

## Unit 2: What Makes a Leader

### 6<sup>th</sup> Grade Humanities

14 Class Meetings

Created May 2024

#### Essential Questions

- How do leaders empower others to become agents of change and foster collective action?
- How does diverse approaches of leadership from various regions and cultures drive change?

#### Enduring Understandings with Unit Goals

**EU 1:** Historical events allow for leaders of change to emerge.

- Investigate the social, political, economic, and cultural factors that influence leadership.
- Examine the impact of leadership after historical events and the changes that they sought to bring about.

**EU 2:** Leaders can have an impact on a society through initiating change.

- Analyze the impact of change initiated by leaders on society, institutions, and individuals.
- Evaluate both the intended and unintended consequences of a leader's actions and decisions.
- Examine examples of leadership from various regions and cultures to understand the diverse approaches to driving change.

**EU 3:** Leaders have a lasting legacy of change that extends beyond their lifetimes.

- Explore how a leader's ideas, values, and methods continue to shape contemporary movements.
- Analyze primary and secondary sources that provide reflection of a leader's personal values, biases, and assumptions that shaped their legacy.

#### Standards

##### CT Social Studies Frameworks Standards:

- **CIV 6-7.3:** Compare historical and contemporary means of changing societies and promoting the common good.
- **INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection
- **INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.
- **INQ 6-8.9:** Develop claims and counterclaims while point out the strengths and limitations of both.
- **INQ 6-8.10:** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

##### Common Core State Standards:

- **CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- **CCSS.ELA-LITERACY.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text
- **RI 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI 6.3:** Analyze in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in a text.
- **RI 6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **W 6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W 6.2:** Write informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

#### 1. Leaders Emerge

- Define and examine the social, political, economic, and cultural factors that influence leadership.
- Explore historical events that brought forward leaders.
- Examine the impact of leaders within historical events.

#### 2. Initiate Change

- Examine examples of leadership across a variety of regions and cultures.
- Analyze the impact of change on society, institutions, and individuals that can be initiated by a leader.

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- Assess both the intended and unintended consequences of the decisions that a leader makes.

### 3. Lasting Legacies

- Examine how a leader's ideas, values, and methods continue to shape current societal movements.
- Create an accurate timeline of how historical leaders have made a lasting change on society.
- Analyze primary and secondary sources to reflect on how a leader's values, biases, and decisions shaped their legacy.

**Vocabulary and Key Terms:** leader, leadership, authority, influence, charisma, vision, responsibility, integrity, courage, decision-making, strategy, diplomacy, consensus, inspiration, motivation, empathy, collaboration, innovation, legacy, resilience, ethics, primary, secondary, change, values, biases, consequence

#### Interdisciplinary Connection:

- Science, Language Arts

### Daily Learning Objectives with TWPS

#### Students will be able to...

- Define and examine the social, political, economic, and cultural factors that influence leadership \*\*\*
  - *How do families, friends, and societies influence someone's ability to become a leader?*
  - *How do laws and government systems affect who can become a leader?*
  - *What are some challenges leaders might face if they don't have enough money or resources?*
  - *Why is it important for leaders to understand and respect different cultures?*
- Explore historical events that brought forward leaders and examine the impact of leaders within historical events. \*\*\*
  - *Can you think of a time when someone you know showed leadership? What factors influenced the situation?*
  - *How can leaders be impacted by historical events?*
  - *How can a leader impact a major event in history?*
- Examine examples of leadership across a variety of regions and cultures.
  - *Think of a leader from a different culture or country. How do their cultural background and values shape their leadership?*
- Analyze the impact of change on society, institutions, and individuals that can be initiated by a leader. \*\*
  - *How can a leader initiate change that could impact a whole society? How do checks and balances exist to protect societies?*
  - *How might a new law or policy change impact the way people live their daily lives? What examples of this are there in history?*
- Assess both the intended and unintended consequences of the decisions that a leader makes. \*\*
  - *What qualities do you think are important for a leader who wants to make positive changes?*

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- *How can leaders make sure they are making changes that are good for everyone?*
- *What obstacles might a leader face when making a decision?*
- Examine how a leader's ideas, values, and methods continue to shape current societal movements.
  - *How can a leader's ideas continue to influence people even after they are no longer in charge?*
  - *What is a current societal movement that was inspired by a past leader?*
  - *Why is it important for leaders to have clear and strong ideas?*

### **Instructional Strategies/Differentiated Instruction**

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions.
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions.
- Multiple CFUs
- Close reading with text-dependent questions

#### **EL Differentiation Strategies**

- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

### **Assessments**

#### **FORMATIVE ASSESSMENTS:**

- Do Now
- Academic Discourse
- Exit Slips
- Quizzes
- Accountable Talk Discussions

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- Completed notes
- Completed graphic organizers
- Homework
- Performance Task – “Snapshot of History” Timeline
  - Teacher assessment rubric/scoring guide

#### **SUMMATIVE ASSESSMENTS:**

- Quizzes (EU1, EU2, and EU3)
- Unit Task: “Snapshot of History” Timeline (EU1, EU2 and EU3)

### Unit Task

**Unit Task Name:** “Countries of the World” Presentation

- **Description:** Students will create an accurate timeline of how a historical leader has made a lasting change in society. Students will analyze primary and secondary sources to reflect on how a leader’s values, biases, and decisions shaped their legacy (EU3). Students will write a brief essay that includes the social, political, economic, and cultural factors that influenced the leader of their choice (EU1) as well as analyze the impact of change on a society, institutions, and individuals that were initiated by the leader (EU2).

**Evaluation:** Accountable Talk Rubric Assessment / Scoring Guide

### Unit Resources

- Unit Task Description and Exemplars (developed and refined with class)
- Google Classroom
- Climate and Geographical Resources - Teacher Google Slides
- World Maps
- Map Making Worksheets
- Junior Scholastic
- Project Template
- Project Checklist
- Reflection Form Template
- Peer Critique / Revision Form Template