

Discipline: Civics and Government
Standard Category: Rights and Responsibilities of Citizenship
Lesson Focus: Leadership

Suggested Level:
 Primary

PA Standard(s):	Related TESOL Standard(s):
5.2.3D: Identify the importance of political leadership and public service in the school, community, state, and nation.	Goal 1: To use English to communicate in social settings. Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment. Standard 3: Students will use learning strategies to extend their communicative competence. Goal 2: To use English to achieve academically in all content areas. Standard 1: Students will use English to interact in the classroom.

Lesson Focus:
 Leadership

Teaching Strategies:
 Whole group instruction

Assessment Strategies:
 Observation

Anecdotal records

Guiding checklist

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none"> Communicate how the lack of leadership makes them feel by pointing to a facial expression on a “feelings’ chart. 	Students will be able to: <ul style="list-style-type: none"> Express their feelings about the lack of leadership by drawing an appropriate face and writing the correct words. 	Students will be able to: <ul style="list-style-type: none"> Communicate how they feel about the lack of leadership through illustration, written words, and an oral explanation.

Materials:

1. Miss Nelson is Missing by Harry Allard
2. Feelings chart (facial expressions with correlating word)
3. Blank paper
4. Index cards

Procedures: (ELL suggestions are written in italics)

1. The teacher will read Miss Nelson is Missing aloud to the entire class.
2. Brainstorm a list of what would happen if the teacher did not show up in the classroom one day.
3. The class will discuss the role of the teacher. The teacher should

make a list of their responses and draw simple pictures to match.
The use of visual cues develops meaning and vocabulary for the ELL student.

4. Ask about the role of the principal, the president, and their parents. (Other leaders may be used as long as they are familiar to the students). Draw a picture of each one and list their responses underneath. *Again, use additional pictures to clarify meaning.*
5. Introduce the word *leader*. Discuss the meaning: someone who helps lead or guide a group.
6. Brainstorm a list of other leaders familiar to them. (Write and illustrate)
7. Pass out a sheet of paper to everyone and say absolutely nothing. Let the students do what they want with the paper, but say **NOTHING**. Have the children experience what it would be like with little or no leadership.
8. After a sufficient amount of time, five-to-ten minutes perhaps, ask them how they felt while you just sat there. Have them write their response on index cards. Ask them to start with a picture and then add words to describe their feelings.
You may want to provide several pictures of feelings (facial expression chart) and allow them to answer by drawing the appropriate picture. This gives the ELL beginner the chance to respond if unsure of the vocabulary.
9. Have the class share their answers in a whole group setting.
Allow the students to share their answer simply by pointing to the facial expression chart. Non-verbal gestures should be encouraged as they are building connections and meaning to the content.
10. Lead a discussion on why it is important to have leaders. Make a list of their responses and then display them in the classroom.

Assessment:

- The teacher will assess the student's work through observation and anecdotal records.
- The teacher will use the following guiding checklist
 - Uses feelings chart to communicate feelings.
 - Uses drawing to communicate feelings.
 - Uses written words to communicate feelings.
 - Uses an oral explanation to communicate feelings.

Beginning

The teacher will check to see if the students can express their feelings by pointing a feelings chart and/or draw a picture.

Intermediate

The teacher will check to see if the students can express their feelings by pointing to a feelings chart, drawing a picture and writing selected vocabulary.

Advanced

The teacher will check to see if the students can express their feelings by pointing to a feelings chart, drawing a picture, writing selected vocabulary and through an oral presentation.

