

Teaching Guide for Leadership

INTRODUCTION

“News consumers can no longer be couch potatoes,” former news anchor and managing editor of NBC Nightly News, Tom Brokaw concluded in a speech given in Seattle on December 1, 2011. Faced with information overload, citizens must work harder to understand and judge the reliability of news and information. Journalists must continue to support freedom of information, maintain high ethical standards and cover news at home and around the world, Brokaw concluded.

Others concerned about gathering reliable information encourage the study of current events. The Civic Mission of Schools report supports the use of current events for developing skills, knowledge and attitudes that lead to greater participation in civic life. Other best practices follow from understanding news, such as simulations that involve voting and producing newspapers in classrooms and schools, and efforts to improve the community or service learning that results from using news to identify and conduct research about needs in the community.

Leaders in government set public policies, and those policies affect all citizens, every day. Policies draw on information gathered on finance and economics, science, health and safety, math, technology and the arts. To explain actions taken by government and other institutions in local communities, the state and nation, news must cover all school subjects and address key questions: What do citizens learn from research? What public policies follow from the evidence? How do citizens work together to resolve differences? How do communities determine if policies accomplish their goals? How do communities best address and solve their problems?

North Carolina’s core and essential standards adopted for implementation in 2012-2013 insist on deep or close reading, citing evidence, applying effective reading strategies in all subjects and focusing on informational text, which includes current events. The descriptions below align anchor standards from the Common Core State Standards (CCSS) to the lessons and also include standards selected from CCSS’s section on informational text, history and social studies.

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About Newspapers

Teacher’s Lesson One—Navigating the newspaper

Purposes for Students: Identify *flags* (sections and headings at the top of pages and sections) that help readers navigate or locate information in a newspaper. Compare navigational aids in print, electronic or *e-editions* and *websites*. Discuss other ways of reading newspapers (*tablets*, *e-readers*, *apps*, etc.). Refer to the Glossary of Newspaper Terms in the Appendix to define words after using context clues to figure out what newspaper terms mean. In the Teaching Guide for Leadership, words in italics are defined in the glossary.

Description for teachers (how tos): Have students follow the directions provided below regarding PRINT EDITIONS, E-EDITIONS and WEBSITES:

PRINT—Prepare a list of FLAGS (sections and/or page headings) that appear in the newspapers that serve your community. Discuss what the flags tell readers about the content of the pages and/or sections. Often, alongside flags, readers will find items that the sections include.

Or, give students print editions of one or more newspapers, not necessarily the same day’s newspaper. Have students check off and list page numbers where they find the flags in their print editions.

Or, have one student write down all that students in a group find on a page or section assigned to the group.

ELECTRONIC or E-EDITION—Enter any password required to access an e-edition of the newspaper. To show the newspaper to the whole class, use a projector or whiteboard. Turn the pages, having students check off flags from a list you provide as they find them in the e-edition. Or have them write down flags and page numbers as they appear in the e-edition, as you turn the pages, using the computer and projector or whiteboard. If you are using a whiteboard, you or your students may circle the “flags.”

WEBSITE—Have students visit a newspaper’s website and determine whether the newspaper uses a *pay wall*. Explain that pay walls require readers to pay for the stories they read. Some newspapers give readers a certain number of stories before requiring them to pay. Most newspapers provide a headline and summary for readers to use in making decisions about whether to read and/or whether to pay for the complete story. If a newspaper has a pay wall, ask students how many stories the newspaper allows readers to have access to before charging for content.

If the newspaper allows readers open or free access to its content, on the horizontal bar, have students look for the flags that were in the print and electronic editions. Encourage them to use *drop downs* under the categories. Guide students’ reading with questions:

1. What helps readers find information on the website?
 2. Do section headings that appear in the print and electronic editions also appear on the website?
 3. What do you find on a newspaper’s website that does not appear in its print or electronic edition?
 4. How do newspaper websites direct readers to videos and other content unique to the web edition?
 5. From the website, are you able to determine if there are other formats for receiving your newspaper? Does your newspaper have an “app,” for example?
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Using one or more pages in a print, e-edition and/or on newspaper’s website, have students mark the different TEXT FEATURES. Text features common to newspapers and other informational text include *headlines* and *subheads*, *bylines* that credit the reporter, photographs or *cuts*, *cutlines*, *captions* or explanatory information under or beside photos, charts, maps and graphs and an *index* and/or *briefs*. Headings on the horizontal menu of a newspaper’s website include similar flags and more. Refer to the glossary of terms in the Appendix at the end of this guide for definitions.

Explain that headlines and subheads state the main idea of or summarize the story and that some photos standalone and others supplement or tell more about a story. Have them find examples of each type of photo (standalone and supplementary) and discuss how photos affect their interest in and reading of the newspaper. They should interpret the photo before reading its outline or caption and then tell what they learn from reading the outline that they do not learn from analyzing the photo. Specifically, have students answer “*who, what, when and where*” based on the outline, after trying to answer those questions just by studying the photo.

If students identify maps, graphs and/or charts, have them explain their meaning. Discuss with students the items listed in the index, explaining and/or having them explain what each refers to. In print and e-editions, also have students look above or alongside the name of the newspaper for words and images about inside stories (*skybox*) and down the side of the front page, page 2 or other pages in the newspaper for *briefs* that tell where to locate complete stories. Ask them to identify ways that newspapers draw readers into stories on their websites.

As part of ongoing, formative assessment of students, note any items that interest and engage students and any that confuse them. To motivate students, have them pursue what interests them, and, to clear up confusion, provide additional practice with any skill or concept that they do not understand.

VARIATIONS for Teachers: Compare the text features in newspapers to those found in other informational text. Ask students if they find the same or similar text features in magazines, textbooks, encyclopedias and other sources of information.

Explain that either or both the electronic edition (e-edition) and website for the newspaper may allow readers/viewers to search for stories published in the past weeks, months or years. Check for references to search options on the site and/or for *archives*. Demonstrate the use of newspaper archives for research on a chosen word or subject, using e-editions and websites, if the newspaper allows users to search through both.

SELF-ASSESSMENT for Students:

1. What did you learn about the organization of a newspaper, in print and online, that will help you locate information you want or need to know?
2. What did you learn about the organization and unique features of a newspaper’s website?
3. Do either or both the e-edition or website provide archives or access to back issues of the newspaper?
4. Apply your knowledge of how newspapers present information to your reading. Also, describe your reading habits and compare your reading habits with the habits of someone you interview. Start by answering the questions below. Then, ask someone the questions. Draw conclusions: How are your habits like or different from the person’s habits whom you interviewed?
 - a. Where do you get news and information?
 - b. Does the news and information focus on local, state, national, world or some combination?
 - c. Do you use a different medium for local news, for example?
 - d. Do you read newspapers in print or on an e-edition, a website or mobile telephone?
 - e. Do you own an e-reader or tablet that you use for reading or viewing news produced by or for newspapers?
 - f. How much time do you devote to gathering news each day?

ANCHOR STANDARDS (Common Core) for Teachers:

Craft and Structure 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole. (informational)

Integration of Knowledge and Ideas 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (informational)

Lesson One for Students

ABOUT NEWSPAPERS

NAVIGATING THE NEWS

DIRECTIONS: Turn the pages of your print newspaper and/or its replica, the electronic or e-edition. Look for flags, the large, bold headings at the top of many pages, which explain what different pages and sections include. Newspapers vary, but most will include flags for the following: Local, Sports, Editorial or Opinion.

List the flags in your newspaper.

_____	_____
_____	_____
_____	_____
_____	_____

Like other informational text, newspapers use text features to aid readers. Find examples of the following in your newspaper, print or electronic editions. Explain how each helps you gather news and information.

1. Page or section headings (flags)
2. Bold lettering (headlines)
3. Subheadings
4. Photos (cuts) and/or illustrations
5. Cutlines (information below or beside photos) or captions
6. Maps, Graphs and Charts
7. Index (skybox and/or briefs)

FOLLOW-UP: What navigational aids help readers find information on a newspaper's website? Which features also appear in the print and e-edition? Which are unique to the website? Use a Venn diagram to show how the print and e-edition compare with each other and how they compare with the newspaper's website.

Teacher’s Lesson Two—Types of Writing: Role, Audience, Format, Topic (RAFT)

Purpose for Students: Identify the different types of writing, the different purposes for writing and the audiences or readers/viewers that stories and ads appeal to.

Description for Teachers (how tos): When completing this activity with students, refer to the TYPES of WRITING chart in the Appendix. Highlight the different purposes for writing that include reporting, interpreting and using evidence to argue for or against something or someone and the ways that formats, such as *Twitter*, *blogs*, *social networks* and the Web, affect the flow of information and approach to writing.

Help students locate samples of each type of writing, so that they have models when they look for writing about voting and elections. You may provide the examples or students may work in groups to identify and present different types of writing.

Similarly, provide or have students find examples to show different writers in the newspaper (roles) and people likely to read or view what they create (audiences). Suggest that students use a T-chart that lists roles or reporters/writers on the left and readers/ audience on the right.

Ask if they find ideas expressed by young people, either in stories written by young people or in stories that quote young people. Ask if any stories or ads appeal to young people and ask if they would comment online on any stories or share the stories through social networking.

ROLE—Who writes for the print and online editions of the newspaper? Is the writer a reporter, columnist, letter writer, *editorialist*, *cartoonist*, advertiser or other? Does the writer blog, post to Twitter or a social network? Is the writer an observer, spectator, participant, policy maker, family member or other reader offering ideas or promoting a candidate, political party or position on an issue in an advertisement? Is the person who writes an expert on the topic? How do you know? Does he/she provide a job title or other background? How do you verify the claims?

AUDIENCE—Who is the audience for specific stories? Do the stories appeal to all voters? Do stories appeal to individuals or groups who will be affected by what is reported? Do letters address issues affecting parents, young adults or the community at large? Do ads appeal to specific groups?

VARIATIONS for Teachers: Have students identify different sources of news that newspapers use, in print and online, such as *wire services* and *syndicates* and stories, *letters to the editor* and *blogs* written by citizens in the community. Make students aware of different ways to find news about voting and elections in their newspapers, asking the questions below:

1. In print, does the newspaper use a logo or symbol to signal readers that a story deals with the election?
2. On its website and through mobile devices, where do newspapers publish their election stories?
3. When you visit the website, do you see where to locate stories about voting?

4. Are local and state offices and candidates highlighted?
5. Do blogs focus on any aspect of the election?
6. Do you find a voting guide or a calendar of events that involves voting?
7. Do you find videos on voting or the elections?
8. Are videos furnished by wire services, syndicates, video journalists who work for the newspaper or videographers who work on their own (citizens, readers)?

Check the glossary at the end of this teaching guide for definitions of terms, such as the following: *Associated Press* is the best-known *wire service*, collecting and distributing stories among its members. Syndicates form to serve groups that share interests. Newspapers purchase content from syndicates that distribute and sell cartoons, comics, stories, columns and other to newspapers. Video journalists use video cameras to gather information and tell stories.

SELF-ASSESSMENT for Students:

1. How does knowing who wrote or created a story, *feature*, *column*, *editorial* or opinion or *editorial cartoon*, video or advertisement affect the way you respond to it?
2. How does recognizing the purpose for writing affect your reading of text or viewing of a photo, video, advertisement or other visual?
3. How does the appeal to a certain audience affect your response?
4. In your writing, practice RAFT (role, audience, format and topic). Interview someone about voting, the election or leadership. Before the interview, decide on your role, audience and format (type of writing or visual presentation). If using cameras, ahead of the interview, discuss with your subject that you will use the camera for photos and/or videos and ask for permission to use the cameras.

ANCHOR STANDARDS for Teachers:

Craft and Structure 6: Assess how point of view or purpose shapes the content and style of a text (informational).

Integration of Knowledge and Ideas 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (reading)

Text Types and Purposes 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (writing)

Research to Build and Present Knowledge 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (writing)

Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Range of writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

History/Social Studies

Craft and Structure 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Lesson Two for Students

ABOUT NEWSPAPERS

TYPES OF WRITING (RAFT)

DIRECTIONS: Focus on VOTING or ELECTIONS as your TOPIC. Identify the ROLE of the writer and the targeted AUDIENCE for each FORMAT or type of writing or visual element listed below and found in your newspaper, print or electronic edition, also called a replica or e-edition. List any other type of writing you find in spaces provided.

Role	Audience	Format	Topic	Date/Page
_____	_____	News story	Voting	_____
_____	_____	Feature story	Voting	_____
_____	_____	Advice column	Voting	_____
_____	_____	Editorial	Voting	_____
_____	_____	Editorial cartoon	Voting	_____
_____	_____	Political column	Voting	_____
_____	_____	Letter to the editor	Voting	_____
_____	_____	Advertisement	Voting	_____
_____	_____	Photo	Voting	_____
_____	_____		Voting	_____
_____	_____		Voting	_____

FOLLOW-UP: What more do you find on the topic of voting on your newspaper's website?

Lesson Three—Structures for Writing (informational text)

Purpose for Students: Identify ways that writers organize their ideas and prepare information that any bibliography requires.

Description for Teachers (how tos): Students should complete a graphic organizer about a news story they read to help them understand the author’s outline and logic. Select or have students select one of the following graphic organizers associated with the specific text structure and record complete bibliographic information, required to complete the lesson. If students are unfamiliar with the graphic organizers, provide them or have them search for organizers on the web. Students may draw the organizers based on models you provide. If students are unfamiliar with the graphic organizers, provide them or have them search for organizers on websites, such as <http://freeology.com/graphicorgs/> and www.eduplace.com/graphicorganizer/ and more (accessed February 2012).

Description lists	Lines extending from CIRCLE; fishbone
Sequence provides order	1,2,3,4; first, second, third; storyboard; cycle
Comparison/contrast shows similarities	Venn diagram; two columns or T chart ('alike' and 'different')
Cause/effect shows logic	One cause, one effect; one cause with lines to many effects; multiple causes with line to one effect
Problem/solution shows logic and results	Problem, causes/effects, possible solutions, preferred or chosen solution
Question/answer resembles interview (advice columns, for ex.)	Question and answer (direct or indirect quotes)

Have students use a graphic organizer to clarify and organize their ideas. They should outline what they learned about a topic before they write, making logical inferences from a series of stories and other writing that they collect about voting or leadership. Ask them to cite evidence in texts for inferences they draw. Refer students to a list like the one above to help them choose

an organizer based on their purpose for writing and use questions to direct their choices:

1. Are you describing someone or something?
2. Are you listing events in order?
3. Are you explaining similarities and differences?
4. Are you explaining cause/effect relationships or analyzing a problem?
5. Do you plan to write answers to specific questions?

SELF-ASSESSMENT for Students: After studying examples presented by your teacher, work together to find examples of different text structures on your own.

1. Were you able to find an example of each text structure in the newspaper?
2. Did you outline what you learned about a topic on a graphic organizer and use that graphic organizer to write about the topic?
3. Did you check the guide for bibliographic entries in the Appendix to see that you gave correct bibliographic information or create a bibliography, using an online tool, such as Citation Builder?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text relate to each other and the whole. (reading)

Text Type and Purposes 2: Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (writing)

Production and Distribution of Writing 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (writing)

History/ Social Studies

Craft and Structure 6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

Lesson Three for Students

ABOUT NEWSPAPERS

STRUCTURES OF WRITING

DIRECTIONS: Identifying text structures or the ways writers organize their stories will improve your reading and writing. Writers may offer a sequence or listing of events, descriptions of someone or something, comparisons of people, places or things, causes and effects of events and analyses of problems and alternative solutions. They may list questions and the answers, using direct quotes or paraphrases, given by the person or persons interviewed.

Signal words may help you identify the approach a writer takes. Examples follow:

TEXT STRUCTURE

SIGNAL WORDS

Description

such as, for example, to illustrate

Sequencing

first, second, third; before, after, next

Comparison/Contrast

similar/different; like/unlike

Cause/Effect

therefore, so, because; if, then

Problem/Solution

Question/Answer

because, even though, for example, in spite of, or a question mark (?)

In your newspaper, on the topic of voting, where do writers use the text structures? Complete the bibliographic information to show where you find examples in newspapers, print, electronic, website or other editions. Highlight the text structures in the text. Also, collect, share and/or file examples.

Description

“

”

Writer: Last, First, Middle or other source

Headline of story

Name of Newspaper

Date

Pages

Website, if applicable

Sequencing

“ ”

Writer: Last, First, Middle or other source

Headline of story

Name of Newspaper

Date

Pages

Website, if applicable

Comparison/Contrast

“ ”

Writer: Last, First, Middle or other source

Headline of story

Name of Newspaper

Date

Pages

Website, if applicable

Cause/Effect

“ ”

Writer: Last, First, Middle or other source

Headline of story

Name of Newspaper

Date

Pages

Website, if applicable

Problem/Solution

“ ”

Writer: Last, First, Middle or other source

Headline of story

Name of Newspaper

Date

Pages

Website, if applicable

Question/Answer

“ ”

Writer: Last, First, Middle or other source

Headline of story

Name of Newspaper

Date

Pages

Website, if applicable

FOLLOW-UP: Which text structure did you find most often in news stories? Which story or stories used more than one text structure?

Leadership

Teacher’s Lesson Four —What is a leader?

Write an acrostic (verse in which the letters in a word or words, usually written vertically on a page, are used to form new words). An example for Sue:

Studios
Supportive
eager

Purposes for Students: Learn how to scan for words and information on the specific topic of leader or leadership. Define the word “leader.” Also, apply grammar skills and use the selected words (verb, noun, adjective) to write clearly about a leader or leadership.

Description for Teachers (how tos): Ask students to find words in the newspaper that both contain the letters in the word “leader” and tell something about a leader. The letters in the words students choose may appear at the beginning, middle or end of the words. Have them highlight the letters in “leader” that appear in their chosen words.

VARIATIONS for Teachers: Challenge students by asking them to apply the language of grammar. If you want to emphasize grammar, first, have students select only verbs that show the actions that leaders take. Then, have them repeat the activity, choosing only common nouns to complete the acrostic. Next, they should choose proper nouns that identify people and/or titles that indicate leadership. Last, ask students to choose only adjectives that describe a leader. Offer that students may modify the word, turning a noun into a verb. For example, the word “determination,” a noun, may become “determined” which may be used as a verb or an adjective. Have them incorporate their words into poems, stories and other writings about leaders and leadership. Ask them to have other students read their writing and provide feedback.

SELF-ASSESSMENT for Students: Working alone or in groups, complete the acrostics.

1. Did you follow directions?
2. Did you choose nouns, adjectives and verbs when directed to choose those for the acrostic?
3. When you used the words in writing, did you stay on topic?
4. Did you use words from the acrostics?
5. How many words did you incorporate into your explanatory or narrative piece of writing about leaders or leadership?
6. Did you have another student read and evaluate your writing? Did your writing make sense to the reader?

ANCHOR STANDARDS for Teachers:

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word

choices shape meaning or tone. (reading)

Conventions of Standard English 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (writing and/or speaking)

Text Types and Purposes 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (writing)

Text Types and Purposes 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Lesson Four for Students

LEADERSHIP

WHAT IS A LEADER?

DIRECTIONS: To complete the acrostic, from newspapers, select words that describe a leader and include the letters in the word, “L E A D E R.” Note that the letters in the words you choose may appear at the beginning, middle or end of the words.

L

E

A

D

E

R

FOLLOW-UP: Explain your choice of words to another student. Respond to any questions. Then, write a paper about a leader or leadership in which you incorporate your words and your reasons for choosing them.

Teacher’s Lesson Five—Defining leadership

Explain the term.

Purpose for Students: Show that you understand the meaning of “leadership” in three ways, by defining the term, selecting leaders and identifying behaviors that represent positive leadership.

Description for Teachers: (how tos): Students should talk or write first about what they think about the meaning of “lead”, “leader” and “leadership”. Then, discuss meanings with their classmates, search archives of news stories, using lead, leader and/or leadership as key words and context to glean possible definitions. Then, have them look up the words in dictionaries, print and online editions. Instruct them to use all they learned for the definition they record on the student organizer for Lesson Five.

After the activity, ask students to discuss/write about what makes a behavior positive rather than negative. To provide models, prepare one example to share from history, literature or current news, making sure you provide reasons for your choice. Have students follow up by selecting examples from history, literature and/or current events. Explain to students that others may agree or disagree with their examples. Use voting by ballot to determine if the class reaches consensus on the one or more “negative” behaviors that leaders should avoid and the one or more behaviors that leaders should demonstrate. Ask them to consider positive and negative behaviors that they have experienced.

VARIATIONS for Teachers: Using the information from selected stories to respond to the graphic organizers, have students compile a list of leaders. Working with students, chart how many serve as public servants, elected or employed by the government, and how many work in other fields. Also, chart whether your class chose individuals or positions/titles to explain what leadership is. Ask: What conclusions can you draw about opportunities for leadership at local, state and national levels?

Also, have students use the graphic organizer to explain other terms related to voting, such as public policy, public servant, mayor, commissioner or representative, providing definitions and examples of people and behaviors drawn from current news.

SELF-ASSESSMENT for Students:

1. Were you able to define the term “leadership?”
2. Did you find people and behaviors in the news that show positive (or negative) leadership?
3. In a presentation to another student or group of students, were you able to explain why you chose the individuals and behaviors as demonstrating leadership?
4. If someone disagreed, were you able to address his/her questions or challenges?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1. : Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support

conclusions drawn from the text. (reading)

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (reading)

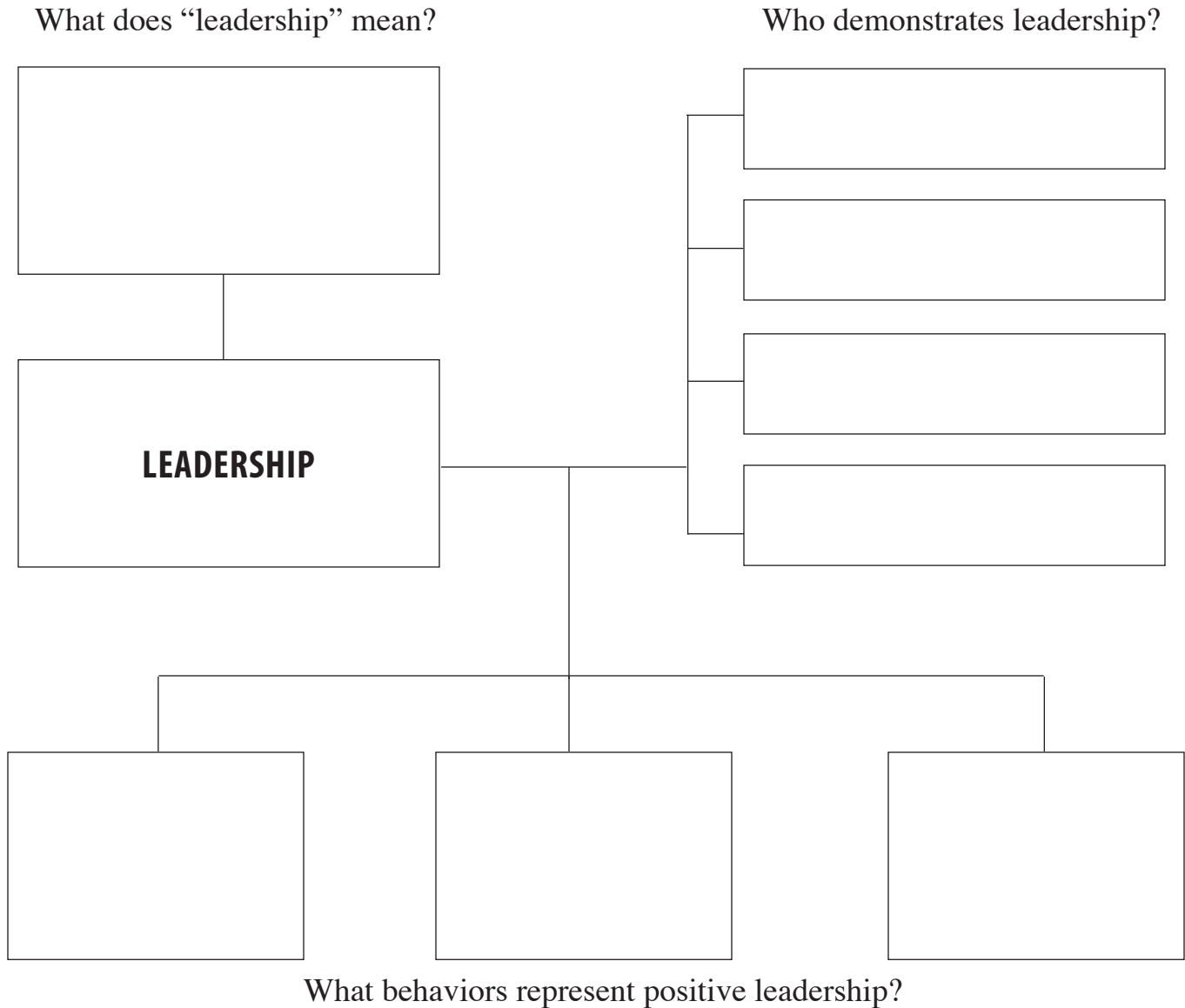
Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Lesson Five for Students

LEADERSHIP

DEFINING LEADERSHIP

Think about and talk to classmates about the meaning of the word “leadership.” What is it? Write a definition. Fill in other squares with examples drawn from current news.



FOLLOW-UP: Discuss your choices with four classmates and determine if you chose the same individuals and/or behaviors. Then have two groups of eight discuss choices and then the whole class to determine whether the class agrees on behaviors and individuals in the newspapers who represent positive leadership. In writing, explain why the class agreed or failed to agree.

Teacher’s Lesson Six—Describing a Leader

Use character traits.

Purposes for Students: Apply terms associated with leadership and defined in the glossary to people in the news and explain actions that qualify someone as courageous, creative, responsible, respectful, etc. Use the outline or completed graphic organizer as the basis for a paper you write. Introduce the paper and write a paragraph for each of the four traits and the actions that justify your choice of those traits.

Description For Teachers (how tos): In preparation for the lesson, refer to the glossaries at the end of this guide. One glossary features traits developed for North Carolina’s character education program, such as respect, responsibility, kindness and courage, and the other offers traits important in a democracy, outlined by the Center for Civic Education: civility, respect for the rights of other individuals, respect for the law, honesty, open-mindedness, critical-mindedness, negotiation and compromise, persistence, civic-mindedness, compassion, patriotism, courage and tolerance of ambiguity. For additional terms, students should conduct research online and in other sources. For example, the U.S. Army Handbook lists 23 traits that include confidence, decisiveness, endurance, candor, creativity, commitment, compassion, courage, tact and a sense of humor.

Also, have students add to any list of traits and use their traits and others they learn when describing a leader.

From news accounts, students should select a leader, and write his/her name in the middle of organizer and then choose the four words that best apply to the person. After students write those words in four boxes, they should cite reasons for choosing those words in the outside spaces. They should focus on behaviors, accomplishments, quotes or other ways the leader demonstrates the selected trait.

Before they write, students should share what they select with other students to determine if their choices make sense to others.

Extend the activity by having students write about the leader. They should turn each trait and reasons for choosing it into a paragraph. Have them prepare an opening and closing paragraph that tie together the description. To provide students with a model or example, select and show a profile from your newspaper that has an opening and closing paragraph that tie together the description of someone.

VARIATIONS for Teachers: Have students select and write one trait in the center. Then, have them identify four people who exhibit that trait and explain reasons for choosing each person in the outside spaces. They may write a paper about the trait and the four people whom they choose. Have them use the organizer to prepare for writing. Students should make the trait the focus of their first paragraph and develop a paragraph about each of the four people who exhibit the trait.

SELF-ASSESSMENT for Students:

1. Does your outline and paper show that you chose a true leader and understand the traits that describe that leader?
2. Did you explain the traits well enough for a reader to understand their meaning?
3. Did you choose traits supported by the leader's actions?
4. If you chose one trait that describes four people, was the trait defined clearly and did the leaders' behaviors demonstrate the trait?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (reading)

Production and Distribution of Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (writing)

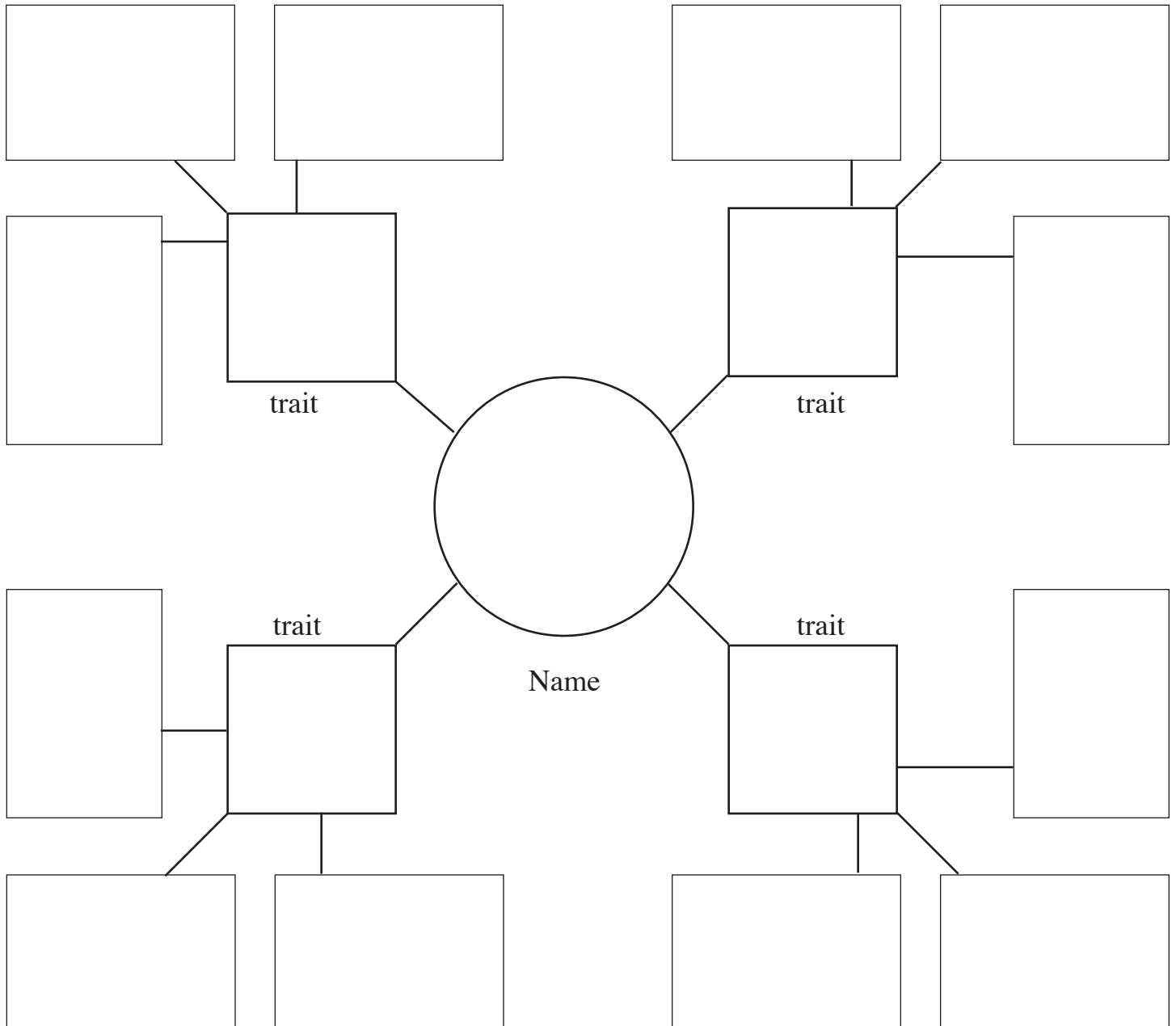
Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Lesson Six for Students

LEADERSHIP

DESCRIBING A LEADER

DIRECTIONS: Select someone in the news whom you consider a leader. Write the person's name in the middle of the organizer. In the four boxes, list four character traits that the person exemplifies (or lacks). Support your conclusions by citing behaviors or statements in the three outside spaces.



FOLLOW-UP: Write about the person whom you chose. In separate paragraphs, explain the traits and ways the person demonstrates them. In your newspaper, look for examples of effective ways to open or lead into a story and ways to end a story.

Teacher’s Lesson Seven—A Positive Role Model

Identify ways to develop traits.

Purposes for Students: Describe an effective leader (and/or a positive role model). Identify people in the news whom you consider effective leaders (or positive role models) and explain how you might develop the qualities of an effective leader (or a positive role model).

Description for Teachers (how tos): Have students work first with sections of the paper that interest them and then move to sections that may be less familiar and/or more difficult to read. They should look for effective leaders (or positive role models) in the section that interests them and then shift to more challenging sections to identify leaders and role models.

Note that you may need to explain the term “role model” to students, such as the following: If you want to be like someone, that person is your role model. A positive role model is someone who influences you to become a “better person.” That person may be honest, hard working, kind and compassionate or demonstrate respect for other people while standing up for what she/he believes in.

Because one question applies to their own behavior, when responding to the question about how they might demonstrate the traits, some students may discuss their choices while others prefer to write their responses. Make their speaking out optional.

From the Appendix, use the glossaries for character education and citizenship to describe effective leadership and have students add and define other terms. Allow students to choose different traits after discussing possibilities with their classmates and examining news stories.

VARIATIONS for Teachers: Substitute “role model” for “effective leader,” and complete the activity. Follow the directions you applied when identifying effective leaders. Discuss people in the news who serve as role models.

Create a list of effective leaders and/or positive role models for posting in the classroom and refer to it when reading other texts. To your chart, add effective leaders and/or positive role models from your study of history and literature. Explain your choices.

Continue discussions about serving as effective leaders and positive role models. Refer to the classroom chart when making comparisons with current leaders and role models. In addition, have students write in journals about how they might develop the qualities of an effective leader or a positive role model.

In other writing, have students explain why they chose certain qualities. If they focus both on effective leaders and positive role models, ask them how the two are alike and different.

SELF-ASSESSMENT for Students:

1. Did you choose four qualities and four people in the news who demonstrate those qualities?
2. Were you able to write about ways you can develop those traits?
3. Were you able to complete the graphic organizer with familiar and then less familiar content in the news?
4. Were you able to describe effective leaders and then role models? Were they different? How?
5. Did you contribute to the chart and class discussions? Did you write in your journal about ways you would develop the traits?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (reading)

Research to Build and Present Knowledge 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (writing)

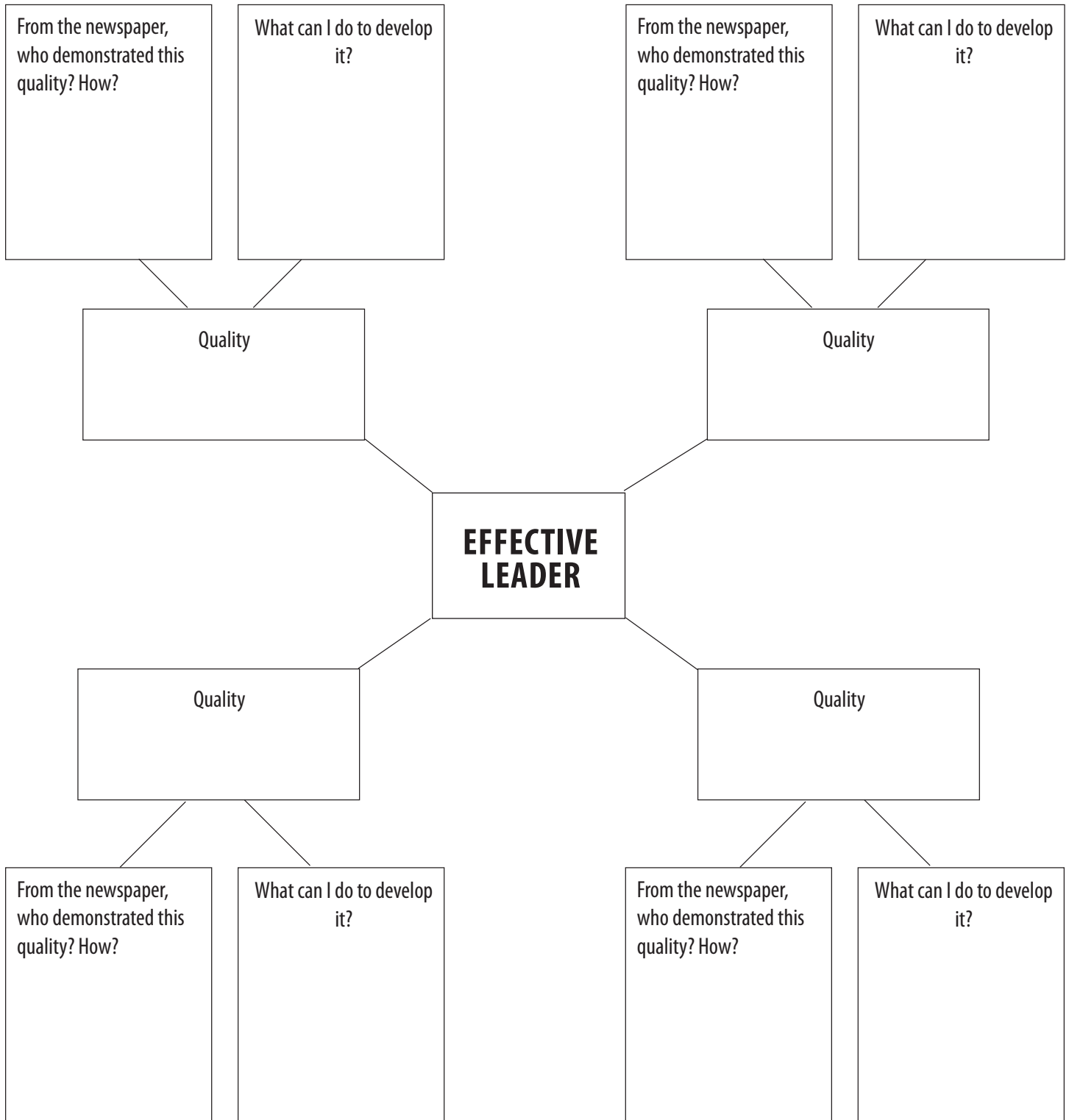
Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Lesson Seven for Students

LEADERSHIP

A POSITIVE ROLE MODEL

DIRECTIONS: What makes someone an effective leader? Look for qualities demonstrated by people in the news.



FOLLOW-UP: Discuss how the people in the news demonstrated each quality.

Teacher’s Lesson Eight—Qualities of a Leader

Identify and rank qualities.

Purpose for Students: Determine if elected officials whom you admire exhibit the traits that you rank as most important to leaders.

Description for Teachers (how tos): Have students focus on elected officials. As they read stories about them, students should list first the qualities the elected officials exhibit. Also, students should list the name of the leader who exhibits each quality (question one). After compiling the list of qualities (question 2), they should rank the qualities in order of importance to them (question 3). See specific questions on the student sheet for Lesson Eight. Answering the three questions will allow students to evaluate their choices, determining if the people they admire exhibit the traits most important to them.

VARIATIONS for Teachers: Have students save stories about the leaders they chose. They should highlight text that supports their selection of different qualities and read additional stories about each person to verify their analyses.

Have students answer important questions:

1. Did you find contradictory information?
2. Did you find reliable sources that agreed on details about the leaders on which to base conclusions? What made the sources reliable?
3. In your writing, what note-taking strategies did you employ when recording information to make sure you selected information on your topic, credited sources, and avoided copying and plagiarism?

Have students follow up by finding qualities in people in the news who are not elected officials, rank the qualities and the people who exhibit them and answer the three questions on the student sheet to determine if the people whom they admire exhibit the traits most important to them.

SELF-ASSESSMENT for Students:

1. Did close examination of an elected official (or someone else in the news) confirm or change your view of that person?
2. Did you admire the same qualities in an elected official as you admired in someone who were not in an elected position?
3. When you read more and took notes about the official or other person, were you able to stay on topic?
4. Did you become more open-minded and less quick to pass judgment as a result of reading different sources, considering the credibility of your sources and taking thorough notes?
5. Were you able to avoid copying and/or use quotes when necessary?
6. What conclusions did you draw from the research?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (reading)

Research to Build and Present Knowledge 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (writing)

Research to Build and Present Knowledge 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (writing)

Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Lesson Eight for Students

LEADERSHIP

QUALITIES OF A LEADER

DIRECTIONS: Read several stories that deal with elected officials, and make a list of leadership qualities they exhibit. Rank their qualities in order of importance to you. Then, draw conclusions about what makes a good leader by answering the last three questions.

Quality	Leader's name	Order of importance
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Which individuals do you most admire?

2. What qualities do they exhibit?

3. Do the qualities correspond to ones you ranked high in order of importance?

FOLLOW-UP: Select stories about leaders whose work outside government interests you. List and rank their qualities. Reflect on your choices by answering the three questions.

Teacher’s Lesson Nine—Marks of Leadership

Specify actions.

Purpose for Students: Through examples in the news, explore the many ways that leaders behave.

Description for Teachers (how tos): Ask and discuss with students: What do you think are “Marks of Leadership?” Compare your list to the list provided on the student sheet for Lesson Nine. On the prepared list, which did you not include? Did you agree or disagree with any of the “marks” on the prepared list?

Ask students to complete the graphic organizer by identifying one or more people in the newspaper who exhibit each mark of leadership. On the back, they should identify the name of the publication, date and page where they found information about the person or use computer files to save bibliographic information.

If students find leaders whose actions are not listed, they should add to the “Marks of Leadership” on the student sheet, filling in lines and spaces at the end of the list.

Tell students not to restrict their choices to elected officials, but rather circle any traits that they find among those in other leadership positions.

VARIATIONS for Teachers: Students should select one elected official and/or a leader outside government who supports an issue or cause that interests them. Over time, they should follow coverage of that person, reading newspapers on a regular basis and searching newspaper archives. Ask them to record examples of his or her exhibiting the different “Marks of Leadership.”

SELF-ASSESSMENT for Students:

1. After searching for people in the news that demonstrate the “Marks of Leadership,” did you decide that all “marks” belong on the list or did you remove or change any of the “marks?” Explain your reasons for adding or changing the “marks.”

2. Which “marks” did you value most in a leader? Which did you value most in those who share your classroom, school, club or team?

3. In journals, were you able to apply the traits to yourself and others you know, explaining the situations in which you and others were involved (in journals, names are not required)?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word

choices shape meaning or tone. (reading)

Research to Build and Present Knowledge 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (writing)

Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Lesson Nine for Students

LEADERSHIP

MARKS OF LEADERSHIP

DIRECTIONS: Leaders shape our world. Evaluate leaders who are described in newspaper stories. When you see qualities exhibited by leaders, in and out of government, write their names beside the descriptions and the specific actions that support your choices. If you identify other qualities that describe a leader, add to the list below.

QUALITY	LEADER'S NAME/date	SPECIFIC ACTION
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They serve others.

They develop leadership in others.

They listen to others
and communicate well.

They are good planners
and decision makers.

They inspire others.

They learn and grow.

They have positive attitudes.

They have integrity.

They accept responsibility.

They take risks.

They take good care of themselves.

They are good followers.*

FOLLOW-UP: Before and/or after completing this activity, mark with a star * any qualities that you consider most important in a leader. Indicate which are most important in an elected official by circling the qualities.

*"What Do You Stand For? A Kids' Guide to Building Character"

Teacher’s Lesson Ten—Styles of Leadership

Define and identify styles.

Purpose for Students: Find examples of autocratic (take charge), democratic (involve others in decisions) and laissez-faire (keep hands-off) forms of leadership.

Description for Teachers (how tos): Introduce the terms and have each student write the words on the left side of the page and explain what he/she knows about the terms. Then, lead a discussion about each of the terms, asking students to create another column in which they add what they learn.

Then, have students check reference books and online sources to determine if research supports their definitions. They should write each word and its meaning inside one of the ovals and, outside each, record examples of that style of leadership found in the news. Students may choose individuals, businesses, organizations or nations that demonstrate the styles of leadership.

VARIATIONS for Teachers: Prepare and present a model before starting. To make the discussion more challenging, choose a story in which a decision maker demonstrates more than one style, adapting the style to the situation. Have students think of and look for other situations in which someone in a leadership position varies his/her approach, adapting to the situation.

Ask students to read carefully one or more news stories about efforts to solve local problems. They should focus on the actions of the person who leads the effort to solve the problem. Ask students: Does the person use one or more style of leadership? How may each style prove effective in dealing with a specific problem? Is there a time to take charge (autocratic)? When may an effective leader ask for ideas or expect participation (democratic) or delegate responsibilities (laissez-faire)?

SELF-ASSESSMENT for Students:

1. Why did a person, business, organization or nation adopt a particular style?
2. What were the advantages and disadvantages of each? Which style did you encounter most often?
3. Answer in writing: Which style do you employ? When, how and why? Do you find your approach effective?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (reading)

Research to Build and Present Knowledge 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (writing)

Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

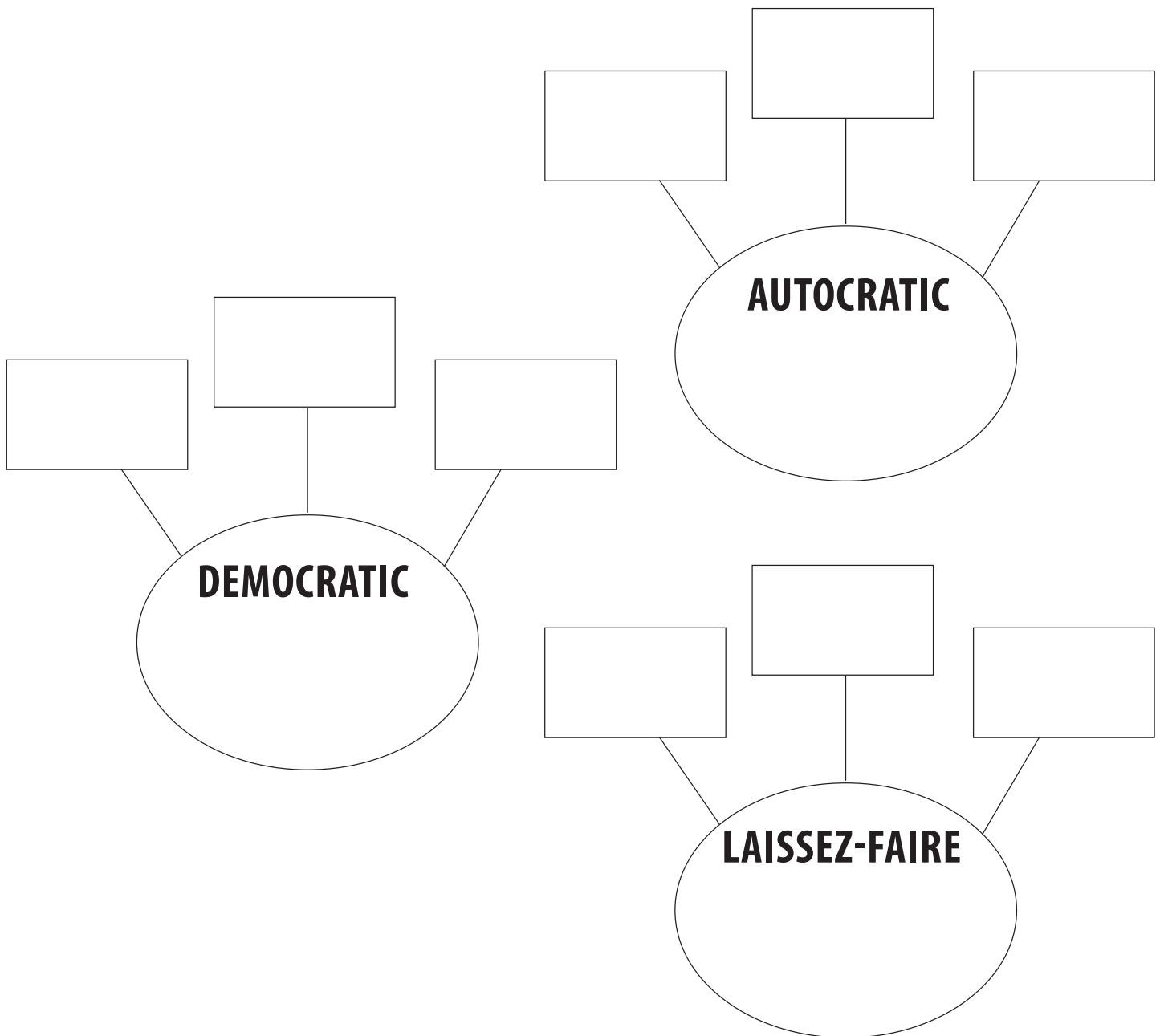
Lesson Ten for Students

LEADERSHIP

STYLES OF LEADERSHIP

DIRECTIONS: What do you know about the three styles of leadership: autocratic (take charge), democratic (encourage participation) or laissez-faire (keep hands off)? What do you learn from discussions in class? What sources did you turn to for more information? What did you learn from additional research?

After discussing the terms, write what you think each means. After discussing the terms, write what you think each means in the space with each term. In the boxes, record examples from the news of leaders who represent each style.



FOLLOW-UP: What makes a country autocratic or democratic? Classify countries in the news. Find evidence in current news to support your conclusions.

Teacher’s Lesson Eleven—Words that Inspire

Choose and explain quotes.

Purposes for Students: Identify a leader and an inspiring quote, understand and respond to it. Understand and record what other students say about the quote and reflect on your original responses.

Description for Teachers (how tos): Help students identify leaders in the news. List stories and/or page numbers or web addresses on the board. Have students choose from the stories, based on what they know about the leader featured in the story or the type of story. Direct them to choose an inspiring quote.

Have them write the quote in the center of the organizer and on the lines above the quote, explain what they think the quote means, explaining too what makes the quote inspiring.

They should read the quote to two other students, asking each to respond to the quote. Students should record how other students respond on the lines below the quote provided on the student page for Lesson Eleven. They should also ask fellow students whether they find the quote inspiring.

VARIATIONS for Teachers: Students should write an inspiring quote in the center and on lines drawn from the quote, record actions taken by current leaders that show the words in action or demonstrate the meaning of the quotes.

In journals, ask students to record what different quotes mean to them and how the quotes relate to decisions they make. Ask students: Does it matter who made the statement? Does the race, age, gender, religion, nationality or socio-economic level of the speaker or listener affect its meaning and significance? Explain that socio-economic level refers to a person’s resources which include money (rich, poor or in the middle) and/or title, position or role.

SELF-ASSESSMENT for Students:

1. What made a quote inspiring?
2. Did you favor the leader whose quote you chose, before reading the quote?
3. Did favoring or not favoring the leader affect the way you responded to his/her words?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (reading)

Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Comprehension and Collaboration 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (speaking and listening)

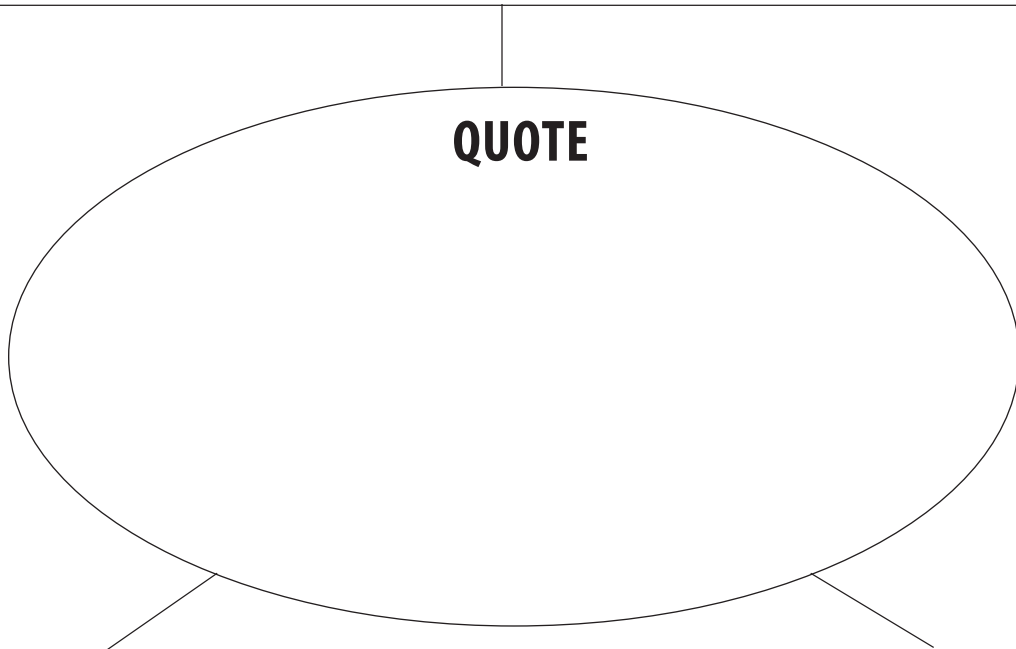
Lesson Eleven for Students

LEADERSHIP

WORDS THAT INSPIRE

DIRECTIONS: Choose a quote that inspires you, made about leadership or by a leader in the news. Record the quote in the center and write what you think the quote means on the lines above the quote.

Read the quote to two other students and record their responses to the quote, asking them what it means and what they think. Write what they tell you on the lines below the quote.



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FOLLOW-UP: Write your thinking about the quote after hearing from other students. Did others' views affect the way you viewed the quote?

Teacher's Lesson Twelve—Communicate to Lead

Identify effective communication.

Purpose for Students: Examine the way a leader uses communication. Judge his/her effectiveness. Develop bibliographic entries.

Description for Teachers (how tos): Have students use varied news sources and interviews to identify leaders. Students may work individually, in teams or small groups and choose one leader. Ask them to search all media sources to determine all the ways the leader communicates. Consider providing a checklist that includes the following: Twitter, Facebook, email distribution lists, websites, videos, news in newspapers and magazines and news on TV news, talk shows on TV, print and/or digital versions of publications, ads, billboards, posters and flyers.

Have students answer questions 1-5 and 7 on the student sheet for Lesson Twelve, based on what they learn about the tools the leader uses and what he/she has to say.

Also, have them consider what others say about what the leader did, said and accomplished to answer question 6.

Have students collect stories they used for research, in files, electronic or other, complete with citations. Look for ways to help students create bibliographies in the Appendix and with online tools, such as Citation Builder. Note that shorter research projects will have fewer entries. Offer shorter assignments to give students chances to practice before taking on more extensive research projects.

VARIATIONS for Teachers: Students should interview a local candidate or leader, using the questions, 1-5 and 7 on the lesson sheet for students for Lesson Twelve, as starting points for your discussion.

Have students act as if they are the people whom they have studied. Or, have students act as if they are the people they studied and interview each other, using the questions, 1-5 and 7. For the interview, students should change the words 'this leader' to 'you' when asking the questions. Ask students to be prepared to verify what they say, by explaining where they obtained information.

When students become the candidates, they should demonstrate that they understand what they learned about the chosen leader in the speech, column or video they produce.

SELF-ASSESSMENT for Students:

1. Did the leader think clearly?
2. Did the leader speak and/or write clearly?
3. Did the leader achieve what he/she hoped to accomplish?
4. Did the leader's communication convince you to support him or her? Did his/her accomplishments win your support?

5. When acting as if you're the candidate or leader whom you studied, were you able to stay in character?

6. Were you able to cite your sources when asked to do so, selecting evidence from sources?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (reading)

Production and Distribution of Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (writing)

Research to Build and Present Knowledge 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (writing)

Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Presentation of Knowledge and Ideas 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (speaking and listening)

Lesson Twelve for Students

LEADERSHIP

COMMUNICATE TO LEAD

DIRECTIONS: Effective leadership requires effective communication. Follow a leader in the news. Use current and archived stories to gather and verify information. Answer the questions:

1. Who's the leader?
2. What tools (all media) does he/she use to communicate?
3. When, how and why does the leader use each tool?
4. What does the leader hope to accomplish?
5. What has he/she accomplished, according to the leader?
6. What has he/she accomplished, according to those who speak, write or show what the leader has done?
7. What makes this leader effective or ineffective as a communicator?

FOLLOW-UP: Good writing represents clear thinking and allows leaders to pass on how they approached challenges and what they learned. Write a column, speech or other communication on behalf of the leader whom you studied. Or, develop an outline for and then create a video that offers the leader's ideas.

Teacher’s Lesson Thirteen—Analyze a Problem

Choose a problem and examine its causes, effects and solutions.

Purpose for Students: Choose a problem covered by your newspaper and answer questions from the text: What caused the problem? What effects has the problem had? What solutions to the problems do others offer? Which of the solutions do you prefer? What obstacles exist to achieving your solution? What obstacles exist to achieving other solutions? What do you think will happen or what outcome do you predict?

Description for Teachers (how tos): Present the following outline, using a board, chart or projector. Use examples from the newspaper and the terms to teach the language of problem-based learning.

- Problem
- Cause(s)
- Effect(s)
- Solution(s)
- Obstacle to solutions(s)
- Predicted outcome

Tell your students that the outline can be applied to any problem, presented in a single item, such as a comic, photo or advice column or in one or many stories that offer news and information.

You may ask them to locate as many problems as they can in photos or high-interest pages, such as comics or sports. Then, to model how to analyze a problem, choose a single item, such as a comic, and ask students what the person’s problem is, what caused the problem, what effect it has had and if any solution is presented.

Help students identify stories in their local and state newspapers about a problem discussed by candidates running for office or by local people who want to know what position the candidate holds on the question. Explain that the purpose of the lesson is to help them view a problem from someone else’s perspective.

Based on one story, working in teams, small groups or alone, have students answer the questions on the student sheet for Lesson Thirteen. They should apply logic, explaining the causes and effects of the problem as the problem is defined. Make them aware that people may disagree over the causes of a problem and its effects. They should identify the person who speaks forcefully about a certain cause or effect. Have them note whenever people offer different solutions and discuss that problems affect people in different ways. For example, if not having a job is the problem, someone who needs a job may support policies that include unemployment benefits. Reinforce that students should examine the problem from the perspective of someone featured in the story or the writer, not the students’ perspectives.

VARIATIONS for Teachers: Have students follow a problem and gather stories about their problem and answer the questions from the perspective of several people involved or affected by the problem. For each set of answers, have them name the person and perspective their answers represent. Students should collect news stories or use archives available on electronic editions or websites.

Conclude by having students write from their own perspective, citing sources to explain their views. Students may gather stories on the same problem, but when completing their outlines, they should work alone, so that each student can draw his or her own conclusion about the preferred solution and predicted outcome.

Guide with questions:

1. How do you define the problem?
2. What do you consider the causes?
3. What effects do you find for the problem as you defined it?
4. What solutions do you identify?
5. Which solution do you prefer?
6. What obstacles exist to achieving your solution?
7. What obstacles exist to achieving other solutions?
8. What do you think will happen or what outcome do you predict?

Point students to the section in the Appendix of this teaching guide for guidelines on writing bibliographic entries or encourage use of an online tool, such as Citation Builder. Students should cite sources that support the evidence used in their analyses.

SELF-ASSESSMENT for Students:

1. When answering the questions based on a single comic, advice column or story, did you state the problem clearly and answer logically the other questions? What are the causes and effects and the solutions to the problem, as you defined it?
2. Did you answer the questions from the point of view of someone affected by or reporting the story?
3. Did you collect stories about a problem that affects you, using archives and other tools for gathering information?
4. Did you answer all of the questions, having analyzed the problem you selected?
5. Did you cite the sources for your information?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 6: Assess how point of view or purpose shapes the content and style of a text.

Integration of knowledge and Ideas 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (reading)

Integration of knowledge and Ideas 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (reading)

Production and Distribution of Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (writing)

Research to Build and Present Knowledge 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (writing)

Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Lesson Thirteen for Students

LEADERSHIP

ANALYZE A PROBLEM

DIRECTIONS: Select a story or other item from the newspaper that presents a problem. You might choose something simple, such as a comic strip or photo, or something interesting to read, such as an advice column or sports story. You may also choose something harder to read, such as a news or feature story.

Based on your reading and the discussion, answer the following questions from the point of view of someone in the comic, photo or story or the cartoonist, photographer or reporter:

1. Whose perspective does the following analysis represent?
2. What is the problem?
3. What caused the problem?
4. What effects has the problem had?
5. What solutions are proposed for the problem?
6. What is the person's preferred solution?
7. What obstacles stand in the way of solving the problem?

Follow-up: Answer the questions above about a problem that you study. Respond to additional questions: What solution do you prefer? What obstacles stand in the way of achieving your solution? What do you think is likely to happen, or what do you predict?

Teacher’s Lesson Fourteen—Argue for a Candidate

Give reasons for supporting and not supporting.

Purpose for Students: Choose a candidate and determine whether or not the candidate deserves your support. Differentiate news and advertising. Cite sources.

Description for Teachers (how tos): Students should locate all information available to them about a candidate, using archived news and other sources, and list reasons to support or not support the candidate. Be sure that students use news and information. If they cite advertising, make sure they know that what they cite is advertising. They should identify the persons, groups or organizations that pay for and accept responsibility for the ads.

After examining all information, they should answer in writing:

Does _____ candidate deserve my support?

Instruct students to record reasons given by different people. They may want to name the person who gives the reason for and/or against supporting the candidate. Also, students may mark reasons as “F” for fact, “I” for interpretation and “O” for opinion. Before drawing their own conclusions, have students compare what they learned with what other students learned about the same candidate and determine if they used the same or different sources. Ask what can be verified.

Have students use the outline for the graphic organizers, asking them to number and record the reasons for and against the candidate. Have them cite sources. On the back, they should write down their sources, using the same numbers for sources that they used for the reasons. Students should use computers and word processing, if those are available, to record answers and compile the sources. Refer to the Appendix for guides that help students develop citations and complete a bibliography or encourage their use of online tools, such as Citation Builder.

Students may follow up by creating a political cartoon or other communication that presents their conclusion. If students have computers available to them, have them search for and use tools that support their creating a political cartoon.

VARIATIONS for Teachers: Students should write a speech for one candidate based on what they learn. Have them specify their audience. Ask students if that candidate came into their community, what issues should he/she address? If he/she came into their classroom, what should he/she talk about?

SELF-ASSESSMENT for Students:

1. Were you able to find reasons for and against supporting a candidate?
2. Were you able to remain open to both sides while conducting the research?
3. Did you find that more facts and information support your conclusion, i.e. did the weight of evidence support your conclusions?
4. Did you offer facts and information as evidence to support your conclusion?

5. Did you answer those who would make different arguments and disagree with your conclusions?
6. Were you able to draw a cartoon, write a speech or produce other communication to express your view of the candidate?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Research to Build and Present Knowledge 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (writing)

Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Presentation of Knowledge and Ideas 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (speaking and listening)

Lesson Fourteen for Students

LEADERSHIP

ARGUE FOR A CANDIDATE

DIRECTIONS: Write a question, specifying a candidate. Does _____ (NAME of CANDIDATE) deserve support? Read stories in current newspapers, in print and online for facts. Also, search archives for stories that will enable you to draw reasons for answering YES and NO. After thorough research and discussion, write a conclusion on your own.

Is the candidate you chose local, state or national? _____

Reasons YES

Question:

Reasons NO

Conclusion:

FOLLOW-UP: Choose an approach: Create a political cartoon to state your conclusion. Use your strongest reasons in a discussion or debate. Assume the role of the newspaper's editorialist, and write an editorial. Write your conclusion as a signed column that might appear in your newspaper or on a blog.

Teacher’s Lesson Fifteen—Lead for Peace

Nominate someone LOCAL, from your community for a peace prize.

Purpose for Students: Understand how and why individuals work for peace and learn about individuals who received recognition for their efforts to bring about peace.

Description for Teachers (how tos): Locate or have students locate Norway on a map of the world. Prepare ahead by learning what you can about Alfred Nobel and his motivations for creating the prizes.

Have students identify key words in the quote about the peace prize taken from Nobel’s will. Ask questions: What words do you need to know to understand the quote? Can you define fraternity (group of people who feel tied together and concerned for each other), abolition (doing away with something or someone) and congresses (gatherings, generally of representatives)? With classmates, have students discuss what they think the words mean and suggest words with similar or the same meanings. Then, ask them to check dictionaries and other resources.

In the biographies on the Nobel website, have students identify words associated with winners and their organizations. Examples include humanitarian (someone who cares about the welfare of others), advocate (someone who stands up for an individual or idea) and pacifist (someone who opposes violence or war). Discuss the meaning of words and the purposes of any organizations mentioned in the biographies.

The website lists human rights, mediation of international conflicts and arms control as reasons to award the peace prize. To show that they understand the meaning of key terms, such as human rights, mediation of international conflicts and arms control, students should select one or more individuals from the list of Nobel Peace Prize winners who were chosen for their work in those fields. Decide whether to allow students to work in teams or groups. Have them explain why winners were selected before asking them to select someone in their local community for a peace prize, as specified on the student sheet for Lesson Fourteen.

VARIATIONS for Teachers: Ask students to write a profile about one or more individuals who won the peace prize or write about someone who is working for peace in their local community or state. Have them use the graphic organizer on the student sheet for Lesson Six titled “Describing a Leader.” They should list the four traits that characterize the person who worked for peace and support their choice of the traits with facts gathered from their research about Nobel Peace Prize winners or about someone who works for peace in their local community.

SELF-ASSESSMENT for Students:

1. Were you able to define unfamiliar terms used in Nobel’s will?
2. Were you able to find Nobel winners who were chosen for their work in human rights and other?
3. Were you able to explain why Nobel and others might support peace efforts?

4. Did you select someone in your LOCAL community to nominate for the award and give sound reasons for that choice?

5. Did you use the organizer “Describe a Leader,” from Lesson Six to write about someone in your community who works for peace or about someone who one the Nobel Peace Prize?

ANCHOR STANDARDS for Teachers:

Key Ideas and Details 1: Read closely to determine what text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (reading)

Craft and Structure 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (reading)

Research to Build and Present Knowledge 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (writing)

Research to Build and Present Knowledge 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (writing)

Lesson Fifteen for Students

LEADERSHIP

SEEKING PEACE

DIRECTIONS: In his will, dated 1895, Alfred Nobel left much of his wealth to support the Nobel Peace Prize and four other prizes. Henry Dunant, founder of the Red Cross, and Frederic Passy, a leading international pacifist, won the first peace prize in 1901. In 2011, three African women shared the award.

1. What more do you know about the Nobel Peace Prize? Visit www.nobelprize.org, and record important details:

2. Five persons chosen by the Parliament of Norway serve on the Nobel Committee. Alfred Nobel's will specifies that the Nobel Peace Prize should go to "the person who has done the most or the best work for the fraternity between nations and the abolition or reduction of standing armies and for the holding and promotion of peace congresses."

a. What do you think Nobel's quote means?

b. How do you describe the person whom he wants to recognize for promoting peace?

3. If a peace prize were awarded to someone in your school or community, who would you nominate and why? Support your nomination with news and information that you find in local news sources and gather through interviews or personal observations.

a. Who are you nominating?

b. Why?

FOLLOW-UP: Why recognize someone for promoting peace?

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Glossary of Newspaper Terms

www.thenewsmanual.net/Resources/glossary.html#V
www.techterms.com
<http://en.wikipedia.org/wiki/Paywall>
www.merriam-webster.com/dictionary/
www.dictionary.com
http://www.media-awareness.ca/english/resources/special_initiatives/toolkit_resources/backgrounders/news_difference.cfm

Glossary of Character Education

www.ncpublicschools.org/charactereducation/

Glossary of Citizenship Traits

The Center for Civic Education, California
<http://new.civiced.org/>

Comments about leaders or leadership:

Consider the following and search for and consider others.

Leaders’ influence comes through the power of their ideas, depth of their commitment and strength of their character.

“A leader’s job is to look into the future and see the organization not as it is but as it should be.” Jack Welch

CREDITS

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