get the students to see that good leaders are also servants). (10 min)

Mini-Lesson: The teacher will explain that Dr. Bertha Maxwell-Roddey has devoted her entire life to service. As an educator, activist, and president of Delta Sigma Theta Sorority, Incorporated, Dr. Maxwell-Roddey has demonstrated both the qualities of a leader and a servant, which makes her a servant leader. The teacher will define servant leadership by reading the first two paragraphs of the article "What is Servant Leadership?" (5 min)

Guided Practice and Independent Practice: Students will be placed in ten small groups. Each group will be given one of the Ten Characteristics of Caring, Effective Leadership to analyze from the article. They will complete a SEED on a piece of paper for their characteristic:

S- State the definition.

E- Elaborate or explain the meaning in your own words.

E- Give examples from fiction and real life of people who exhibit this trait.

D- Draw or illustrate an example of this trait.

After the groups complete the SEED handout, they will take a picture of it using a mobile device and email it to the teacher.

Each group will present their SEED to the class. The teacher will project the SEED on the projector.

Active Closure/Exit Ticket: Students will respond to the following question: What is servant leadership? Which characteristic of caring, effective leadership do you think is the most significant? What is the big take away from today's lesson?

A few students will share their responses aloud. All students will turn in their responses.

Day Two Learning Activities

Activate Prior Knowledge: The teacher will project the following questions on the whiteboard:

1. What distinguishes a servant leader from just a regular leader?
2. What are the ten characteristics of caring, effective servant leaders (from yesterday's lesson)?

A few students will share their responses.

Mini-Lesson: The teacher will review the definition and characteristics of servant leadership. The teacher will read aloud the biography of Dr. Maxwell-Roddey in the *2015 South Carolina African-American History Calendar*.

Guided Practice: The teacher will re-read the first paragraph of the biography making note of specific events in Dr. Maxwell's life that exhibit a characteristic of caring, effective servant leader. In this paragraph, the teacher should note that Dr. Maxwell-Roddey's educational experiences fostered within her a greater awareness of the world and people in it. Through education, she also developed strong listening skills and persuasive techniques.

Independent Practice: Students will read and annotate the rest of the biography making note of specific events in Dr. Maxwell-Roddey's life that either developed or demonstrated a characteristic of effective, caring servant leadership. Students will share these responses with the class.

As indicated in the article, Dr. Maxwell-Roddey committed her entire life to serving other people. The teacher will tell the students that as future servant leaders following her example, it is important that they begin developing an awareness of the needs in their community and the vision to create ways to make people's lives better. Students will get into groups of four to brainstorm a list of several service projects they could do in the following categories:

1. Ways to maximize the potential and empower others. (Example: Create an after school tutoring program).
2. Ways to increase awareness about something essential. (Example: Organize a health fair).

3. Ways to Show Kindness and Mercy and Help People in Need (Example: Volunteer with Habitat for Humanity, one of Dr. Maxwell-Roddey's signature projects).

4. Ways to Build Community or bring people together (Example: Plan a community carnival).

Each group will share their ideas.

Possible Extension: The class could vote on one project idea to plan and execute as a class.

Active Closure: Each student will look over the page of quotes. They will select two of their favorites and speak into the silence as closure for the lesson. (Speaking into the silence involves students speaking one at a time without raising their hands. Tell students prior to beginning that it is okay if the same quotes are repeated several times, and they don't have to raise their hands. Keep this going for several minutes until most students have shared their selected two quotes).

To close, the teacher will project this quote on the screen, and the entire class will read it as a choral reading:

"The adventure of life is to learn. The purpose of life is to grow. The nature of life is to change. The challenge of life is to overcome. The essence of life is to care. The opportunity of life is to serve. The secret of life is to dare. The spice of life is to befriend. The beauty of life is to give."

~ **William Arthur Ward**

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