



WHAT MAKES A GOOD LEADER? (K-3)

OBJECTIVE:

- Students will explore the qualities that make a good leader through three well-known examples: Susan B. Anthony, George Washington, and Dr. Martin Luther King, Jr.
- Students will explore leadership qualities using people they know and then reflect about themselves as leaders.

STANDARDS:

- **K.C2.1** Describe roles and responsibilities of people in authority.
- **K.C2.2** Explain how all people, not just official leaders, play important roles in our school and community.
- **K.H4.2** Explore the stories of key historical figures through informational text and biographies.
- **1.C1.1** Apply values of respect, responsibility, equality, and fairness as a member of a community.
- **1.H4.2** Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.
- **2.SP1.3** Generate questions about individuals and groups who have shaped a significant historical change.
- **3.SP1.3** Generate questions about individuals and groups who have impacted history.
- **3.SP3.6** Construct arguments and explanations using reasoning, examples, and details from sources.

CIVICS EXAM QUESTIONS:

- What did Martin Luther King, Jr. do? A: Fought for civil rights
- Who was the first President of the United States? A: George Washington
- What did Susan B. Anthony do? A: Fought for women's rights

TIMELINE: Use when Designing the SPB Process and preparing student steering committee members to lead the process.

APPROXIMATE LESSON LENGTH: Two 30–45-minute sessions (can be combined or delivered in two parts)

SUPPORTING MATERIALS:

- [What Makes a Good Leader Slide Deck](#)
- *Narration and Notes for Slide Deck*
- *What Makes a Good Leader Reading Excerpts*
- *What Makes a Good Leader Handout Page 1*
- *What Makes a Good Leader Handout Page 2*

VOCABULARY: Leader, Qualities, Elected

INSTRUCTIONS:

1. Engage

- Display the *What Makes a Good Leader Slide Deck*
 - Follow the *Narrative and Notes for Slide Deck* (5Es format)

2. Explore

- At Slide 10, pass out the *What Makes a Good Leader Reading Excerpts* and *What Makes a Good Leader Handout* (Page 1)
 - The reading excerpts can be read in small groups, with partners, in choral reading, or by selected students
 - Students may fill out the Page 1 handout individually, in small groups, or whole group
 - Students may write keywords, phrases, or sentences to describe the leadership qualities
- At Slide 24, pass out the *What Makes a Good Leader Handout* (Page 2)

FORMATIVE ASSESSMENT OR ARTIFACT:

- *What Makes a Good Leader Handout* (Page 1)
- *What Makes a Good Leader Handout* (Page 2)

EXTENSION ACTIVITIES:

Have students interview someone that they view as a leader, using the following protocol:

Hello, I am interviewing you because I see you as a leader in my [family, school, community]. I'd like to ask you a few questions:

1. *Do you think you are a leader? Why or why not?*
2. *What issues are you passionate about?*
3. *How do you try to change these issues?*
4. *What advice would you give to young leaders?*
5. *Who do you look up to as a leader?*

Have students report back to the class with the answers to the interview. As a whole group, discuss the different answers, identifying similarities and differences.

Narration and Notes for Slide Deck

- **NARRATIONS** are to be read aloud to students.
- **NOTES** are guidance for the lesson.

PART 1

5E FRAMEWORK: Engage

SLIDE 1

NARRATION: Hi, Friends! Today we are going to explore the question, What makes someone a good leader? It is important we answer this question so we can all be good leaders during our School Participatory Budgeting process.

SLIDE 2

NARRATION: Tasha and friends will help us with exploring what makes someone a good leader.

SLIDE 3

NARRATION: Before we begin, let's practice our vocabulary. You'll use these words to help us solve our mystery today. The first word is leader. The second word is qualities.

NOTE: Consider posting the words and definitions in the classroom so students can refer to them throughout the lesson.

SLIDE 4

NARRATION: A leader is a person who leads or organizes a group of people. An example of a leader is the president of the United States. This person leads the country.

SLIDE 5

NARRATION: Qualities are traits or characteristics a person has. The qualities a person has helps make them who they are.

SLIDE 6

NARRATION: Let's hear these words used in sentences. Leader. Some students help as leaders in the classroom. In your classroom, there may be many leaders. Leading the line, helping the crossing guard, and setting a good example for other students to follow are examples of things student leaders can do. [PAUSE] Qualities. Some of my best qualities are that I am brave and daring. Qualities are characteristics that describe us. Our qualities make us who we are. Alright, those are our two vocabulary words for today. Let's use them to answer our question, What makes a good leader?

NOTE: If time allows, consider offering further practice with the vocabulary words by having students develop example sentences, discuss the words in pairs or groups, adding terms to the word wall, or engaging in a sort, game, visual depiction, or other similar activity.

5E FRAMEWORK: Explore

SLIDE 7

NARRATION: Tasha will help us learn about the qualities good leaders have, so we can figure out what makes someone a good leader. Let's see what we can learn.

SLIDE 8

NARRATION: Isabella will also help us answer the question. Let's consider some of the qualities of a good leader. What do you think are some examples of qualities that good leaders have?

NOTES: Have students share their own ideas of the qualities of a good leader. Ask the students to explain why they think the quality is important for good leaders.

SLIDE 9

NARRATION: Isabella also thought of some qualities of a good leader. Qualities like "caring" and "brave" can help make people good leaders. What other qualities do you see on Isabella's list? Let's talk about each of these qualities and why they may be important for leaders.

NOTES: Take time to go over each quality with students. Encourage students to ask questions about any qualities they may not be familiar with and take time to ensure they understand what they mean.

5E FRAMEWORK: Explain

SLIDE 10

NARRATION: Tasha and friends will help us with exploring some examples of good leaders.

NOTES: Distribute the page one handout.

SLIDE 11

NARRATION: This is Susan B. Anthony. She was a leader for the equal rights of women.

SLIDE 12

NARRATION: Let's read more about Susan B. Anthony as a leader.

NOTES: Have students follow along with their reading excerpts.

SLIDE 13

NARRATION: What leadership qualities does Susan B. Anthony have? Let's record our ideas on page one of our handout in the Susan B. Anthony box.

NOTES: Give students time to think and answer the question before moving on. Encourage students to cite examples from the text. Reinforce or model classroom procedures for sharing out, like raising hands.

SLIDE 14

NARRATION: This is George Washington. He was the first president elected to lead the United States.

SLIDE 15

NARRATION: Let's read more about George Washington as a leader.

NOTES: Have students follow along with their reading excerpts. Explain that to be elected means that people choose someone to do a job or service by voting. In this example, people chose George Washington to be the country's first president.

SLIDE 16

NARRATION: What leadership qualities does George Washington have? Let's record our ideas on page one of our handout in the George Washington box.

NOTES: Give students time to think and discuss the question before moving on. Encourage students to cite examples from the text. Reinforce or model classroom procedures for sharing out, like raising hands.

SLIDE 17

NARRATION: This is Dr. Martin Luther King, Jr. He is a leader for civil rights.

SLIDE 18

NARRATION: Let's read more about Dr. Martin Luther King, Jr. as a leader.

NOTES: Have students follow along with their reading excerpts.

SLIDE 19

NARRATION: What leadership qualities does Dr. Martin Luther King, Jr. have? Let's record our ideas on page one of our handout in the Dr. Martin Luther King, Jr. box.

NOTES: Give students time to think and discuss the question before moving on. Encourage students to cite examples from the text. Reinforce or model classroom procedures for sharing out, like raising hands.

PART 2

5E FRAMEWORK: Elaborate

SLIDE 20

NARRATION: Hi, Friends! We are going to continue to explore the question, What makes someone a good leader? It is important we answer this question so we can all be good leaders during our School Participatory Budgeting process.

SLIDE 21

NARRATION: Now let's think about the people who help lead your family, community, and school. Who are some of the leaders you know in your family, community, and school? What kinds of leadership qualities do they have? Share your ideas with a partner. [PAUSE] Now let's hear a few examples of leaders in your families, community, and school.

NOTES: Give students time to think and discuss the question with a partner before moving on to sharing. Reinforce or model classroom procedures for sharing out, like raising hands.

SLIDE 22

NARRATION: Now, let's think about what qualities make a good student leader. Think about our school and students who are leaders. Maybe they serve on the student council or are part of the [insert example] club. Maybe there are students in your class who are leaders and have classroom jobs like line leader, classroom helper, and door holder. What leadership qualities make a good student leader?

NOTES: Give students time to think and discuss the question with a partner before moving on. Reinforce or model classroom procedures for sharing out, like raising hands.

SLIDE 23

NARRATION: Are you a student leader? What leadership qualities do you have? How will you use these qualities in School Participatory Budgeting? Be ready to share your thoughts.

NOTES: Give students time to think and discuss the question before moving on. Reinforce or model classroom procedures for sharing out, like raising hands.

5E FRAMEWORK: Evaluate

SLIDE 24

NARRATION: Now, it's time to show what you've learned! Today we discussed the qualities that make a good leader. On your handout, draw a picture of yourself as a leader. Label your picture with the qualities that make you a good leader to lead School Participatory Budgeting in our school.

NOTES: Distribute handout to students.

SLIDE 25

NARRATION: Nice job, Friends! Tasha and friends say thanks for letting them work with us to find out what makes a good leader.

What Makes a Good Leader

Reading Excerpts

READING EXCERPT #1

Susan B. Anthony

- Susan B. Anthony believed that women should have equal rights, such as owning property and being able to vote.
- She used her voice to encourage freedom for all people.
- Susan created a newspaper called *The Revolution* to spread her ideas.
- Her actions helped create the 19th Amendment, allowing women the right to vote.
- She has been recognized as a leader for equality and is now pictured on the U.S. silver dollar coin.

READING EXCERPT #2

George Washington

- George Washington did not like Great Britain's unfair laws.
- He served as a military General during the Revolutionary War, fighting for freedom from Great Britain.
- He helped to write the U.S. Constitution.
- George Washington became the first elected President of the United States.
- While President, he helped to establish court systems and other public services like banks.

READING EXCERPT #3

Martin Luther King, Jr.

- Dr. Martin Luther King, Jr. was born at a time that not all Americans had equal civil rights.
- He believed that all Americans should be able to vote and attend the same schools.
- Dr. Martin Luther King, Jr. used peaceful protest to fight for equality and justice.
- He inspired many Americans with his speeches, like his "I Have a Dream" speech.
- Dr. Martin Luther King, Jr. was awarded the Nobel Peace Prize for his leadership.



Name: _____

What Makes Someone a Good Leader?

Handout Page 1

Directions: Write the **qualities** that each of the following **leaders** has.



Susan B. Anthony



George Washington



Dr. Martin Luther King, Jr.



Name: _____

What Makes Someone a Good Leader?

Handout Page 2

Directions: Draw a picture of yourself as a **leader**.
Label your picture with **qualities** that make you a good leader for School Participatory Budgeting.

