| **ELA: Grade 9 - Leadership Makes the Difference** | |
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| **Lesson Overview** | |
| In this unit, students will understand the contributions that Calendar Honoree, Dr. Allie Brooks, has made in South Carolina’s educational system, students, teachers, and community. Students will engage in activities to identify what traits a leader possesses, whole group discussions, and research of notable leaders in order to write a claim statement. At the end of the unit, students will produce a claim statement with evidence to support their argument. | |
| **Overarching Inquiry Question** | |
| How does an effective leader affect society?  *All lessons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| This unit best supports the themes of discussion of leadership traits and research of leaders in society. The unit supports these themes through class discussion, activities, performing research, and supporting a claim with clear evidence. | |
| **Skills Emphasis at a Glance** | |
| Communication- Students will use prior knowledge to argue and defend a claim.  Evidence-Students will research to create claims and defend with clear reasoning.  Argument Writing- Students will write a claim statement to explain traits a leader possesses. | |
| **Standard(s)** | |
| **Standard 1**: Write arguments to support claims with clear reasons and relevant evidence.  **Standard 1**: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.  **Standard 6:** Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. | |
| **Background Information** | |
| Dr. Brooks is a native of the Florence area. A veteran of the U.S. Army, Brooks served in Korea and Oklahoma. He earned a bachelor’s degree in 1968 from S.C. State University and a master’s degree in education administration from the University of South Carolina in 1974. He completed the Institute on the Principal and School Improvement in 1987 at Harvard University and did further graduate work at USC until his retirement. Upon retirement in 2005, Dr. Brooks served for 35 years as a teacher, principal, and superintendent of schools. | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can argue and support a claim through discussion and debate. 2. I can discover leaders in the community through information gathered by the teacher. 3. I can write a claim statement that follows a structure and uses clear reasoning. | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can argue and support a claim through discussion and debate.** | |
| * Students will be asked to identify notable personalities whom they feel possess traits of an effective leader through a carousel activity. * Students will engage in a whole group discussion of who they deemed a leader and use evidence (prior knowledge) to defend their stance. * Students will create a “working definition” of a leader to use for future reference in the lesson. | * The carousel pictures can consist of notable personalities such as Cardi B, President Trump, LeBron James, Bill Gates, Ice Cube, Oprah Winfrey, etc.   Guiding Questions:   * What do you look for in a leader? Does this person possess those qualities? * Does being a leader mean that you are a positive role model? * What impact have these people had on society? * Students can mark the pictures of the people they consider leaders with a green Post-It note and write on the note one reason why they would consider them a leader. * During the class discussion, students need to be ready to defend their argument.   Discussion Questions:   * What qualities do most effective leaders possess? * These leaders may be deemed as famous, but name some leaders that you encounter on a day to day basis. * Do you have to be a certain age in order to be deemed a leader? Explain. * These questions are to invite students to think about how leadership skills can be found in the most common of people, including their parents, peers, teachers, principals, and themselves. * Follow up with this [Ted Talk](https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en) video about focusing on how everyday people can make huge impacts. (6 minute run time) |
| * Students will listen to others views on leadership and explore diverse viewpoints through discussion. | * Ask students to reflect on their own abilities to lead. * When have you taken a leadership role? * Do you naturally lead a group or tend to follow? Which role is better, in your opinion? |
| **I can discover leaders in the community through information gathered by the teacher.** | |
| * The students will be introduced to Dr. Allie Brooks, an educational leader from South Carolina through information presented by the teacher. | * Compile information on Dr. Brooks’ achievements, organizational affiliations, and awards into a slide deck to present to the students. * Throughout the presentation ask what leadership skills Dr. Brooks has to possess in order to effectively teach a math class, be the principal of a school, and ultimately be a superintendent? |
| * The students will comprehend information and use evidence to support the claim that Dr. Brooks is a leader. * The student will reflect on the contributions of Dr. Brooks through a cooperative activity. | * Using the information from the presentation, students can work cooperatively to create a “leadership collage.” * Assign each group a different trait of leadership and they have to find pictures (clip art or pictures from a magazine) that depict that leadership trait. * Add rigor: Students can independently research another leader in education and compare/contrast that person’s attributes to those of Dr. Brooks. * What leadership skills do the two possess in common? What skills are different? * What does this comparison/contrast show us about leadership? |
| **I can write a claim statement that follows a structure and uses clear reasoning.** | |
| * The student will revisit the class definition of leadership and review traits of an effective leader. * The student will choose a notable person that demonstrates leadership qualities and will find evidence to support their claim that the chosen person is a leader by the definition of the word. * The student will be instructed on how to find credible sources and spot biases on the internet. * The student will be given the appropriate format/structure for a claim statement in argument writing. | * To keep the students focused, a list of potential leaders can be provided from which they may choose one. * The [Purdue Writing Lab](https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html) is a good resource to guide students on how to write a strong claim statement. |
| * The student will write a claim statement naming the leader and providing evidence to support their claim. | * Have the students type the claim statement and use three reasons they discovered through their research. * The claim statement can be a foundation for a full essay later on in the unit. |

**References**

Purdue Writing Lab. (n.d.). Strong Thesis Statements // Purdue Writing Lab. Retrieved January 20, 2021, from <https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html>

Dudley, Drew. “Everyday Leadership.” *TED*, www.ted.com/talks/drew\_dudley\_everyday\_leadership?language=en.

“Allie Brooks Honored as Outstanding Educator.” *Post and Courier*, The Post and Courier, 15 Jan. 2021, www.postandcourier.com/our-gazette/education/allie-brooks-honored-as-outstanding-educator/article\_270030b8-56b1-11eb-8826-7fc11a805cdf.html.