

Grades 6–8



Changing Tomorrow **2**

**Leadership Curriculum for
High-Ability Middle School Students**

**Joyce VanTassel–Baska, Ed.D.,
& Linda D. Avery, Ph.D.**



PRUFROCK PRESS INC.
WACO, TEXAS

Table of Contents

Part I: Introduction to the Unit

Introduction and Overview of the Unit	3
Curriculum Framework: Goals and Outcomes of <i>Changing Tomorrow 2</i>	9
Alignment of the <i>Changing Tomorrow</i> Series With National Standards	11

Part II: Pre- and Postassessments and Rubric

Instructions for the Assessments	17
Preassessment on the Concept of Leadership	18
Postassessment on the Concept of Leadership	19
Rubric for Scoring the Pre- and Postassessments on the Concept of Leadership	20

Part III: Lessons

Lesson 1: Introduction to the Concept of Leadership	23
Lesson 2: Robert Ballard	31
Lesson 3: Charles Darwin	41
Lesson 4: Margaret Thatcher	47
Lesson 5: Duke Ellington	55
Lesson 6: Pablo Picasso	61
Lesson 7: Emily Dickinson	67
Lesson 8: Nelson Mandela	73
Lesson 9: Presentations and Products on Leadership	79
Lesson 10: Local Panel of Leaders	83
Lesson 11: Analysis and Synthesis of Leadership	85
References	89

Part IV: Appendices

Appendix A: Teachers' Rap Sheets	93
Appendix B: Annotated Bibliography	115
About the Authors	121

Introduction and Overview of the Unit

Rationale

The current clarion call in education to prepare students for the 21st century is an incentive to rethink elements of the curriculum that will best serve the interests of academically gifted and talented learners. One important component of a well-rounded curriculum is the inclusion of a formalized leadership development initiative to ensure these young people acquire the knowledge and skills essential to assuming leadership roles and to practice the habits of mind that will enable them to apply these behaviors in a conscientious and compassionate way. Incorporating such instructional opportunities into the curriculum offerings takes both planning and practice.

Changing Tomorrow 2 is designed to draw on some of the most powerful ideas associated with the newest paradigm in leadership development and to help teachers incorporate this knowledge into their curricula for high-ability students at the middle school level. Although all learners can benefit from the information and exercises included here, the pacing of the lessons, the emphasis on conceptual thinking skills, and the focus on independent biographical research are best targeted to the abilities and needs of the advanced learner.

The design of the unit incorporates three conceptual strands:

- ⊙ *Biographical studies*: The unit uses the biographies of seven leaders drawn from a cross-section of fields to showcase the abilities, skills, and mindsets correlated with leadership practice. These individual case studies can serve as role models for students. Diversity in gender and race was a factor in their selection as was the level of contribution each has made to date.
- ⊙ *Generalizations about the concept of leadership*: Based on the Taba (1962) Model of Concept Development, the unit is built around eight generalizations about leadership. These generalizations were culled from the theoretical and research base on the construct. Although there are myriad generalizations that can be articulated, the authors crafted these eight with an eye toward their prevalence in the professional literature

CHANGING TOMORROW 2 • Grades 6–8

and their salience for the age of the target population. The generalizations are included in Handout 1.1: Generalizations About Leadership, which is found in Lesson 1.

- © *Ideas and exercises adapted from contemporary leadership literature:* The unit incorporates ideas and activities that have been adapted from a variety of materials and training guides on how to teach leadership skills. These application exercises have been tailored to high-ability students in middle school.

Unit and Lesson Structure

Changing Tomorrow 2 is composed of 11 lessons that address leadership skill development at the middle school level for students in grades 6–8. Goals and outcomes for the unit focus on inspiring leadership behaviors, enhancing skills in communication and collaboration, understanding the breadth and complexity of the concept itself, and strengthening metacognitive development. The unit also includes a pre- and postassessment on the concept of leadership that can serve as the basis for measuring student learning gains and instructional effectiveness.

Appendix A contains the Teachers' Rap Sheets, which consist of completed Biographical Charts for each of the leaders studied. They are not intended for distribution to students as they are akin to answer keys, but they will streamline the teacher's preparation process. An annotated bibliography in Appendix B details the scholarship that underpins unit conceptualization, design, and content selection.

The instructional component of the unit is composed of 11 substantive lessons; most lessons are subdivided into four or five parts, resulting in about 35 hours of teaching time across the whole unit. Four of the lessons are overarching in scope. Lesson 1 focuses on the introduction of the concept of leadership itself and is constructivist in orientation. Lesson 9 has students share their presentations and the product they chose to develop to illustrate the life of an eminent person studied during the unit. Lesson 10 gives a panel of experts the opportunity to dialogue with students about these big ideas and real-world applications. Lesson 11 includes a final synthesis that requires students to integrate information from the individual case studies.

Seven of the lessons feature biographical case studies of famous world figures in different areas of contribution, including the arts, literature, world politics, and scientific innovation and creativity. Each of the figures demonstrates multiple generalizations about leadership, from having vision, to communicat-

INTRODUCTION

ing effectively, to motivating others, to initiating important deeds and work, to persevering in the face of adversity. They also all demonstrate well the interplay of inner and outer forces that come together to make leaders effective in a given domain. The leaders show how innovation and creativity on the part of individuals can lead to a lasting contribution to society. In the cases of Robert Ballard (Lesson 2) and Charles Darwin (Lesson 3), we see two scientists grappling with understanding concepts beyond current understanding and rendering them empirically sound. In the cases of Duke Ellington (Lesson 5) and Pablo Picasso (Lesson 6), we see two giants in the artistic world create new forms and media through which to express the human condition. In the cases of Margaret Thatcher (Lesson 4) and Nelson Mandela (Lesson 8), we see two 20th-century leaders of the world reveal how their life histories prepared them for their role in leading governments. Finally, in Emily Dickinson (Lesson 7), we see the gifted introvert whose outward demeanor would suggest nothing of her inward capacities to create new poetic form and meaning *multum in parvo*. Yet taken together, these seven luminaries illustrate well the generalizations of the unit.

Across the seven biographical lessons, there are some common threads. Each lesson begins with the in-class amalgamation of biographical information from the independent research students have conducted as homework. Students are expected to complete a Biographical Chart for each leader studied that requires them to abstract, prioritize, and summarize information on their own. In Part I of the in-class portion of each biographical lesson, students work with the teacher to create a master chart to ensure that there is a common understanding of the important elements of the leader's life. Part II of each of these lessons uses questioning techniques that require students to analyze, evaluate, and synthesize information, linking the leader's biography to the concept of leadership. Part III of most lessons is an application of a task derived from one of the generalizations studied in the unit. Part IV is typically focused on metacognitive awareness, using journal writing or other task demands that encourage self-reflection on the person and ideas studied and how they relate to the students' own leadership potential and development. Each instructional lesson concludes with student handouts.

In addition to the instructional parts, most lessons contain Assessment, Homework, and Extensions sections. Many of the extensions can be substituted for in-class work or homework, but they are primarily designed for independent study for individual students or small clusters of students.

CHANGING TOMORROW 2 • Grades 6–8

Technology Requirements

The unit relies heavily on student access to the Internet to do the biographical research, and some lessons require that videos from the Internet be shown to the class as a component of an instructional activity. Suggested websites are included as starting points for students to begin their Internet research; however, the teacher can select additional sites for students to use as he or she sees fit. The teacher will also need to reproduce the handouts in the unit for distribution to the students.

Adapting the Unit for Local Needs

Like a three-dimensional jigsaw puzzle, the pieces of this unit on leadership interlock to ensure that the goals and outcomes are well covered. However, in education one size does not fit all classrooms. In order to make adjustments that will best suit local school parameters, the authors recommend that teachers first read all 11 lessons. This will reveal how the parts of each lesson tie together and build upon one another as the unit progresses.

If adjustments are needed, here are some ideas for consideration:

- ⊙ The biographical research can be done as an in-class activity. In most instances, this will add another period to the length of the whole lesson. In districts where home access to computers is limited and public libraries are not easily accessible, this adaptation would still allow the unit to be taught. If done as an in-class activity, the number of elements students have to document should be reduced from five to three.
- ⊙ The task requirements for the completion of the Biographical Charts by students can be stratified. The preferred model is that all students complete all assigned elements in the Biographical Chart. If this is too time-consuming and/or too repetitive, students can take responsibility for different elements in the chart. All students should read or view all of the material assigned for the research, but the time allocated to documenting the knowledge regarding a leader's life story can be reduced with this approach.
- ⊙ The unit is designed for consecutive sequencing in the curriculum, and Parts I and II of each lesson should be delivered back to back. However, in some lessons, there can be spacing between Parts II and III without great loss in instructional continuity.
- ⊙ Journal writing, which is typically found in Part IV of the lessons, can be done as homework. Teachers can preselect the questions they wish students to explore.

Three Clarifications to Facilitate Unit Implementation

The authors offer three clarifications as a kind of “heads up” in implementing this unit:

- ⊙ There is a section included on the Teachers’ Rap Sheet that is omitted on the student’s blank Biographical Chart for each leader studied. The section is called Lasting Impact and Contributions. In the set of questions provided in Part II of each of the biographical lessons, there is a question asking students to identify these for each leader studied. Students were not asked to document this information as part of the homework because the intent is to get them to think on their feet during class to respond to this prompt.
- ⊙ The Internet research on the seven leaders studied is the primary basis for homework in the unit. In order to help students budget their time for conducting this research, teachers may want to distribute the full list of leaders studied, the recommended websites, and the due dates for completion of the Biographical Charts at the end of the first class session. This will ensure that students have plenty of time to complete the homework before each new lesson is started.
- ⊙ There is intentional overlap on some of the Internet sites to which students are directed; their rereading of biographical material is designed to reinforce it in their memory banks. Although students are not tested on these biographical details, they need to have a fairly comprehensive knowledge of each leader’s life story in order to construct responses to the questions pondered in the in-class discussions and in journal entries.

Lesson 2

Robert Ballard

All kids dream a marvelous image of what they want to do. But then society tells them they can't do it. I didn't listen. I wanted to live my dream.

—Robert Ballard

Instructional Purpose

- ⊙ To practice using the Internet to do biographical research
- ⊙ To map the biographical data against key leadership factors
- ⊙ To practice using listening and reasoning skills in constructing written arguments
- ⊙ To advocate a position with regard to a real-world problem

Materials Needed

- ⊙ Handout 2.1: Biographical Chart: Robert Ballard
- ⊙ Handout 2.2: Study Guide for Robert Ballard's Speech
- ⊙ Answer Key for Handout 2.2: Study Guide for Robert Ballard's Speech
- ⊙ Teachers' Rap Sheet for Robert Ballard (see Appendix A)

Activities and Instructional Strategies

Part I (2 periods)

1. Check that the Biographical Chart for Robert Ballard has been completed.
2. Have the whole class complete a master Biographical Chart by using a white board or overhead projector to compile the information gathered by students. The teacher should start by asking: What did you discover about Dr. Ballard's early family background and created family structure? What did you discover about his education? Follow this format until the master chart has been completed enough to ensure that the students have a fairly in-depth profile of the individual. The teacher may choose to annotate or extend the information in the Biographical Chart by drawing on the data provided in the Teachers' Rap Sheet found in Appendix A. Students should embellish their own charts as the class session unfolds.
3. Because this is the first lesson involving student research using Internet sites, the teacher may prefer to use in-class time to have students conduct the biographical research. If this is done as an in-class activity, additional time should be allocated to carry out this part of the lesson before commencing with the compilation of information on the master chart. In

CHANGING TOMORROW 2 • Grades 6–8

addition, the teacher may reduce the number of data points that students collect for each element from four or five to three to save time in documentation. Refer to the Homework section of the previous lesson to find the website references to give to the students.

4. An additional option for compressing time if doing the research as an in-class activity is to stratify the elements assigned to individual students for data collection. Students would still have to read of all the material, but they would only need to document the data points for the specific elements assigned to them.

Part II (1 period)

1. The teacher will engage students in a large-group discussion using the following questions:
 - In what ways is Robert Ballard a leader?
 - To what extent did time, place, and circumstances impact his ability to become a leader?
 - How would you describe the vision that Robert Ballard has brought to the field of oceanography? In what ways are exploration of space and the oceans alike? In what ways are they different?
 - What personal characteristics contributed to Robert Ballard's success as an explorer and scientist?
 - What evidence is there of both initiative and risk taking in Dr. Ballard's profile?
 - What do you see as Dr. Ballard's lasting impact and contributions in the field of oceanography based on what you know at this time? What specific innovations did he pioneer in his area of expertise?
 - Robert Ballard said: "Science is a 'we' not an 'I.' I didn't do anything. We did a lot of things. But in our system in America we have this star-based system. Star athletes, star news people, star politicians. And stars are 'I.' And the academic world is really, honestly a 'we.'" What does he mean by this statement? Do you agree that athletics, broadcasting, and politics are not team-driven enterprises? Can you name any "stars" in science? What about art? Is art tilted toward the individual or the group? In what ways?

Part III (1+ period)

1. Distribute Handout 2.2: Study Guide for Robert Ballard's Speech for students to review prior to watching the 18-minute video clip on TED.com of Dr. Ballard's speech on "Exploring the Oceans" (http://www.ted.com/talks/robert_ballard_on_exploring_the_oceans.html). Broadcast the

video of the speech to the whole class or direct students to computers to allow them to watch the speech and give them an additional 10 minutes to complete Handout 2.2.

2. Break the class into teams of 3–5 students and have them review their answers to Handout 2.2. (Answers to the questions are included for the teacher at the end of the lesson. These answers are intended to help the teacher guide the small-group discussions of the student responses, not to grade their answers. The answer key should *not* be distributed to students.) Allow only 10 minutes to complete this process, as its purpose is to ensure that students have grasped the major ideas in the speech as well as some of the important facts presented. Monitor the groups to ensure that they are moving rapidly through this review and clarification exercise. Ask the groups if there are any questions and briefly clarify information as needed.
3. Keep the students in groups and tell them that since the speech was given in 2008, funding for both space and oceanic exploration by the federal government was slightly increased each year until 2011, but the National Aeronautics and Space Administration (NASA) has received about \$18 billion each year, and the National Oceanic and Atmospheric Administration (NOAA) has received about \$5 billion. Explain that the dollar amount for research and development is only a portion of the funding that is given to each of these agencies, which is why the reference in Dr. Ballard’s speech is not consistent with this ratio. As a caveat, mention the recent controversy around the dismantling of the successor to the shuttle program at NASA, an initiative called Constellation, and the change in federal space exploration policy to privatize future flights to the moon.
4. Ask each group to advocate for increased federal funding for research and development for either NOAA or NASA by developing at least three arguments to support the agency’s position. As the groups report their results to the rest of the class, the teacher should compile a nonduplicative listing of the arguments presented on the board. This listing should be used to help groups create master letters incorporating all of the reasons in support of additional funding for each federal program. Have the class help edit these master letters into a formal letter to the President of the United States. If two letters have been drafted (one for each federal program), ask the class which of the letters they, as a whole group, would like to send on to the White House. If time does not allow for this to be done as an in-class activity, ask for volunteers to serve on a committee to polish the final letter so that it is clear, cogent, and articulate. During the

CHANGING TOMORROW 2 • Grades 6–8

next class period or at some reasonable interval, have the final version of the letter read and approved by the whole class prior to sending it.

Part IV (1 period)

1. The teacher will allow 10–15 minutes for students to complete their journals using some or all of the following questions as prompts. These questions may be put on the board or can be made into a handout that is inserted into the students' journals.
 - What did you learn from the biographical study of Robert Ballard that is useful or interesting in your understanding of leadership?
 - What invention or discovery made by Dr. Ballard and his colleagues do you think is the most important and why?
 - In what ways is Robert Ballard a role model for you and other young leaders?
 - What did you learn about Internet research by going through this process?
 - What did you learn about the role of advocacy in solving real-world problems? In what ways did Dr. Ballard model effective advocacy for his position on oceanic exploration?
2. Ask a few students to share their responses with the whole class.
3. As an alternative to an in-class activity, the teacher may assign this as part of the homework.

Assessment

The teacher should check to see that each student has completed the Biographical Chart on Robert Ballard, Handout 2.2, and the journal entry and include it in the student's portfolio. In addition, a copy of the class letter to the President should be inserted into the student's portfolio.

Homework

Students are assigned responsibility for completing Handout 3.1: Biographical Chart: Charles Darwin in preparation for the next class period. The sites that students may be directed to for conducting this research are as follows:

- ⊗ Wikipedia (http://en.wikipedia.org/wiki/Charles_Darwin)
- ⊗ Darwin Online (<http://darwin-online.org.uk>)
- ⊗ AboutDarwin.com (<http://www.aboutdarwin.com>)
- ⊗ Questia (<http://www.questia.com/library/science-and-technology/scientists-and-inventors/charles-darwin>)

Extensions

The following ideas are offered as substitutions for parts of the above lesson or as extensions for this lesson focusing on Robert Ballard.

- ⊙ Have students critique the speech by Dr. Ballard in terms of its effectiveness in persuading people to support his point of view. This critique should focus on identifying the purpose of the speech and the techniques used to persuade his audience (e.g., build trust in your audience or team; show confidence, conviction, and enthusiasm; stay on message, and be clear and precise; use graphic aids, such as pictures, charts, and graphs, to illustrate and clarify important points; use stories, metaphors, and symbols to entertain and inspire; and use humor in an appropriate way). In addition, have students comment on the speech's effectiveness in influencing them, and have them identify the next steps that can be taken to address the problem cited in the speech.
- ⊙ Have students explore the concept of vision by writing a vision statement for the colonization of the sea by the U.S. government or private entrepreneurs. They may do this as individuals or in small groups. Have them create a motto and a logo for implementing this enterprise.
- ⊙ For independent work, encourage students to read one of the early books written by Dr. Ballard himself (for advanced readers) or the middle-school-level biography of him by Lisa Yount entitled *Robert Ballard: Explorer and Undersea Archaeologist*. Instead of having students write a traditional book report, ask them to identify examples of how Dr. Ballard exhibited at least three of the generalizations on leadership addressed in this unit.
- ⊙ Have students watch the *60 Minutes* interview with Dr. Ballard (http://www.cbsnews.com/2100-18560_162-6568485.html) and develop a profile of Dr. Ballard's leadership skills as illustrated in his behavior and remarks.
- ⊙ Have students go to the live web feed of the *Nautilus* (<http://www.nautiluslive.org>) and explore the features available on it. Have them suggest an idea for another live scientific webcast and design a home page for their idea.

Name: _____ Date: _____

Handout 2.1

Biographical Chart: Robert Ballard

Full Name: _____

Lifespan: _____

Early Family Background and Created Family Structure

Personality Characteristics and Areas of Aptitude, Talent, and Interest

Major Career/Professional Events and Accomplishments

Personal Life Themes/Beliefs

Selected Quotations

Awards and Recognition

Answer Key for Handout 2.2:

Study Guide for Robert Ballard's Speech

(Not for distribution to students)

1. What is the opening question around which Dr. Ballard organizes his remarks?
The opening question is: Why are we ignoring the oceans in our scientific exploration programs?
2. What is the relationship of one year of NASA funding to one year of NOAA funding for research and exploration?
One year of NASA funding is equal to 1,600 years of NOAA funding for research and exploration.
3. What percent of the planet is under water?
Seventy-two percent of the planet is under water.
4. How were many discoveries made in this field of science?
Many of the discoveries in this field of science were actually made by accident.
5. What percent of the U.S. lies beneath water?
Fifty percent of the U.S. lies beneath the water.
6. What is the greatest mountain range on Earth, and what percent of the Earth's surface does it cover?
The Mid-Ocean Ridge is the greatest mountain range and covers approximately 23% of the Earth's surface.
7. In what year did the first human beings enter the Rift Valley?
The first human beings entered the great Rift Valley in 1973, and Dr. Ballard was one of them.
8. What are some of the discoveries that have been made in oceanic exploration under Dr. Ballard's leadership?
Dr. Ballard found that there were hot springs with heavy metal deposits, which explained the missing heat in the ridge; discovered a profusion of life heretofore unknown using chemosynthesis rather than photosynthesis; found a "lost city" of limestone formations with pH levels of 11; and located ships

ANSWER KEY FOR HANDOUT 2.2

and realized how the ocean has preserved artifacts rivaling the great history museums of the world.

9. By what grade level do students usually decide whether or not they want to become scientists or engineers?

Students will decide by eighth grade.

10. What is the closing question that Dr. Ballard asks his audience to think about?

The closing question is: Why don't we have programs to colonize the sea?