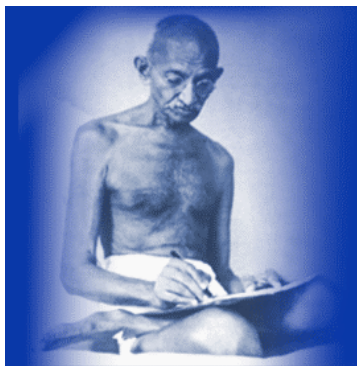


Great Leaders and Leadership Principles



*An
Interdisciplinary Unit Designed for Grades 6-8
By: Mark T. Bugbee*

Great Leaders and Great Leadership Principles

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Introduction:

Jesus Christ was the epitome of a great leader. The principles that he demonstrated in his life left a legacy for all leaders after him to follow. Great leaders and the leadership principles that they displayed have left an indelible mark on the history of the world.

Philosophy/Mission:

The mission of this unit is to make the students aware that great leaders have influenced the history of the world in significant ways. The students will understand that great leaders have demonstrated unique qualities that have enabled them to accomplish their goals, and should inspire students to emulate their examples.

Purpose:

The purpose of this unit is to teach the students about the great leaders and the leadership principles that they have implemented in order to inspire, lead and motivate their followers. The students will gain an understanding of the different character qualities of great leaders and how those qualities have changed lives and the course of history. The students will understand that they can apply the same leadership principles in their own lives.

Goals:

The goal of this unit is to teach the students the importance of great leaders in world history, and how they helped shape the world around us. A few of the great leaders included in this unit are Jesus, Moses, Martin Luther King, Jr., Mahatma Gandhi, Ellen White and Mother Teresa. This unit is designed to teach the students several important leadership principles that great leaders consistently demonstrate and apply. It is also structured to encourage the students to follow the examples of great leaders, so that students themselves can make a positive difference in the homes, churches, school and communities.

Behaviorial Objectives:

Students will:

- Discuss the concepts of great leaders and leadership principles.
- Understand how Jesus and Moses demonstrated self-sacrificial love for the sake of their followers.
- Understand the concept of “vision” in leadership.
- Discuss how Martin Luther King, Jr. and Mahatma Gandhi displayed “vision” in their struggles for equality.
- Understand how George Washington and Abraham Lincoln displayed courage and perseverance as leaders of our country.
- Understand how Clara Barton and Mother Teresa demonstrated compassion in serving the poor and needy of the world.
- Understand how Henry Ford and Andrew Carnegie used innovation and creativity to create industrial revolutions.
- Discuss how Ellen White and John Wesley exemplified humility while leading their churches.

Daily Lesson Plan #1
Atlantic Union Teacher Bulletin

Teacher: Mark T. Bugbee
Supervising Instructor: Bradley Booth
School: Atlantic Union Conference Teacher Bulletin

Date: January 16, 2006
Grade Level: 6-8
Subject: Social Studies

Thematic Unit: Great Leaders and Leadership Principles

1. LESSON GOAL:

The students will learn that Jesus epitomizes great leadership. Jesus and Moses demonstrated the leadership principle of self-sacrificial love towards their followers.

2. PRIOR KNOWLEDGE/EXPERIENCE

The students will have knowledge of Jesus and Moses as leaders of their people.

3. LESSON BEHAVIORIAL OBJECTIVES/MA FRAMEWORKS CONNECTION:

The students will orally and in writing demonstrate an understanding of the concept of great leaders and great leadership principles.

The students will role-play scenes from the life of Jesus or Moses displaying leadership principles.

4. MATERIALS NEEDED:

Bibles
Costumes (optional)
Jesus and Moses handouts
Pictures of famous leaders
The Jesus Movie
White board
White board markers

5. LESSON PROCEDURE:

a. Motivation/Introduction:

The teacher will display pictures of famous leaders to the class and then ask if anyone can tell what the individuals have in common. The Teacher will then ask students to list names of other great leaders on the white board.

b. Information Given:

The teacher will lead in a class discussion of great leaders and leadership principles. The teacher will show a short clip from *The Jesus Movie*, where Jesus asks his disciples to come and follow him. For an alternative, the teacher can use the handouts on Jesus and Moses as class readings. The class will discuss the principle of self-sacrificial love demonstrated by Jesus. The students will be divided into two groups and then, after

referring to their bibles, will role play a scene from Jesus or Moses' life, where they demonstrated leadership.

c. Checking for Understanding:

The students will share their ideas about great leaders and leadership principles orally and in writing on the white board.

The students will demonstrate their understanding of Jesus and Moses as great leaders, who applied leadership principles to inspire people, by role-playing.

d. Independent Practice:

The students will research to find an example in the news media of one person that they feel is a great leader. The students will then write a journal entry on why they feel that person is a great leader and what principles he/she applies to lead others.

e. Closing: The teacher will ask the students to summarize orally what they have learned about great leaders and leadership principles. The teacher will ask the students how Jesus and Moses displayed leadership and the principle of self-sacrificial love.

6. ASSESSMENT:

The students will be assessed according to a rubric designed to record their oral, written and role-play responses to the lesson. The rubric will be employed to assess the student's understanding of the lesson content.

7. ACCOMODATIONS:

For slow learners or learning-disabled students the teacher will allow more time for the written journal entry. The teacher will also allow the students to view *The Jesus Movie* clips more than once.

For fast learners the teacher will give them an opportunity to use the Ellen White writings on the computer to research the topic of Jesus as a leader and the principle of self-sacrificial love.

Unit Opener



JESUS: THE GREATEST LEADER THAT EVER LIVED



Jesus as a Leader

Have you ever thought about Jesus as a great leader? He was, in fact, the greatest leader that ever lived. Think about it for a moment. What would the world be like if Jesus had not lived, or if he had not given himself as a **sacrifice** for the world? These are real questions that highlight the vital importance that great leaders and great leadership principles have on our lives today.

What kind of leader was Jesus?

Jesus was the greatest leader because he was willing to give the greatest attention, **love**, energy and sacrifice for his followers. "Come, follow me," Jesus said, "and I will make you fishers of men." This text in Matthew 4:19 set the stage for Jesus as a leader. But the question that you may wonder is what made people want to follow Jesus. After all, at first glance Jesus did not appear to be the kind of person that people usually choose as a leader.

Jesus came from a poor family and was uneducated in the religion of the Sadducees and Pharisees, who were the accepted leaders of his nation. He did not command an army or live in a palace, and yet people came by the thousands just to hear him speak or catch a glimpse of him. John 6:1-3 records a time when a huge crowd came to see Jesus, "Some time after this, Jesus crossed to the far shore of the Sea of Galilee (that is, the Sea of Tiberius), and a great crowd of people followed him because they saw the miraculous signs he had performed on the sick."

Why did people follow Jesus?

Of course people would be drawn to someone that could heal sickness, and we know that Jesus even raised people from the dead, but people followed Jesus for another reason. John 13:1 says, "Having loved his own who were in the world, he now showed them the full extent of his **love**." People wanted to follow Jesus because he **loved** them. How do we know that it was the love of Jesus that made Him such a great leader? The answer is that Jesus died on the cross for all sinners. Since Jesus died two thousand years ago, the Christian faith that he founded has continued to grow and prosper. Jesus was the greatest leader in history for many reasons, but primarily because of he demonstrated his amazing **sacrificial love** for all people on the cross.



MOSES: WILLING TO GIVE EVERYTHING



Moses: a man like Jesus

The prophet Moses, like Jesus, was a great leader of his people. Also like Jesus, Moses helped deliver his people. You are probably familiar of the story of Moses leading the Israelites across the Red Sea. As the picture above shows, Moses was willing to put himself at great personal risk in order to help the Israelites reach the Promised Land. Moses not only was willing to take risks for God's people, he was actually willing to forfeit his own life. In Exodus 32:2, Moses pleads with God, "Yet now, if You will forgive their sin—but if not, I pray, blot me out of Your book which You have written."

Patient under fire

Moses tried to lead God's people into the Promised Land because he **loved** them and wanted them to receive all the blessings that God had offered. Moses showed how much he **loved** the Israelites after they built a golden calf to worship instead of worshipping God. Still, Moses pleaded on their behalf. Even so, many of God's people complained, and some even rebelled against Moses' leadership. In Numbers 16:2 it says, "250 prominent Israelite men who were leaders of the community and representatives in the assembly, and they rebelled against Moses." Moses continued to lead the Israelites through the wilderness to the Promised Land.

Leaders aren't perfect

Moses wasn't perfect; he became angry about the Israelites' constant complaining and ingratitude towards God. We read about this in Numbers 20:9-13, "So Moses took the staff from the Lord's presence just as He had commanded him. Moses and Aaron summoned the assembly in front of the rock, and Moses said to them, 'Listen, you rebels! Must we bring water out of this rock for you?' Then Moses raised his hand and struck the rock twice with his staff, so that a great amount of water gushed out, and the community and their livestock drank." Moses forgot that he was representing God before the people and lost his temper. Nevertheless, Moses displayed the same kind of patient **loving kindness** for God's people that Jesus did when he was here on earth. Moses obeyed Jesus and led his people with self-sacrificing **love and patience**.

Great Leaders and Leadership Principles

Jesus and Moses: Leaders of Love—Activity Sheet

1. Choose one of the following stories out of the Bible. Or, with the teacher's approval, choose one of your own from the life of Jesus or Moses.

Jesus

Matthew 4:13-25

Matthew 17:14-23

Mark 14:17-26

John 13:1-20

Moses

Exodus 11:1-10

Exodus 14:21-31

Exodus 33:7-14

Deuteronomy 31:22-30

2. Read the story and choose students for the following the roles:

Narrator/Group Leader _____

Time Keeper/Prop Manager _____

Skit Players _____

3. Group practices skit for ten minutes. Remember to practice asking the class if they can guess what the story was about and how it displayed the leadership or Jesus or Moses.

Write the main idea and leadership principle in your story on this line.

4. Use the computer, or newspaper to conduct research on a leader of our time.

5. Write a journal entry on why you feel the leader you chose is a good, great or bad leader and what leadership principles he/she uses in leadership.

Leadership Journal

Leader's name: _____

Summary of this leader's life and impact on the world:

Your evaluation of this person as a leader:

Daily Lesson Plan #2
Atlantic Union Teacher Bulletin

Teacher: Mark T. Bugbee
Supervising Instructor: Bradley Booth
School: Atlantic Union Conference Teacher Bulletin

Date: January 16, 2006
Grade Level: 6-8
Subject: Social Studies

Thematic Unit: Great Leaders and Leadership Principles

1. LESSON GOAL:

The students need to learn that Martin Luther King, Jr. and Mahatma Gandhi applied the leadership principle of vision in order to lead their people to a better life.

2. PRIOR KNOWLEDGE/EXPERIENCE:

The students will have knowledge of Martin Luther King, Jr. and Mahatma Gandhi as leaders who fought for their people's civil and human rights.

3. LESSON BEHAVIORIAL OBJECTIVES/MA FRAMEWORKS CONNECTION:

The students will be able to define the leadership principle of "vision" both orally and in writing. The students will tell at least three ways in which Martin Luther King, Jr. and Mahatma Gandhi applied the leadership principle of "vision" in order to improve the lives of their people.

4. MATERIALS NEEDED:

Blindfolds
Chairs
Computers
Martin Luther King, Jr. and Mahatma Gandhi handouts
Printer
Video clip of "I Have a Dream" speech

5. LESSON PROCEDURE:

a. Motivation/Introduction:

The teacher will arrange the desks into maze fashion with a start and finish. The teacher will divide the class into two groups, and hand out blindfolds to everyone except one person. One person from each group will be chosen as a group leader. Everyone will be blindfolded except one leader. The two groups will try to get from start to finish by following the directions of their leader. The teacher will monitor the completely blindfolded group so that they stay safe. After the activity, the teacher will ask, "Which group had the most success in trying to get where they were going?" "How was the leader's vision important to the group's success?"

b. Information Given:

After the activity the students will be shown a clip of Martin Luther King's "I Have a Dream" speech. Students will then discuss the speech as an example of vision. Students will then be given a handout on Gandhi's struggle to win independence for India from British colonial rule. After students have read the handout, they will discuss how Gandhi applied the principle of vision in leading his people

c. Checking for Understanding:

The students will demonstrate understanding by orally responding to questions about Martin Luther King, Jr. and Mahatma Gandhi's visions for their people.

The students will demonstrate their understanding of the importance of Martin Luther King, Jr. and Mahatma Gandhi's visions, by creating a short (5 to 10 slide) PowerPoint presentation on one of these leaders and how vision helped them to successfully lead others.

d. Independent Practice:

The independent practice will be the creation of the PowerPoint presentation.

The students will conduct a Web Quest called Pictures of Peace at

<http://www.un.org/cyberschoolbus/gallery/peace/index.asp>

e. Closing:

The teacher will ask two students to show their PowerPoint presentations to the class.

The teacher will summarize the importance of vision in the lives of Martin Luther King, Jr. and Mahatma Gandhi using examples from the students' PowerPoint presentations.

6. ASSESSMENT:

The teacher will assess the students by their oral responses in class and by the PowerPoint slide show.

7. ACCOMODATIONS:

For slower and learning-disabled students the teacher will allow more time for reading the Mahatma Gandhi handout, the completion of PowerPoint presentation and another viewing of the "I Have a Dream" speech.

For faster learners the teacher will allow them to access the Internet for further research on Martin Luther King, Jr. and Mahatma Gandhi struggles for equality and civil rights for their people.



MARTIN LUTHER KING, JR.: A MAN WITH A VISION

Martin Luther King, Jr. was a man with a dream. This is what he dreamt of: “I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” Martin Luther King, Jr. lived in a time when Blacks were discriminated against solely on the basis of their skin color. Martin Luther King, Jr. had a *vision* of a land where all people would be treated equally.

In the Jim Crow South, where state laws separated Whites and Blacks, Martin Luther King, Jr. worked hard to change the laws of the land to allow Blacks equality and civil rights. King led the civil rights movement by organizing non-violent protests. One of the most successful protests was the Montgomery Alabama Bus Boycott, which took place between 1955 and 1956 (381 days). Black people in Montgomery decided that they would no longer endure the discrimination they faced on the city buses. Blacks had to give up their seats for White people or sit in the back of the Bus. After the boycott, Blacks and Whites were legally able to ride in the same seats. This was one small victory in the struggle for civil rights.

King’s career as a Baptist minister gave him a position of spiritual leadership among his people, but his *vision* of a land ruled by equal treatment for all people regardless of race, color or creed led him to the forefront of the civil rights movement. This movement eventually included people from many different races, religions and cultures. King led his people to victories, but they did not come without a cost. Martin Luther King, Jr. was often jailed for leading the civil rights movement. The following web site contains *King’s Letter from the Birmingham Jail*:

<http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf>.

Although King and many others had to endure jail, death threats and even physical violence, they could not be forced to give up their dream of civil rights and equality.

The dream of that Martin Luther King, Jr. held so dear finally led to the passage of the *1964 Civil Rights Act*. This law made racial discrimination in public places, such as theaters, restaurants and on public transportation illegal. It also required employers to provide equal employment opportunities. This act also mandated that the United States government deny federal money to groups or individuals who discriminated because of race or skin color. Although King did not live to see his dream to come true, he was assassinated on April 4, 1968, his *vision* for equality for all people lives on today.

MAHATMA GANDHI: MASTER OF NON-VIOLENT RESISTANCE



Turn the other cheek

Mahatma Gandhi was born as Mohandas Gandhi on October 2, 1869, at Porbandar, a town on the western coast of India. He later gained the name *Mahatma*, which means the great soul; with voluntary poverty, simplicity, humility and saintliness. On a trip to England as a young boy, Gandhi came in contact with the Bible at a vegetarian restaurant. He met some devout men who shared the New Testament with him. One passage that would have a lasting impression on young Gandhi was Matthew 5:39, "But I say unto you that ye resist not evil; but whosoever shall smite on thy right cheek, turn to him the other also." Later in his life this idea of "turning the other cheek" would prove to be important not only to him but also to his homeland of India.

Gandhi was in many ways a simple man. He did not initially seek to become a central political figure in Indian politics, but events around him persuaded him to become an active participant in opposing British colonial influence in his homeland. With the passage of the Rowlett Bills by the Indian government in 1919, Mahatma Gandhi committed himself to opposing British law. In 1922, Gandhi was arrested and sentenced to six years in prison for his vocal opposition to the government's imposition of marshal law.

Gandhi's organization of nonviolent protest included national boycotts of British courts, councils, schools and other institutions. He promoted a general policy of non-cooperation with the British, which he viewed as an occupying power. Gandhi became almost godlike in the sight of many Indians because of his simple life of austerity and self-sacrifice. Even as Gandhi pushed for greater involvement by his people in the nonviolent struggle against British power in India, he warned that if the movement should lose its peaceful nature that, "even as a flute would begin to emit notes of discord the moment a single string snaps."

After years of struggle, Britain finally transferred power to two separate Indian states on August 15, 1947. Although India was to be divided, its partition was not to be enforced. Unfortunately, Gandhi, who worked so hard to promote nonviolence, was brought down by Nathu Ram Godse, who came to Gandhi's prayer meeting on January 30, and fired three shots from his pistol. Gandhi fell instantly with the words 'He Rama' (Oh! God). Gandhi left a legacy that later would be emulated by a young black

civil rights activists named Martin Luther King, Jr. Gandhi's *vision* for an independent India, not only led to freedom for his people, but provided an example for other countries seeking independence.

Great Leaders and Leadership Principles

Martin Luther King, Jr. and Mahatma Gandhi: Leaders of Vision—Activity Sheet

1. After the teacher places you in a group, vote on one group leader for your group.

2. Put on a blindfold and wait for directions.



3. Follow the directions of your leader.

4. After the activity, discuss the importance of “vision” in following someone to a destination.

5. Watch the “I Have a Dream” video clip as a class or go online to:

<http://webevents.yahoo.com/mlk/dream/> . Think about how this showed Martin Luther King, Jr.’s vision for the future. Write your thoughts on the lines below.

6. Read one of the handouts on Martin Luther King, Jr. or Mahatma Gandhi. For further information log on to one the suggested Web sites.

7. Create a PowerPoint presentation (5 to10 slides) about Martin Luther King, Jr. or Mahatma Gandhi’s vision for the future.

8. Conduct the Web Quest called Pictures of Peace at

<http://www.un.org/cyberschoolbus/gallery/peace/index.asp>

Great Leaders and Leadership Principles
Martin Luther King, Jr. And Mahatma Gandhi Rubric

Rubric Scores: No Response = 0 Some = 2 Good= 3 Excellent = 4
 General response Detailed response In-depth response

Student's name	Cooperative group activity	Writing about King's vision add 2 points	PowerPoint presentation visual	PowerPoint presentation oral	Web Quest	Total points 18-20 = A 16-17 = B 14-15 = C 12-13 = D
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Daily Lesson Plan #3
Atlantic Union Teacher Bulletin

Teacher: Mark T. Bugbee
Supervising Instructor: Bradley Booth
School: Atlantic Union Conference Teacher Bulletin

Date: January 16, 2006
Grade Level: 6-8
Subject: Social Studies

Thematic Unit: Great Leaders and Leadership Principles

1. LESSON GOAL:

The students will learn that George Washington and Abraham Lincoln were leaders that displayed the leadership principles of courage and perseverance.

2. PRIOR KNOWLEDGE/EXPERIENCE

The students will have knowledge of George Washington and Abraham Lincoln as leaders of our country during the American Revolution and Civil War respectively.

3. LESSON BEHAVIORIAL OBJECTIVES/MA FRAMEWORKS CONNECTION:

The students will be able to orally share examples of George Washington and Abraham Lincoln demonstrating the leadership principles of courage and perseverance.

The students will create bulletin boards with pictures and text of George Washington and Abraham Lincoln, highlighting their courage and perseverance.

4. MATERIALS NEEDED:

Bulletin boards
Bulletin board letters
Colored pencils
Construction paper
George Washington and Abraham Lincoln handout
Notebook paper
Pencils
American History Social Studies Books

5. LESSON PROCEDURE:

a. Motivation/Introduction:

The teacher will ask three students to help present a skit demonstrating the principles of courage and perseverance, using actual examples from the lives of George Washington and Abraham Lincoln. The teacher will write "COURAGE" and "PERSEVERANCE" on the board.

b. Information Given:

The teacher will lead the students in a discussion of what courage and perseverance are. The teacher will then allow the students time to read the handouts about George

Washington and Abraham Lincoln. After the independent reading time, the students will discuss the challenges that George Washington and Abraham Lincoln faced in leading our nation.

c. Checking for Understanding:

The students will create pictures with captions depicting George Washington and Abraham Lincoln displaying courage and perseverance while leading our country in the American Revolution and the Civil War. The bulletin boards will be entitled "COURAGE" and "PERSEVERANCE."

d. Independent Practice:

The students' drawings, captions and bulletin boards will serve as the independent practice. The students will also conduct a Web Quest at <http://www.columbia.k12.mo.us/tmp/burger/civilwar/Intro.html>

e. Closing:

As a closing activity, the teacher will choose students to read their captions and explain how their drawings are representative of George Washington's and Abraham Lincoln's displays of courage and perseverance.

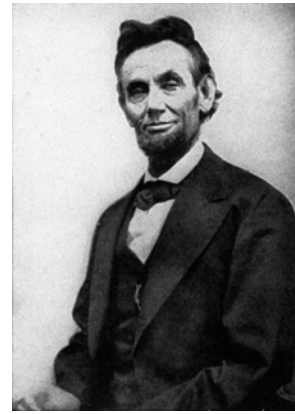
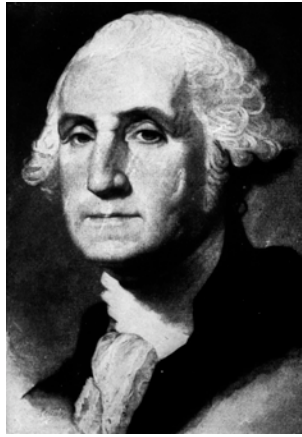
6. ASSESSMENT:

The teacher will assess the students' oral response in class discussion. The teacher will also use the bulletin board captions and pictures as a measurement of the students' understanding.

7. ACCOMMODATIONS:

For slower and learning-disabled students the teacher will allow more time for reading the social studies textbook and the completion of the bulletin board captions and pictures

For faster learners the teacher will allow them to write more in-depth captions for their pictures and be responsible for organizing and putting up the bulletin board titles.



GEORGE WASHINGTON AND ABRAHAM LINCOLN AMERICAN LEADERS OF COURAGE AND PERSEVERANCE

George Washington and Abraham Lincoln are arguably the most famous and beloved presidents in American history. These men are revered and respected by our nation and by people throughout the world. Both presidents displayed supreme *courage* and *perseverance* in the face of difficult and trying times. Both men led our nation through monumental changes and struggles. Our nation exists today, in part, because Washington and Lincoln exercised courage and perseverance when our people needed it most.

George Washington displayed *courage* and *perseverance* many times throughout the American Revolutionary War and as the first president of our nation. But perhaps the most striking example of Washington's bravery and determination came during the winter of 1777-1778 when his troops were quartered at Valley Forge, Pennsylvania. The Continental army routinely suffered from lack of food, clothes and shelter. Many of the American troops marched barefoot in the snow. Desertion and sickness among the troops reduced the ranks of Washington's army every day. Washington faced the prospect of losing the war and his life, but he steadfastly continued the struggle for independence and led the Americans to victory over the British at Yorktown on September 28, 1781.

George Washington also exhibited courage as the first president of the United States, when he signed the Neutrality Proclamation in 1793 and the Jay Treaty in 1794. The Neutrality Proclamation and the Jay Treaty established the neutrality of the United States in the affairs of the European powers. This allowed the young American nation to grow and develop important foundational laws and customs that molded our country into the strong, vibrant democracy that it would become.

As George Washington *bravely* and diligently led our country in its early formative years, so Abraham Lincoln *courageously* led the nation through the terrible struggle of the Civil War. Lincoln displayed remarkable fortitude in guiding a nation at war with itself. As he states in the Gettysburg Address, "Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure." Lincoln labored tirelessly to keep our union from splitting into two separate countries. Lincoln felt the fate of democracy itself was at stake and willingly put his life on the line to defend it. Several times he was threatened with assassination.

Lincoln's displayed *courageous* leadership in issuing the Emancipation Proclamation on January 1, 1863, freeing the slaves. This decision was detested in the South and highly controversial among many Northerners.

Lincoln uncompromisingly conducted the war to reunite the states. He not only had to battle the Confederacy, but his own Congress as well. He suspended the writ of habeas corpus, allowing the army to round up Southern sympathizers. This act took *courage* because he had to challenge the very government that he depended upon to support him in winning the Civil War. In the end, Abraham Lincoln proved his courage by seeking to reunite the nation in his second inaugural address he requested that there be, "malice towards none" and "charity for all". Unfortunately Abraham's generous offer was met by some with violence, and he was assassinated on April 14, 1865 by John Wilkes Booth. Lincoln's brave defense of the ideals and values of the United States lives on today. His *perseverance* made it possible to live in a country where "all men are created equal."

Great Leaders and Leadership Principles

George Washington and Abraham Lincoln: American Leaders of Courage and Perseverance—Activity Sheet

1. Listen and look as the teacher presents introductions to George Washington and Abraham Lincoln.
2. Take part in discussion of *courage* and *perseverance*.
3. Read the George Washington and Abraham Lincoln handouts.
4. As a class, discuss the challenges that George Washington and Abraham Lincoln faced in leading our nation.
5. After the teacher hands out supplies, create a picture, with a caption of 50 words in length, that shows George Washington's or Abraham Lincoln's displays of courage and perseverance.
6. Hang your picture on one of the bulletin boards.
7. Share your picture with the class by telling the other students about your representation of George Washington's and Abraham Lincoln's courage and perseverance.
8. Conduct the Web Quest at <http://www.columbia.k12.mo.us/tmp/burger/civilwar/Intro.html>.



Bulletin Board Example

COURAGE

George Washington Crossing the Delaware River during his surprise on the Hessians at Trenton, New Jersey □ Christmas Eve 1776



□ Your drawing may not look *quite* this professional, but that's O.K. as long it accurately reflects the event that you are depicting and displays an act of courage or perseverance.

George Washington and Abraham Lincoln

Bulletin Board Rubric

Rubric Scores: No Response = 0 Some = 1

Good = 2

Excellent = 3

General response

Detailed response

In-depth response

Student's name	Uses resources to find accurate examples of courage or perseverance	Draws and colors with colored pencils	Picture accurately displays example of courage or perseverance	Caption displays in words the example of courage or perseverance in 50 words.	Orally shares with class what the picture and the caption represent	Total points 14-15 = A 12-13 = B 10-11 = C 8-9 = D
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Daily Lesson Plan #4
Atlantic Union Teacher Bulletin

Teacher: Mark T. Bugbee
Supervising Instructor: Bradley Booth
School: Atlantic Union Conference Teacher Bulletin

Date: January 16, 2006
Grade Level: 6-8
Subject: Social Studies

Thematic Unit: Great Leaders and Leadership Principles

1. LESSON GOAL:

The students need to learn that Clara Barton and Mother Teresa are excellent examples of leaders who displayed the principle of compassion.

2. PRIOR KNOWLEDGE/EXPERIENCE:

The students will have knowledge of Clara Barton and Mother Teresa as workers for injured, poor and sick people.

3. LESSON BEHAVIORIAL OBJECTIVES/MA FRAMEWORKS CONNECTION:

The students will orally respond to the question by the teacher about Clara Barton and Mother Teresa and how they applied the leadership principle of compassion in their work.

The students will create a chart of ways that they can display compassion for others in their church, home, school and community.

4. MATERIALS NEEDED:

Profiles in Caring handouts: summaries of the lives of Clara Barton and Mother Teresa
Markers
Pictures of Clara Barton and Mother Teresa
Poster board
Red cross
Rose

5. LESSON PROCEDURE:

a. Motivation/Introduction:

The teacher will display pictures of Clara Barton and Mother Teresa, a rose and a red cross. The teacher will ask if the students know who the pictures are, and what the rose and red cross represent.

b. Information Given:

After the teacher leads the students in a brief introduction about Clara Barton and Mother Teresa, the class will read the handouts orally. The teacher will ask questions concerning the work of both women and how compassion was important to their leadership among the outcasts, the poor and the sick.

c. Checking for Understanding:

The students will respond to oral questions about Clara Barton and Mother Teresa and their missions of compassion.

d. Independent Practice:

Working in cooperative groups of two to three students, the class will create charts on poster board of ways that they can demonstrate compassion in their homes, churches, school and communities. The students will then keep track of their missions of compassion for one month.

e. Closing:

The teacher will display the pictures of Clara Barton and Mother Teresa again and ask what the students have learned about demonstrating compassion from these two great leaders.

6. ASSESSMENT:

The teacher will monitor the verbal responses of the students. The teacher will use a rubric to assign point values for the creation and implementation of the compassion chart activity.

7. ACCOMODATIONS:

For slower and learning-disabled students the teacher will allow more time for reading the two handouts and the completion compassion chart. The duration of the extracurricular activity may also be modified.

For faster learners the teacher will allow them to access the World Book Encyclopedia on the computer for further research Clara Barton and Mother Teresa.







Mother Teresa: Mother of Compassion

Adapted from Mother Teresa Path of Love at <http://home.comcast.net/~motherteresasite/mother.html>

Mother Teresa of Calcutta was a Roman Catholic nun and founder of the Missionaries of Charity. She was born Agnes Gonxha Bojaxhiu in 1910 to Albanian parents in Skopje. (The city is now the capital of the Former Yugoslav Republic of Macedonia.) When she was 18, she entered the Order of the Sisters of Our Lady of Loreto in Ireland. She trained in Dublin, Ireland and in Darjeeling, India, before taking her religious vows in 1937.

In September 1946, while riding in a train from Calcutta to Darjeeling, she received a divine calling from God "to serve Him amongst the poorest of the poor." While Mother Teresa served as principal of a Roman Catholic high school, she was moved with *compassion* on the sick and dying in the city's streets. In 1948 Mother Teresa started a ministry among the sick. She also became an Indian citizen in the same year.

In 1950, Mother Teresa and her associates were approved within the archdiocese of Calcutta as the Missionaries of Charity. Members of the order take four vows: poverty, chastity, and obedience and pledging service to the poor. Mother Teresa described the poor as the embodiment of Christ. In 1952, Mother Teresa started Nirmal Hriday (Pure Heart) Home for the dying poor in Calcutta. In serving the outcasts of society, Mother Teresa put love into action. Mother Teresa and some 5000 nuns eventually served almost 1 million lepers a year.

Mother Teresa received many awards for her work including the Padma Shri award for distinguished service in 1962, The Pope John XXIII Peace Prize in 1971, the Nobel Peace Prize in 1979, the Presidential Medal of Freedom in 1985, and the Congressional Gold Medal in 1997. Mother Teresa returned any money that came from them to fund her centers.

On September 5, 1997, at the age of 87, Mother Teresa passed away. Her legacy of *compassion* and care for the abandoned outcasts of society lives on today. Mother Teresa demonstrated the leadership principle of *compassion* in such a remarkable manner that thousands have been inspired to continue her labors of love to the poor and destitute people of the world.



Clara

Barton

CLARA BARTON: ANGEL OF THE BATTLEFIELD

Adapted from Profiles in Caring at <http://www.nahc.org/NAHC/Val/Columns/SC10-1.html>

Clara Barton, a shy farm girl from Eastern Massachusetts, displayed *compassion* and caring for human welfare, which earned her world fame and a place in the hearts of thousands of people. Typical of her spirit of service and *compassion* was Clara's service in the American Civil War. In spite of danger to her own life, she provided supplies and care to soldiers under difficult and distressing circumstances. During this conflict Clara Barton earned the title of "The Angel of the Battlefield."

Clara Barton began her missions of mercy at a young age. When she was 11, Clara nursed her brother David, who had injured himself badly in a fall. She learned valuable lessons in caring for her brother that would prove beneficial later in her life.

Her service in the Civil War began in April of 1861, when she aided the troops of the Sixth Massachusetts Regiment. Clara Barton supplied towels and handkerchiefs for cooking and medical treatment of the soldiers. After the battle of Bull Run, she was shocked by the lack of the supplies in the army and enthusiastically created a collection and distribution system for food and supplies to the Union Army.

Clara Barton *compassionately* and selflessly nursed soldiers under dangerous battlefield conditions without regard to her own safety and welfare. She organized the transportation and care of wounded soldiers throughout the war. After the Civil War, Clara supervised the search for missing soldiers. Although her constant work for others made it necessary for her take a trip to Europe for rest and recuperation, Clara still found time to work with the International Red Cross in the Franco-Prussian War.

On her return to the United States, Clara Barton recognized the need for an American Red Cross and set about the task to organizing one. She personally educated the public and Congress through brochures and speeches. In 1881, the National Society of the Red Cross became a reality due to Clara's hard work and passion to help aid those in need. Clara Barton died at the age of 91, leaving a testimony to the impact that the caring and *compassion* of one determined person can have on the world.

Great Leaders and Leadership Principles

Atlantic Union Teacher Bulletin

Teacher: Mark T. Bugbee
Supervising Instructor: Bradley Booth
School: Atlantic Union Conference Teacher Bulletin

Date: January 16, 2006
Grade Level: 6-8
Subject: Social Studies

Thematic Unit: Great Leaders and Leadership Principles

1. LESSON GOAL:

The students will learn that Andrew Carnegie and Henry Ford were great American leaders who displayed the leadership principles of creativity and innovativeness.

2. PRIOR KNOWLEDGE/EXPERIENCE

The students will have knowledge of Andrew Carnegie and Henry Ford as leaders in the American industrial revolution.

3. LESSON BEHAVIORIAL OBJECTIVES/MA FRAMEWORKS CONNECTION:

The students will demonstrate their understanding orally in the class discussion

The students will demonstrate their understanding of the principles of creativity and innovation by creating their own assembly line process to solve a problem.

4. MATERIALS NEEDED:

Handout on *Andrew Carnegie* and *Henry Ford*
Electric light circuit kit
Model of a Model T Ford
White board
White board markers

5. LESSON PROCEDURE:

a. Motivation/Introduction:

The teacher will show a model of a Ford Model T and ask the students if they know who was responsible for the development of the modern automobile and the assembly line process. The Teacher will write Henry Ford's name on the board.

b. Information Given:

The teacher will lead a discussion of the development of the modern automobile and the assembly line process. The teacher will divide the class into two groups. The groups will read the handouts on *Andrew Carnegie* and *Henry Ford*. After reading, each group will share with the class how each man demonstrated innovativeness and creativity in their work.

c. Checking for Understanding:

The students will share orally their impressions of Henry Ford and Andrew Carnegie as men who led their fields of industry by applying innovation and creativity.

d. Independent Practice:

The teacher will divide the class into two groups. Each group will use the assembly line process to construct an electrical light circuit kit. Each group will experiment with another process to construct the electrical light kit.

Students will conduct the Web Quest at

<http://www.westirondequoit.org/dake/Keefe/Progressive%20Newsletter/>

e. Closing:

The teacher will allow each group to demonstrate how they solved the problem of constructing the electrical light circuit kit using the assembly line process. The teacher will close with a summary of Henry Ford and Andrew Carnegie's contribution as innovative leaders in industry.

6. ASSESSMENT:

The teacher will assess the students oral sharing in the cooperative reading groups. The teacher will observe the cooperative group activity for students' demonstration of the concepts of innovation and creativity in constructing the electric light circuit.

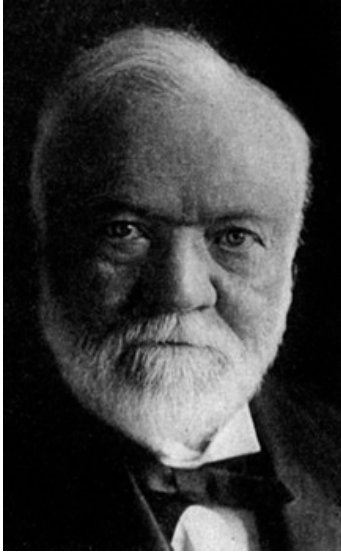
7. ACCOMODATIONS:

For slower and learning-disabled students the teacher will personally assist them in their cooperative reading and problem solving groups.

For faster learners the teacher will allow the students to construct a more complex electrical circuit and or conduct Internet research on the modern, computerized assembly line.

ANDREW CARNEGIE AND HENRY FORD

LEADERS OF CREATIVITY AND INNOVATION



Andrew Carnegie and Henry Ford established themselves as giants in American industry, but their greatest contribution in the arena of leadership was their unbridled enthusiasm, *creativity* and *innovation*. Both Andrew Carnegie and Henry Ford boldly led the creation of new industries at the cutting edge of the technology of the late nineteenth and early twentieth century.

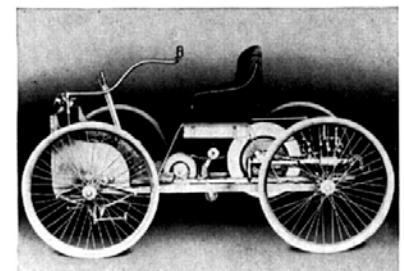


Andrew Carnegie was born in Dunfermline, Scotland on November 25, 1835 the son of a poor hand weaver. The Carnegies emigrated to America in 1848 in order to seek work. Andrew Carnegie began his career at a young age, working as a bobbin boy for \$1.20 a week. It was from these humble beginnings that Andrew Carnegie grew to become the leader in developing the iron, oil, railroad and steel industries. Carnegie displayed his *innovative* genius by introducing the Bessemer process into the United States. This process, which was developed by Henry Bessemer, a friend of Carnegie's, was the first inexpensive industrial process to allow for mass production of iron into steel. By investing in this process Carnegie not only became the dominant force in steel production in the United States, but also assured that American steel would lead the way in steel production and the development of manufacturing techniques for decades to come. Eventually, his willingness to invest everything into one bold new idea led to the incorporation of many steel companies into the United States Steel Corporation.

Ironically, Andrew Carnegie also paved the way as one of the greatest philanthropists of all time. After acquiring a massive fortune, he spent his later years donating large amounts of money to creating and supporting public social and educational organizations. He wrote about his ideas in *The Gospel of Wealth* in 1901. This book outlined the philosophy that wealthy individuals have a responsibility to make sure that their money is wisely invested in helping to promote the health and welfare of others in society who are less fortunate, in order to help them advance in life. By his life's end on August 19, 1919 in Lenox, Massachusetts, Carnegie had donated over \$350,000,000 to dozens of libraries, schools and other social institutions. His life proved that *creative* and intelligent investment into new technology can not only produce great wealth and industrial growth but can also be a great benefit to society.



At the same time Andrew Carnegie was establishing himself as the leading industrialist of the time, Henry Ford was working as an engineer for the new Edison Illuminating Company. After he became the chief engineer of the company, he began experimenting with gasoline engines. His intense drive to perfect an inexpensive, dependable, gasoline engine vehicle led him to create the Detroit Motor Company. In 1901, he raced against Alexander Winton in order to demonstrate the superiority of his quadricycle design.



FORD, 1893

Ford's *creativity* did not stop with the design and production of the

forerunners of modern cars; in 1903, with eleven other investors, he created the Ford Motor Company. He also became one of the early supporters of the Indianapolis 500. The connection between car racing and the development of the automobile continued until Ford began producing the now-famous Model T. The Model T became known as the car that put America on wheels. It was the first dependable, affordable car that was produced in large numbers. The invention of the Model T led to another milestone in industrial *innovation* that was a tribute to Henry Ford's *creativity*.

In order to manufacture large numbers of Model T's, Ford's company needed a quick, efficient and inexpensive assembly process. The adoption of the moving assembly line process, in which parts moved along a conveyor belt, had many advantages over earlier techniques that used craftsmen to produce a product. The assembly line required less skill and less time from each worker, and thus made production cheaper and quicker. By 1914, a Model T could be constructed from start to finish in 93 minutes. So successful was Henry Ford's Model T, and so effective was the assembly line process that more than 15 million Model T's were built, the greatest number of a single model for almost a century.



Henry Ford continued to pursue *innovations* in car design and production practices. He started the five day, forty hour work week, and gave his workers increases in pay scales and profit sharing. In 1942, Ford created a plastic car that ran on ethanol. It was decades ahead of its time, but the design never went into production. Henry Ford died on September 21, 1945, having revolutionized the American

automobile industry and indeed the industrial practices of the world in less than fifty years.

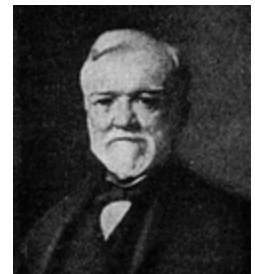
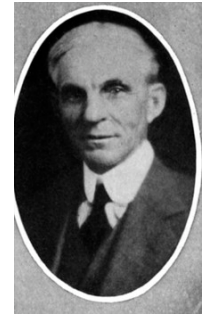
Although Andrew Carnegie and Henry Ford were men of great *creative* vision, who worked tirelessly to advance *innovation* and advancements in their fields, they were not without controversy. Henry Ford was known to sympathize with the Nazis and was a blatant anti-Semite, and Andrew Carnegie was accused of sometimes allowing capitalism to take precedence over the safety and well-being of his workers and the general public. These controversies demonstrate that no matter how great a leader's accomplishments, he or she is still subject to human weaknesses and failures. As students of history it is important to also consider the negative impact of a leader's legacy as well as their contributions.

Nonetheless, Andrew Carnegie and Henry Ford were great American leaders, whose *creativity* and *innovation* advanced industry and accelerated the growth of technology not only in the United States but also throughout the world. Because of their willingness to risk their finances and careers in order to create new designs and inventions, particularly in the automobile and steel industries, products and services that we now take for granted and use everyday are commonplace and affordable. The United States' position as an economic and industrial world leader owes much to the work of these two men.

Great Leaders and Leadership Principles

Andrew Carnegie and Henry Ford: Leaders of Creativity and Innovation—Activity Sheet

1. Observe and listen as the teacher shares Henry Ford’s story and the history of the assembly line.
2. In cooperative groups, read orally the Andrew Carnegie and Henry Ford handout.
3. Discuss in class your impressions and understanding of Henry Ford and Andrew Carnegie as men of creativity and innovation.
4. Divide into **cooperative groups** of five people.
5. After receiving the electrical circuit kit and instructions from the teacher, the students will **form an assembly line**.
6. After assigning each student a task, the group will **build the electrical circuit**.
7. If time permits, team members will switch tasks after the kit is built and construct it again.
8. Students will conduct the Web Quest at <http://www.westirondequoit.org/dake/Keefe/Progressive%20Newsletter/>



Great Leaders and Leadership Principles
Andrew Carnegie and Henry Ford Rubric

Rubric scores: No response = 0 Some = 1

Good = 2

Excellent = 3

General response

Detailed response

In-depth Response

Student's name	Participates in class discussion	Participates in class reading	Works in cooperative assembly line group	Group demo of assembly line	Conduct Web Quest	Total points 14-15 = A 12-13 = B 10-11 = C 8-9 = D
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Daily Lesson Plan #6
Atlantic Union Teacher Bulletin

Teacher: Mark T. Bugbee
Supervising Instructor: Bradley Booth
School: Atlantic Union Conference Teacher Bulletin

Date: January 16, 2006
Grade Level: 6-8
Subject: Social Studies

Thematic Unit: Great Leaders and Leadership Principles

1. LESSON GOAL:

The students will learn that Ellen White and John Wesley were leaders who displayed the principles of humility and self-discipline.

2. PRIOR KNOWLEDGE/EXPERIENCE:

The students will have knowledge of Ellen White and John Wesley as leaders in their respective church denominations.

3. LESSON BEHAVIORIAL OBJECTIVES/MA FRAMEWOKS CONNECTION:

The students will demonstrate their understanding of Ellen White and John Wesley as church leaders who demonstrated the principles of humility and self-discipline in writing and oral presentation.

The students will demonstrate their understanding of the principles by doing Internet research and writing a one-page report

4. MATERIALS NEEDED:

Computers
Keepers of the Flame video
Printer
White board
White board markers

5. LESSON PROCEDURE:

a. Motivation/Introduction:

The teacher will write "Ellen White" and "John Wesley" on the board and ask the class if they know whom either one of the individuals was.

b. Information Given:

The teacher will play a portion of the *Keepers of the Flame* video depicting Ellen White's struggles over appetite and her humility in dealing with others. The teacher will lead the class in a brief discussion of the video and how Ellen White demonstrated humility and self-discipline. The students will use the computers to do Internet research on Ellen White or John Wesley.

c. Checking for Understanding

The teacher will listen for oral responses in the discussion about Ellen White and John Wesley.

d. Independent Practice

The students will conduct Internet research on the White Estate and Wikipedia websites. The students will write a one-page report on either Ellen White or John Wesley, highlighting examples humility and self-discipline.

e. Closing

The students will give short oral presentation summarizing what they learned in their research.

6. ASSESSMENT:

The teacher will use the one-page report and the oral presentation; with a corresponding rubric, in order assess the students understanding of Ellen White and John Wesley as leaders who demonstrated humility and self-discipline.

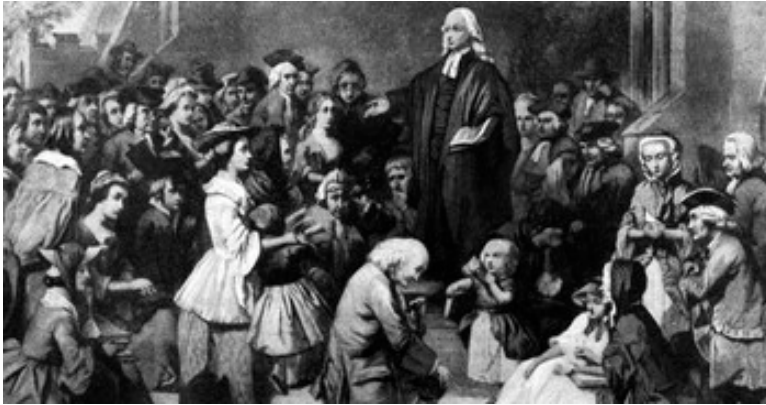
7. ACCOMODATIONS:

For slower and learning-disabled students the teacher will personally assist the students with their Internet research and coach them in their oral presentation if necessary.

For faster learners the teacher will allow the students to do an extra assignment researching the key words “humility” and “self-discipline” in the Ellen White writings. Students will conduct a Web Quest at <http://gbgm-umc.org/umhistory/wesley/> on *The Character of a Methodist* and write five ways that John Wesley wanted his followers to show self-discipline.

JOHN WESLEY AND ELLEN WHITE

LEADERS OF HUMILITY AND SELF-DISCIPLINE



John Wesley and Ellen White both demonstrated common leadership qualities that established firm foundations for the churches that they helped develop. These two leaders showed that *humility* and *self-discipline* are essential leadership principles that must be developed in a leader's personal life in order to effectively influence people. John Wesley and Ellen White grew to be excellent role models of *humility* and *self-discipline*.

John Wesley was born in England as the son of an English preacher on June 17, 1703, so it may seem logical that he became a preacher. However, John did not truly fall in love with the Gospel until his university years when he read Martin Luther's writings on the Epistles to the Romans, concerning which he wrote the now famous lines "I felt my heart strangely warmed." John displayed remarkable discipline throughout his life and he attributed that discipline as part of the reason for his long and fruitful life. He lived to be 84 years old. John slept soundly every night, rose each morning at four o'clock and preached at five. It is said that he traveled 4,500 miles on horseback every year ministering in the cities in towns throughout England.

Despite the stern discipline that he imposed on himself, John Wesley was humble and patient in his dealings with others. Both John and his brother, Charles, were often attacked by mobs that were angry at their preaching, yet John continued to preach and seek to reform the church. It is said that Wesley earned some £20,000 by selling publications that he had written, but kept little for himself, donating the money to the poor and needy or for the spreading of the Gospel.

So regular and disciplined were Wesley's habits that those in "holy clubs" that John and Charles organized were referred to as "Methodists". The traits of *self-discipline* and self-sacrifice became hallmarks of the Methodist church that Wesley founded in 1744. By the time of his death, Wesley left the fledgling Methodist church with 135,000 members and 541 traveling preachers.

Like John Wesley, Ellen White advanced the cause of her church by demonstrating *humility* and *self-discipline* to those around her. Ellen White, like many early Adventists, came out of the Millerite movement and the “Great Disappointment of 1844.” This event in itself was a very humbling experience and required great faith to endure. Interestingly, Ellen White was raised in the Methodist church until she and many other Adventists were forced to leave the church because of their Adventist beliefs.

Ellen White demonstrated her *humility* and generosity by providing for the needs of others. She was known to keep bolts of cloth on hand so that if a woman needed a new dress, Ellen could provide assistance. When Mrs. White was in Battle Creek, Michigan, she bought used furniture, which she stored in case someone’s home burned or some financial problem came upon a family. If she heard of a minister in financial difficulties, Mrs. White would send money to help him with his emergency needs.

Mrs. White’s *humility* and *self-discipline* were seen in the fact that she never held an official church office in all her years of ministry. She was also never ordained as a gospel minister and yet her work has touched the lives of millions. Like all of us, Mrs. White struggled with different aspects of *self-discipline*. This is demonstrated in Ellen White’s adoption of a simple whole food diet after she received the health reform vision in 1863. She was a meat eater for much of her young life so this transition to a vegetable-based diet was not easy, but she determined not to eat another mouthful if it did not conform to the dietary conditions that God had shown her. "I accepted the light on health reform as it came to me. I at once cut meat out of my bill of fare. I broke away from everything at once—from meat and butter, and from [eating] three meals [a day]." (**Manuscript 50, 1904**)

Obviously, Mrs. White exercised *self-discipline* and *humility* in her personal life as well as her ministry to the church. Mrs. White would often rise early in the morning in order to pray, to read her bible and to write. Before she died Mrs. White wrote some 100,000 pages, which were included 24 books, 5000 articles and 2000 hand written letters. Her example of *humility* and *self-discipline* has become an inspiration for millions of Seventh-day Adventist Christians around the world.

John Wesley and Ellen White experienced a deep, life changing relationship with Jesus Christ. It was this experience that motivated them to lead their churches in the directions that God had appointed. It was also this deep abiding faith in Christ that made them both examples of *humility* and *self-discipline*. Indeed it was in reflecting the character of Christ himself that John Wesley and Ellen White best displayed leadership in the Methodist and Adventist movements.

Great Leaders and Leadership Principles

John Wesley and Ellen White: Leaders of Humility and Self Discipline—Activity Sheet:

1. Take part in discussion about Ellen White and John Wesley.
2. Watch the *Keeper of the Flame* video.
3. Take part in class discussion about how Ellen White displayed humility.
4. Conduct research about Ellen White at the White Estate at <http://www.whiteestate.org/pathways/pioneers.asp> or about John Wesley at Wikipedia Web sites at http://.en.wikipedia.org/wiki/John_Wesley
5. Write a one-page report about how Ellen White or John Wesley displayed humility and self-discipline.
6. Give one-minute oral presentation on what you learned from your research.



Great Leaders and Leadership Principles
John Wesley and Ellen White Rubric

Rubric scores: No Response = 0 Some = 1 Good = 2 Excellent = 3
 General response Detailed response In-depth response

Student's name	Attentively watches <i>Keepers of the Flame</i> video	Participates in class discussion	Conducts computer research	One-page report - double points	Oral presentation	Total points 14-15 = A 12-13 = B 10-11 = C 8-9 = D
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Great Leaders and Leadership Principles

Unit Cumulative Rubric

Rubric scores: No response = 0 Some = 1 Good = 2 Excellent = 3
General response Detailed response In-depth response

Student's name	Lesson 1 20 points	Lesson 2 20 points	Lesson 3 15 points	Lesson 4 15 points	Lesson 5 15 points	Lesson 6 15 points	Total points 15 = A 9-14 = B 7-8 = C 5-6 = D
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SECTION III:

Glossary

- **Assembly line:** *an arrangement of machines, equipment, and workers in which work passes from operation to operation in a direct line until the product is assembled*
- **Creativity:** *having the ability to create especially new and original things*
- **Circuit:** *the complete path of an electric current* **b:** *a group of electronic elements*
- **Civil rights:** *the nonpolitical rights of a citizen; especially: the rights of personal liberty guaranteed to U.S. citizens by the 13th and 14th amendments to the Constitution and by acts of Congress*
- **Compassion:** *sorrow or pity caused by the suffering or misfortune of another*
- **Courage:** *strength of mind to carry on in spite of danger or difficulty*
- **Demonstration:** *an outward expression or display*
- **Determination:** *firm or fixed intention*
- **Equality:** *the quality, fact, or state of being equal*
- **Humility:** *having a modest or meek spirit or manner*
- **Implementation:** *taking the steps to put into something into practice*
- **Innovativeness:** *originality by virtue of introducing new ideas*
- **Inspire:** *to affect, guide, or arouse by divine influence, or stimulate to action; motivate*
- **Leader:** *one who leads or guides, or who has influence or power*
- **Leadership:** *capacity or ability to lead*
- **Love:** *a quality or feeling of strong or constant affection for and dedication to another*
- **Motivate:** *to provide with a reason for doing something*
- **Nonviolent resistance:** *nonviolent demonstrations for the purpose of achieving political goals*
- **Patience:** *putting up with pains or hardships calmly or without complaint*
- **Perseverance:** *keeping at something in spite of difficulties, opposition, or discouragement*

- **Principles:** *a general or basic truth on which other truths or theories can be based*
- **Representative:** *serving as a typical example of the thing mentioned*
- **Self-discipline:** *correction or regulation of oneself for the sake of improvement*
- **Self sacrifice:** *an unselfish giving over of oneself or one's own interest for others*
- **Technology:** *the use of science in solving problems (as in industry or engineering)*

Resource Section:

Section IV:

Annotated Bibliography

Aird, H. & Ruddiman, C. *Henry Ford Boy with Ideas*. Indianapolis, IN: The Bobbs Merrill Company, Inc., 1960.

Henry Ford was born in an era of invention and industrialization. Ford's genius was in melding these to great forces. This book is appropriate for sixth-grade readers.

Allen, Thomas B. *George Washington, Spymaster*. Washington, DC: National Geographic, 2004.

George Washington not only led the Continental army, but as this book illustrates he was the leader of an intricate spy ring.

Booth, Edwin P. *Martin Luther the Great Reformer*. OH: Barbour Publishing Inc., 1995.

By nailing his 95 theses on the church door in Wittenberg, Martin Luther ignited the flames of the Protestant reformation. This book details the struggles and triumphs of Martin Luther, a man who would not compromise the truth.

Collier, James L. *The Abraham Lincoln You Never Knew*, New York, NY: Scholastic, 2004.

The Abraham Lincoln You Knew focuses on the myths in Lincoln's life, while portraying him as man of courage and compassion.

Judson, C. *Andrew Carnegie*. Chicago: Follett Publishing Company, 1964

Andrew Carnegie, born in poverty, became one of the richest men in the world. Carnegie displayed amazing discipline and determination in building a steel empire but was also famous as one of history's most generous philanthropists.

Harvey, Bonnie C. (1997). *D.L. Moody*. Uhrichsville, OH: Barbour Publishing Inc.

Dwight Moody was known as the Billy Graham of his generation. This book leads the reader on an exciting ride in a worldwide evangelism

Robinson, E. *Stories of my Grandmother*. Silver Spring, MD: Review & Herald Publishing, 1967

This is the story of Ellen White as seen through the eyes of her grandmother. This book will help young people see Ellen White as a real person.

Rose, Mary C. *Clara Barton Soldier of Mercy*. Champaign, IL: The Garrard Press, 1960

Clara Barton's life as a soldier of mercy is chronicled in this book. This book is appropriate for sixth grade.

Wellman, Sam. *John Wesley the Great Methodist*. Uhrichsville, OH: Barbour Publishing Inc., 1997.

John Wesley, the son of an Anglican clergyman, overcame many spiritual doubts and trials to become the founder of the Methodist Church. This is a true story of faith in action.

Wellman, Sam. *Mother Teresa*. Uhrichsville, OH: Barbour Publishing Inc., 1997.

Mother Teresa served the poorest of the poor as a nun in India. She dedicated her life to helping the hopeless find hope for a new and better life. This book chronicles Mother Teresa's life of compassion.

Websites and Internet links

<http://www.mecca.org/~crights/dream.html> - Martin Luther King, Jr.'s *I have a Dream* Speech

<http://www.lib.lsu.edu/hum/mlk/srs218.html> - Martin Luther King, Jr.: A Biographical Sketch

<http://nobelprize.org/peace/laureates/1964/king-bio.html> – Web site examining Martin Luther King, Jr.'s struggle against racism.

<http://www.mkgandhi.org/bio5000/bio5index.html> – Web site with biography of Mahatma Gandhi

<http://webquest.org> - Webquest site

<http://www.un.org/cyberschoolbus/gallery/peace/index.asp> - Pictures of Peace Webquest

<http://www.columbia.k12.mo.us/tmp/burger/civilwar/Intro.html> - Abraham Lincoln Webquest

<http://www.pbs.org/wgbh/aso/databank/entries/btford.html> - PBS Web site about Henry Ford with “Technology at Home” activity

<http://www.westirondequoit.org/dake/Keefe/Progressive%20Newsletter/> - Andrew Carnegie Webquest

http://en.wikipedia.org/wiki/Andrew_Carnegie - Wikipedia article about Andrew Carnegie

<http://nobelprize.org/peace/laureates/1979/teresa-bio.html> - Mother Teresa Web site

<http://www.whiteestate.org/> - Ellen White Estate

<http://gbgm-umc.org/umw/wesley/> - John Wesley Web site

http://en.wikipedia.org/wiki/Adolf_Hitler - Wikipedia site with Hitler's biography

<http://www.spartacus.schoolnet.co.uk/2WWtojo.htm> – Web site about Hideki Tojo of the Japanese army

http://en.wikipedia.org/wiki/Winston_Churchill - Wikipedia Web site about Winston Churchill.

<http://www.spartacus.schoolnet.co.uk/RUSstalin.htm> - Stalin Web site.

<http://www.robotikitsdirect.com> – Robot kit Web site.

Remedial Activities

Lesson Plan 1:

For slow learners or learning-disabled students the teacher will allow more time for the written journal entry. The teacher will also allow the students to view *The Jesus Movie* clips more than once.

For fast learners the teacher will give them an opportunity to use the Ellen White writings on the computer to research the topic of Jesus as a leader and the principle of self-sacrificial love.

Lesson Plan 2:

For slower and learning-disabled students the teacher will allow more time for reading the Mahatma Gandhi handout, the completion of PowerPoint presentation and another viewing of the "I Have a Dream" speech.

For faster learners the teacher will allow them to access the Internet for further research on Martin Luther King, Jr.'s and Mahatma Gandhi's struggles for equality and civil rights for their people.

Lesson Plan 3:

For slower and learning-disabled students the teacher will allow more time for reading the social studies textbook, the completion of the bulletin board captions and pictures.

For faster learners the students will be responsible for organizing the bulletin board titles.

Lesson Plan 4:

For slower and learning-disabled students the teacher will allow more time for reading the two handouts and the completion compassion chart. The duration of the extracurricular activity may also be modified.

For faster learners the students will access the World Book Encyclopedia on the computer for further research Clara Barton and Mother Teresa.

Lesson Plan 5:

For slower and learning-disabled students the teacher will personally assist them in their cooperative reading and problem solving groups.

For faster learners the teacher will allow the students to construct a more complex electrical circuit and or conduct Internet research on the modern computerized assembly line.

Lesson Plan 6:

For slower and learning-disabled students the teacher will personally assist them in their cooperative reading and problem solving groups.

For faster learners the teacher will allow the students to construct a more complex electrical circuit and or conduct Internet research on the modern computerized assembly line.

Enrichment Activities

Lesson Plan 1: Use the Seventh Day Adventist Hymnal or the *He Is Our Song* songbook to choose a song that praises God for his self-sacrificial love.

Lesson Plan 2: Access the approved Internet sites for further research on Martin Luther King, Jr.'s and Mahatma Gandhi's struggles using non-violent resistance.

Lesson Plan 3: Working in pairs, write and act out an interview with George Washington or Abraham Lincoln exploring their courage and perseverance.

Lesson Plan 4: Visit the local Salvation Army, Red Cross or other local ministry that serves the poor and needy. The class will brainstorm ideas for assisting one of these organizations in their outreach to the community.

Lesson Plan 5: In small groups of three or four, construct an OWI robot using the assembly line process.

Lesson Plan 6: Students will use clay to create a model of a person expressing humility.