

Introduction

Welcome to *Unit Three: Biographies: Leadership Past and Present*, the third of three instructional guides to support instruction of second grade social studies. Each guide is designed to show how to meet and exceed Maryland State Department of Education standards in a meaningful manner and allow time for individual teacher extension. The guides are *not* designed to be the “*end all and be all*” of social studies. As with all new curriculum, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the content and instructional materials.

Begin by reading the **Enduring Understandings** and **Essential Questions**. These items encapsulate the whole idea or **WHY** of the unit. Why as in “Why study this?” As you read through the guide, you will see how the unit sequentially builds the ideas expressed in the Enduring Understandings. Next, review the **What** on page IV, the indicators that build the MSDE Content Standards for this unit. The rest of the guide and what you do in the classroom is the **How**. The indicators that are specific to each session are restated at the beginning of each Lesson Sequence and session. In addition, on these pages you will find **Content Focus Statements** that define and clarify the standard.

Unit One: Political Systems in Action and *Unit Two: Economics: Making Important Decisions* follow a similar format.

Why?

Enduring Understandings

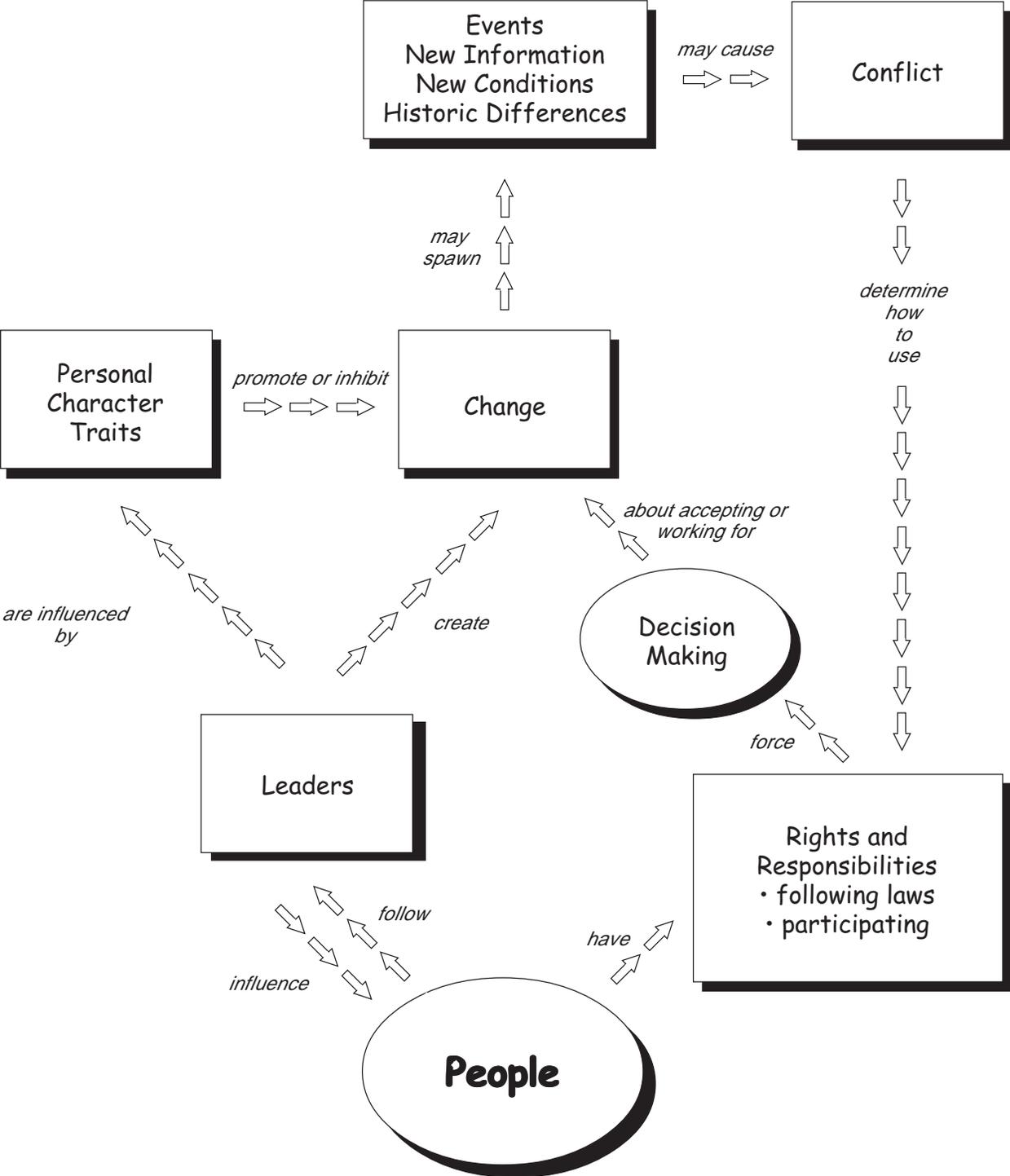
- History is the story of inevitable and unpredictable change. However, many individuals have been able to influence the outcome of events and lead people to bring about or adapt to change.
- These significant individuals represent all types of people and backgrounds, yet share the common characteristics of leadership.
- A study of these characteristics and how leaders faced issues highlights the importance of individual action in a democratic system.

Possible Essential Questions

1. What are the characteristics of an effective leader?
2. How do the characteristics of a leader influence the decisions he/she makes?
3. Does a leader lead or follow the will of the followers?
4. What techniques does an effective leader use to influence the people and events of his/her times?

Concept Map

SECOND GRADE – UNIT THREE • BIOGRAPHIES: LEADERSHIP PAST AND PRESENT



Instructional Flow

SECOND GRADE – UNIT THREE • BIOGRAPHIES: LEADERSHIP PAST AND PRESENT

Pre-assessment

What do you know about leadership? Students identify and categorize major leaders they know from the past and present and identify the difference between a leader and a follower.

Use to modify instruction for . . .



LS 1 From Students' Lives to Leadership

Through a series of direct instruction lessons and exploration of case studies, students learn:

- the role of leaders in their community and nation.
- common characteristics of effective leaders.
- actions taken by Rosa Parks, Martin Luther King, Jr., and Jackie Robinson to expand rights and change unfair laws and rules.

Provides a background to study . . .



LS 2 Biographies of Influential Leaders

Using a research model (AGOPP) students explore biographical data to learn:

- character traits exhibited by specific leaders including George Washington and a leader students choose to research.
- people and events that influenced the actions of identified leaders.
- how identified leaders influenced the outcome of events and made a difference in the lives of others.
- to apply the AGOPP research model, including: asking questions, gathering information, organizing information, and preparing and presenting information

Provides a background to study . . .



LS 3 Influential Leaders Today

Through a series of direct instruction lessons and a community improvement project, students learn:

- about contributions of groups and individuals to community improvement today.
- to identify and solve a problem at their school or in their community.

All assessed by



End of Unit Assessment