



Grade 1 Sample

Sample Includes:

- Reader
- Lesson Plan
- Digital Primary Source

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Be a Good Leader!



Jennifer Overend Prior

Be a Good Leader!



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Image Credits: Cover, pp. 1, 9 Alamy;
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p. 14 The Library of Congress [3a17019u];
p. 6 The Library of Congress [LC-DIG-
pga-03757]; p. 11 The Library of Congress
[LC-DIG-ppmsca-19241]; p. 15 The Library of
Congress [LC-DIG-det-4a27975];
p. 7 The White House; All other images
from Shutterstock.

Teacher Created Materials

5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.tcmpub.com>

ISBN 978-1-4333-6973-5
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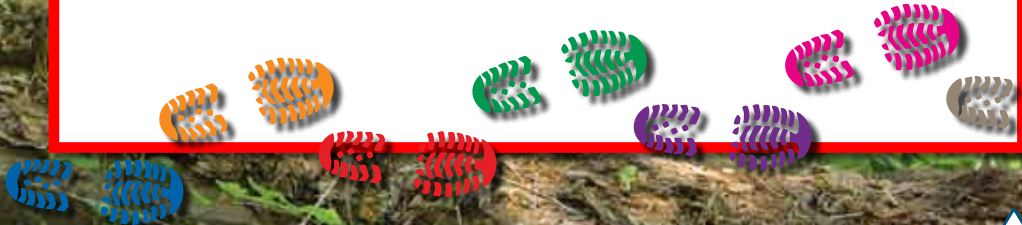
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Lead the Way!

What is a **leader**? Do you know? A leader guides people. A leader is helpful and fair.



This soccer coach leads his team.



This girl gets a star for leading her troop.

Leaders think about what is best. Then they help make choices for the group. Good leaders show people the way.

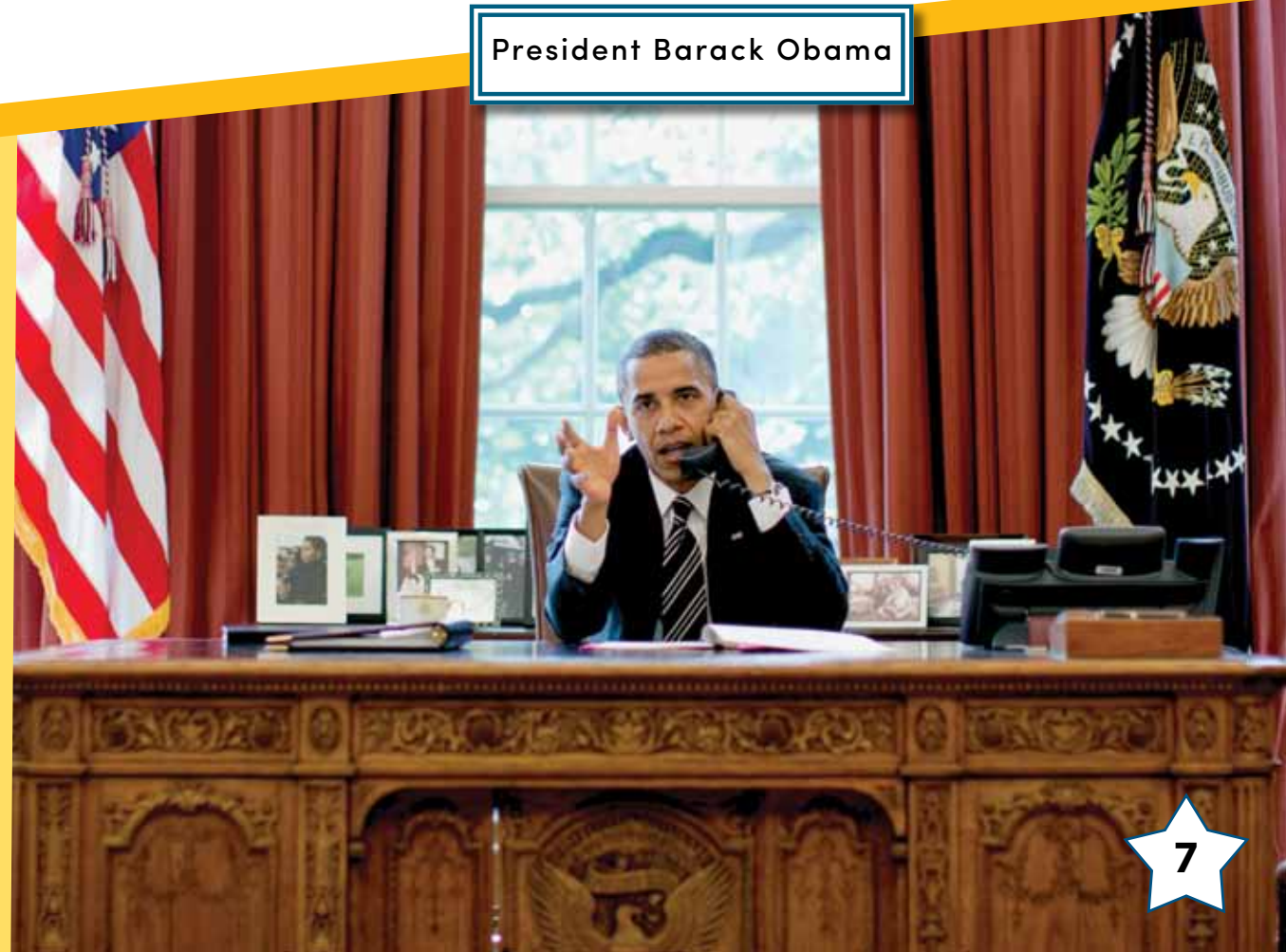


George Washington was a good leader. He was the first president of the United States.

The President

The president of the United States is a leader. The president leads the country.

President Barack Obama



Knowledge

Good leaders are smart. They know how to make good choices. Leaders have **knowledge** (NOL-ij) to share.



These parents share knowledge with their kids.

Many Leaders

Parents are leaders in families.
Teachers are leaders in schools.



This teacher shares knowledge with a student.

Honesty

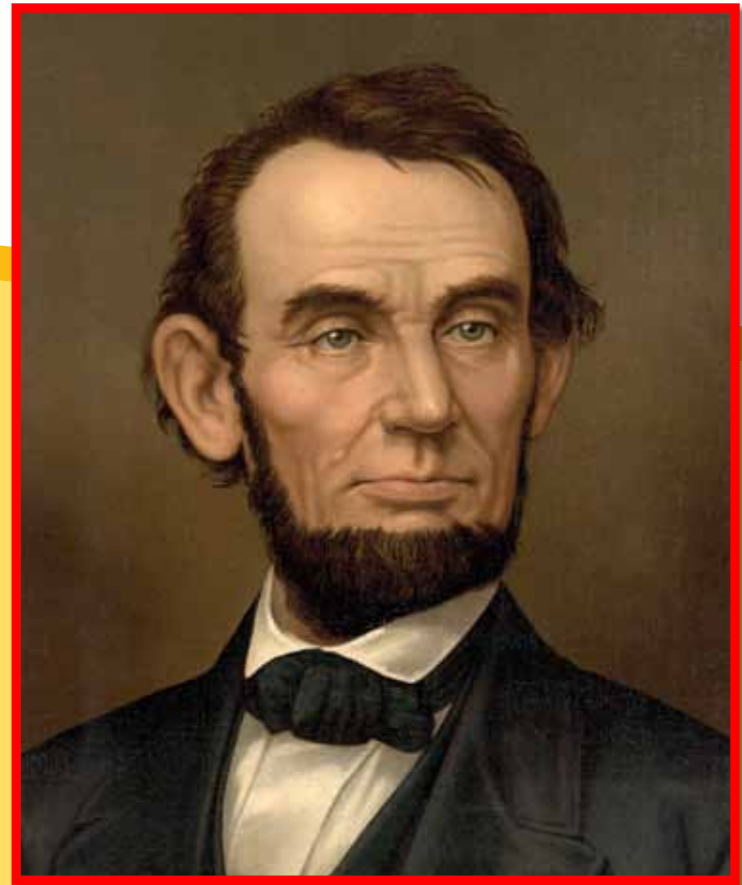
A good leader is **honest** (ON-ist).
Leaders should tell the truth. People
should be able to trust leaders.

Judges are leaders in a courtroom.



Honest Abe

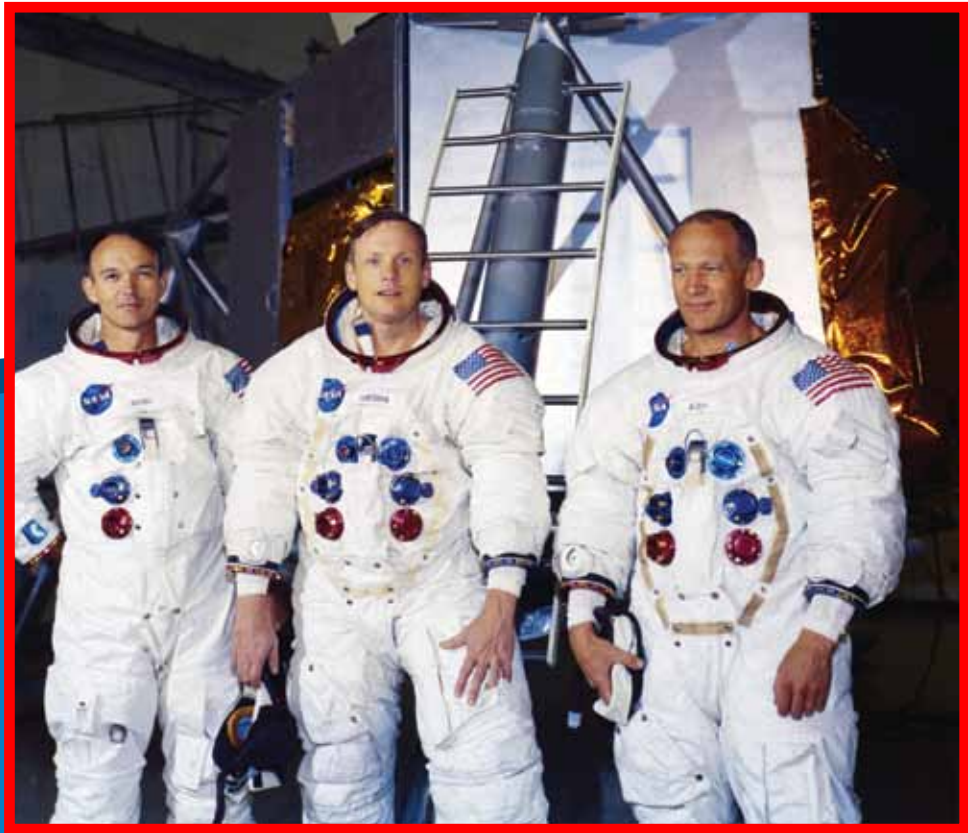
Abraham Lincoln (LING-kuhn) was
a president of the United States.
People say he told the truth.
They called him Honest Abe.



Abraham Lincoln

Courage

A leader has **courage** (KUR-ij). You have courage when you do the right thing even if you are scared.



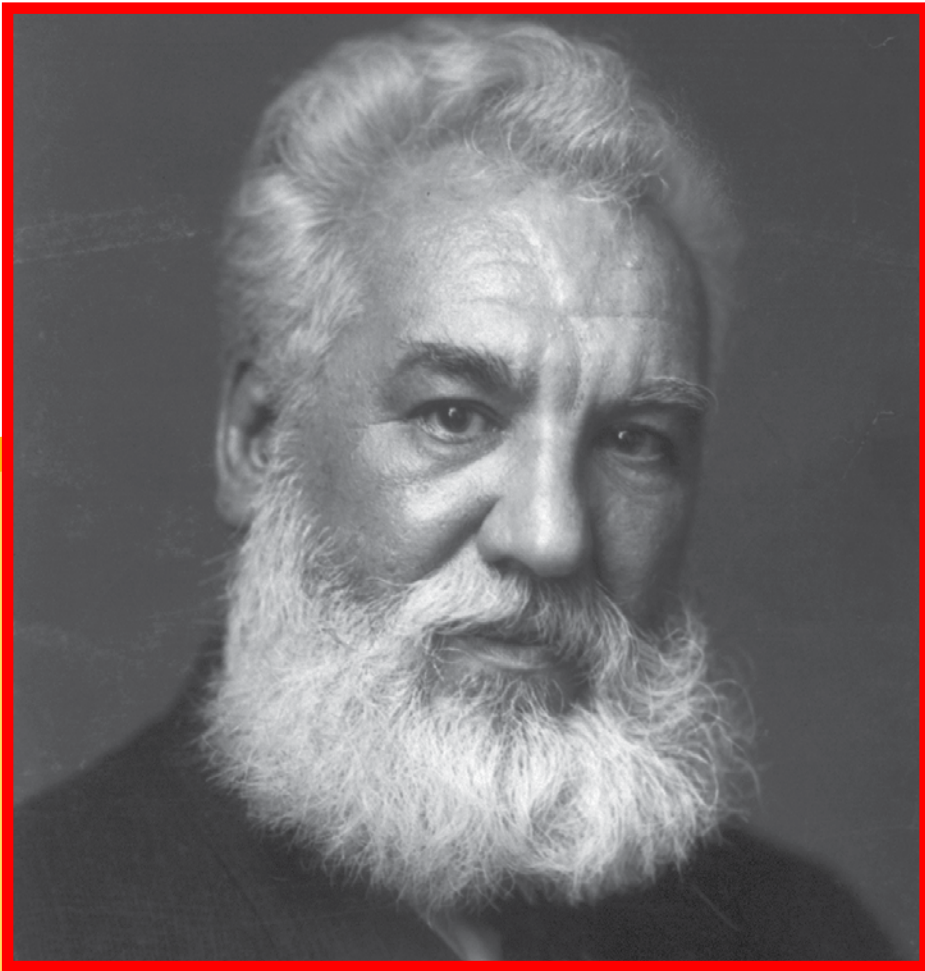
Astronauts show courage when they travel to space.



Soldiers show courage when they go to war.

Respect

A good leader shows **respect** (ri-SPEKT). Good leaders also earn respect. They can earn it by being fair and **polite**.



Alexander Graham Bell earned respect when he invented the telephone.

Earn It!

Leaders also earn respect by having good ideas.



A man uses the first telephone.

Communication

Good leaders know how to **communicate** (kuh-MYOO-ni-keyt) well. They have good writing **skills**. They speak clearly. They listen carefully.

This father speaks to his son.



Speak Up!

Good leaders make sure people can hear them loudly and clearly.

Dr. Martin Luther King Jr. speaks to a crowd.



Be a Leader

You can be a leader! You can be a leader at home. You can be a leader at school.



This girl leads the Pledge of Allegiance.



This boy leads his team.

Teach It!

Be a leader. Teach a friend a new game.
Be honest about the rules.
Talk about what your friend did well.

This girl teaches her friend how to play a new game.



This boy teaches his friend how to play chess.



G
R
E
A
T

J
O
B

Glossary

communicate—to give information about something to someone else

courage—the ability to do the right thing even if you are scared

honest—truthful

knowledge—information you get from learning things

leader—someone who guides other people

polite—having good manners

respect—the way you show that someone or something is important

skills—things you do well

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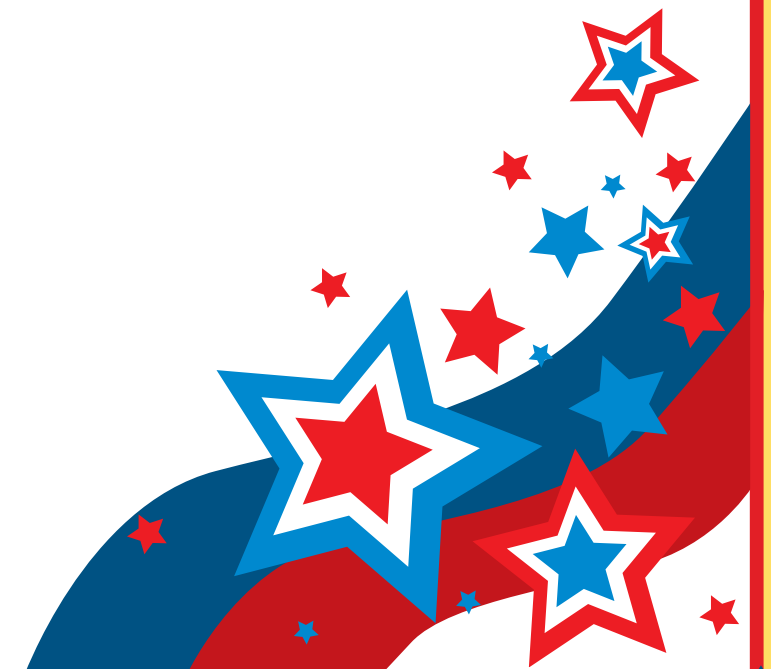
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Your Turn!



Lead the Way

The girl in the photo leads the Pledge of Allegiance. What are some ways you can be a leader at school? How do you feel when you are a leader? Write about you as a leader.

Be a Good Leader!

Leaders guide people. Good leaders are honest and fair. They communicate well. You can be a good leader, too!



RL: 1.1



TCM 17973

PRIMARY SOURCE READERS

Be a Good Leader!

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Image Credits

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5301 Oceanus Drive
Huntington Beach, CA 92649-1030

www.tcmpub.com

18828 (i8802)

ISBN 978-1-4333-7828-7

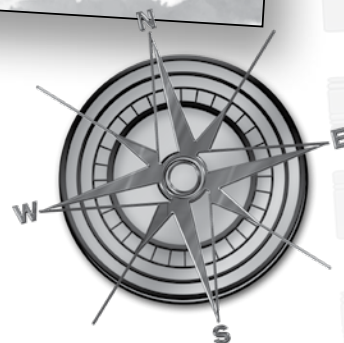
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ISBN-13: 978-1-4333-7828-7



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Be a Good Leader!

Essential Question

How do leaders help others enforce rules?

Standards

- **Content:** Demonstrate the elements of fair play, good sportsmanship, and respect for the rights and opinions of others.
- **Reading:** Identify the main topic and retell key details of a text.
- **Writing:** Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.
- **English Language Development:** Evaluating how well writers and speakers use vocabulary and other language resources for specific purposes.



Materials

- *Dr. Martin Luther King Jr.* primary source
- *Be a Good Leader!* Books
- copies of student reproducibles (pages 8–16)
- chart paper
- bucket or bag
- index cards
- pocket chart
- coloring supplies

Lesson Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity (page 3)	Before Reading (page 4)	During Reading (page 5)	After Reading (page 6)	End-of-Lesson Activities (page 7)
Summary Students write about Dr. Martin Luther King Jr. and his leadership qualities.	Summary Students use prior knowledge to describe what they think leaders are.	Summary Students identify main ideas and supporting details from the chapters of the book.	Summary Students write personal narratives.	Summary Students write about how they can be leaders at school and take the assessments.

Be a Good Leader! (cont.)

Primary Source Activity

Historical Background

Dr. Martin Luther King Jr. was a leader of the American civil rights movement in the 1950s and 1960s. He led the Montgomery Bus Boycott. African Americans boycotted Montgomery's buses for 382 days until the U.S. Supreme Court declared racial segregation on public buses unconstitutional. During his years as a civil rights leader, King traveled six million miles, gave more than 2,500 speeches, and wrote five books. King's "I Have a Dream" speech, which he gave at the 1963 March on Washington for Jobs and Freedom, is one of the most famous speeches in American history. At age 35, King became the youngest person to win a Nobel Peace Prize. We celebrate King's birthday (January 15) every year on the third Monday in January.



About the Primary Source

This historic photo shows King at the March on Washington for Jobs and Freedom in 1963. More than 200,000 people gathered at the nation's capital to advocate for civil rights. King ended the event with his famous "I Have a Dream" speech.

Procedure

1. Distribute the primary source *Dr. Martin Luther King Jr.* (page 13).
2. Ask students to carefully observe the primary source. The following questions will guide your discussion:
 - Who is the man in the center of the photo?
 - What do you think the man is doing?
 - What makes this man a good leader?
3. Share key points from the historical background information with students.
4. Write *Dr. Martin Luther King Jr.* at the top of a sheet of chart paper and underline it. Beneath the line, make three columns titled:
 - MLK Jr. was
 - MLK Jr. did
 - MLK Jr. had
5. Work as a class to complete the chart with descriptions of King's leadership qualities.
6. Distribute copies of *Great Leader* (page 8) to students. They will complete the sentences to express their opinions about what made King a great leader.

Be a Good Leader! (cont.)

English Language Development Support

Use these strategies throughout the lesson.

Emerging	Expanding	Bridging
Discuss specific examples that demonstrate how the author uses vocabulary, images, and text features to describe the traits of a good leader.	Help students find and discuss specific examples that demonstrate how the author uses vocabulary, images, and text features to describe the traits of a good leader.	Have students find and analyze how the author uses vocabulary, images, and text features to describe the traits of a good leader.

Before Reading Procedure

1. Prepare for a whole-class word splash by writing vocabulary words on index cards ahead of time. Place the word cards in an open container.
2. Invite students to sit in a circle near a pocket chart. Carry the bucket toward the group and pretend to trip. "Splash" the index cards onto the floor in the middle of the circle. Act surprised by the "accident" and say, "Oh no! Now our new vocabulary words are all mixed up! I need your help sorting them out!"
 - Guide **English learners** by providing copies of the *Vocabulary Quick Guide* (page 9). It has the vocabulary words, definitions, and pictures for students to use as a reference. Use it to review the words with these learners prior to the vocabulary sort.
3. Ask students if they see any familiar words. Have them place these in the pocket chart. Place the rest of the words in the pocket chart one at a time and explain the definitions.
4. Ask students if they see any words that belong together. Invite them to come to the pocket chart and group the word cards into categories. Accept almost any grouping as long as students can explain their thinking.
5. Move to an open area and play "Follow the Leader" with the class. After the game, ask students these questions:
 - What is a leader?
 - What makes a good leader? What makes a bad leader?
6. Write the word *Leaders* at the top of a sheet of chart paper and underline it. Beneath the line, make three columns labeled: *Are*, *Can*, *Have*. Ask students to brainstorm words and phrases that complete each thought and describe leaders.
7. Distribute copies of *Getting the Word Out* (page 10) to students. Have students complete the activity by reading their sentences aloud to the class.
 - Encourage **below-level learners** to use pictures or one-word responses to complete the sentences.

Vocabulary Words

- communicate
- courage
- ★ honest
- knowledge
- ★ leader
- polite
- respect
- skills

Be a Good Leader! (cont.)

During Reading Procedure

1. Point out the prior knowledge chart that students made before reading. Tell students they will read a nonfiction book called *Be a Good Leader!* to find out more about what leaders are, what they can do, and what they have.
2. Distribute the books to students. Read the book with the group. Choral reading works well because students will have support when challenged by unfamiliar words. Choose combinations of students to read each section. For example, students wearing green read one section, those in white read another section, and so on.
3. As a group, revise and add to the chart describing leaders. Model for students how to pull details from the text to describe what leaders *are*, what they can *do*, and what they *have*.
4. Divide the class into five or ten small groups. Have group members reread the book together.
 - Have **English learners** read with different partners with a range of language levels, including English-only learners.
5. Distribute a copy of *Main Idea and Supporting Details* (page 11) to each group. Assign each group one of the five attribute chapters in *Be a Good Leader!* (Knowledge, Honesty, Courage, Respect, or Communication). If you have a large class, assign each chapter to two groups.
6. Explain the differences between main ideas and supporting details. Have students complete the activity sheet in their groups. Circulate and assist the groups in identifying the main ideas and supporting details.
7. Provide time for each group to share its findings.

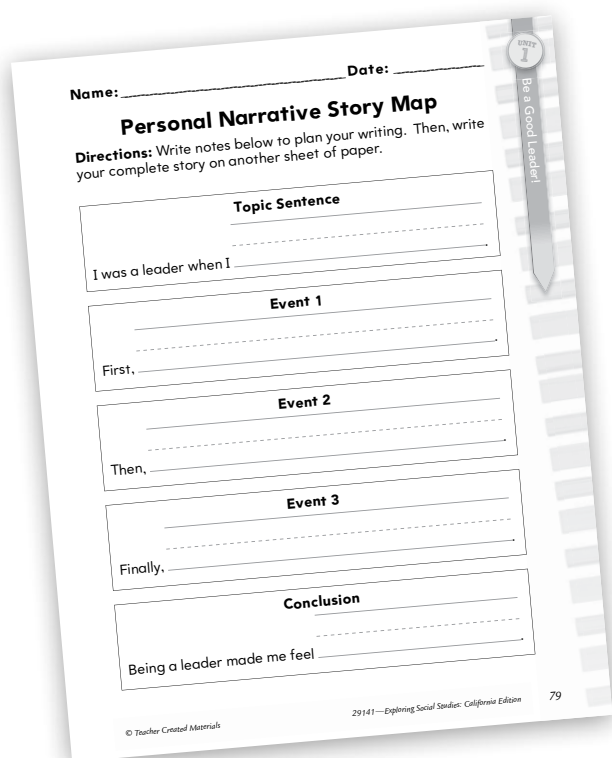
Talk About It!

Discuss how Dr. King fought for civil rights. Who do you see fighting for civil rights today? Do you know anyone who stands up for the rights of others? How about you? Are you doing your best to be a good leader?

Be a Good Leader! (cont.)

After Reading Procedure

1. Revisit the vocabulary pocket chart with students. Now that students have read the book at least two times, invite them to rearrange the word cards in the pocket chart. Ask students to group the words into categories. Help them explain their ideas about the relationships among the words.
2. Ask students what they've learned about being good leaders. Have a few students share their thoughts with the class.
3. Tell students the definition of a personal narrative: "A personal narrative is a true story. It tells the story in the order it happened. It has a beginning, a middle, and an end." Read aloud an example of a personal narrative, if possible.
4. Working as a class, brainstorm instances when students might have been leaders. For example, they might have helped younger siblings, stuck up for friends who were being bullied, or told the truth. Compile students' ideas in an idea web on chart paper.
5. Distribute copies of *Personal Narrative Story Map* (page 12) to students. Read the directions aloud. Circulate and assist students in planning their personal narratives.
6. Provide writing paper on which students can write their narratives. Encourage them to illustrate their stories.
 - Give **English learners** access to example personal narratives to use as models.
 - **Below-level learners** may benefit from additional planning time. They should also be given access to example personal narratives to use as models.
 - Challenge **above-level learners** to use different sequence words than the terms provided on the activity sheet. Encourage students to add sentences to their conclusions that explain why they experienced their feelings.
7. Use the primary source from Day 1, in conjunction with the reading, to discuss students' responses to the essential question.



The image shows a worksheet titled "Personal Narrative Story Map". At the top, there are fields for "Name:" and "Date:". Below the title, the directions state: "Write notes below to plan your writing. Then, write your complete story on another sheet of paper." The worksheet is divided into five sections, each with a title and a set of lines for writing: "Topic Sentence" (with the prompt "I was a leader when I"), "Event 1" (with the prompt "First,"), "Event 2" (with the prompt "Then,"), "Event 3" (with the prompt "Finally,"), and "Conclusion" (with the prompt "Being a leader made me feel"). A vertical strip on the right side of the worksheet contains the text "Be a Good Leader!" and a small circular logo. At the bottom left, it says "© Teacher Created Materials". At the bottom right, it says "20141—Exploring Social Studies: California Edition 79".

Be a Good Leader! (cont.)

Activities from the Book

The book contains enrichment activities. Review each activity, and decide which would be beneficial for students to complete.

- **Teach It! Activity**—Read aloud the prompt from page 20 of the book. Students are asked to teach friends new games and tell what their friends did well.
- **Your Turn! Activity**—Read aloud the activity from page 24 of the book. Students tell ways they can be leaders at school, and how it makes them feel. They write about themselves as leaders.

Assessment

1. A short post-assessment, *Be a Good Leader Quiz*, is provided on page 14 to assess student learning from the book. Share with students how to read the sentences with all the answer choices to determine which one is correct.
2. A document-based assessment is provided on page 15. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for primary source analysis instruction.
3. An oral reading record is provided on page 16 to measure student progress with fluency and prosody. The oral reading record is designed in a standard format. To use the record, refer to the marking conventions at the top of the chart, which include standard coding symbols.

Answer Key

Great Leader (page 8)

- Responses will vary, and an example answer includes: *Martin Luther King Jr. was a great leader because he led the civil rights movement. He stood up for what was right even though it was hard. Every year on King's birthday, we honor him because he was brave.*
- Pictures should show King being a leader.

Getting the Word Out (page 10)

- Answers should accurately reflect qualities of a leader.

Main Idea and Supporting Details (page 11)

- Answers should accurately reflect the main idea and supporting details in the assigned chapter.

Personal Narrative Story Map (page 12)

- The planning sheet should have strong ideas that lead to the written piece.

Be a Good Leader! Quiz (page 14)

1. B
2. A
3. C
4. A

A Brave Leader (page 15)

1. He is a U.S. soldier.
2. An example answer is: *He shows courage even when he is scared.*

Name: _____ Date: _____

Great Leader

Directions: Finish the sentences about Dr. Martin Luther King Jr.

Dr. Martin Luther King Jr. was a great leader because

He

Every year on King's birthday, we honor him because

Do More!

Draw a picture of Dr. Martin Luther King Jr. being a leader on the back of this page.

Be a Good Leader!

Vocabulary Quick Guide

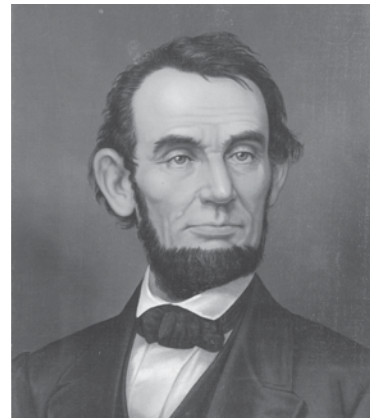
Teacher Directions: Cut apart the vocabulary words and glue them to cardstock. You may wish to laminate them.



communicate—to give information about something to someone else



courage—the ability to do the right thing even if you are scared



honest—truthful



knowledge—information you get from learning things



leader—someone who guides other people



polite—having good manners



respect—the way you show that someone or something is important



skills—things you do well

Name: _____ Date: _____

Getting the Word Out

Directions: Finish the sentences. Then, practice reading your sentences aloud.

Leaders are _____.

Leaders can _____.

Leaders have _____.

My favorite leader is _____.

because _____.

You can be a leader, too!

Directions: Read your chapter of the book. Think about the main idea and supporting details. Write them on the lines below.

This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

Name: _____ Date: _____

Personal Narrative Story Map

Directions: Write notes below to plan your writing. Then, write your complete story on another sheet of paper.

Topic Sentence

I was a leader when I _____.

Event 1

First, _____.

Event 2

Then, _____.

Event 3

Finally, _____.

Conclusion

Being a leader made me feel _____.

Dr. Martin Luther King Jr.



Name: _____ Date: _____

Be a Good Leader! Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble.

1 What is a leader?

- ☐ (A) a bossy person
- ☐ (B) a person who guides others
- ☐ (C) a person who gets people in trouble
- ☐ (D) a person with bad ideas

2 Who leads the United States?

- ☐ (A) a president
- ☐ (B) a mayor
- ☐ (C) a principal
- ☐ (D) a teacher

3 What are good leaders like?

- ☐ (A) mean and scary
- ☐ (B) unkind
- ☐ (C) smart and honest
- ☐ (D) unhelpful

4 Read the sentence. Choose the best word to fill in the blank.

Leaders have ____ to do the right thing even when they feel scared.

- ☐ (A) courage
- ☐ (B) fear
- ☐ (C) fun
- ☐ (D) communication

Name: _____ Date: _____

A Brave Leader

Directions: Answer the questions about the photo.



1. What is the man's job?

2. How do you think this man acts like a leader?

Name: _____ Date: _____

Be a Good Leader! Oral Reading Record

Total Word Count	Codes				
107	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Word Count	Text begins on page 4	E	SC	Cues Used	
				E	SC
9	What is a leader? Do you know? A leader			M S V	M S V
17	guides people. A leader is helpful and fair.			M S V	M S V
25	Leaders think about what is best. Then they			M S V	M S V
33	help make choices for the group. Good leaders			M S V	M S V
37	show people the way.			M S V	M S V
45	Good leaders are smart. They know how to			M S V	M S V
51	make good choices. Leaders have knowledge			M S V	M S V
53	to share.			M S V	M S V
61	A good leader is honest. Leaders should tell			M S V	M S V
69	the truth. People should be able to trust			M S V	M S V
70	leaders.			M S V	M S V
78	A leader has courage. You have courage when			M S V	M S V
88	you do the right thing even if you are scared.			M S V	M S V
95	A good leader shows respect. Good leaders			M S V	M S V
104	also earn respect. They can earn it by being			M S V	M S V
107	fair and polite.			M S V	M S V

Error Rate: Self-Correction Rate: Accuracy Percentage: Time:

