“Who’s Your Mama? OR Who’s Your Leader in Your Family, School, State and the United States of America?”
Kindergarten

Developed for
Library of Congress Midwest Region
“It’s Elementary: Teaching with Primary Sources” 2012

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Overview:
This lesson provides opportunities for students to compare leaders and their responsibilities in various situations from the child’s own home to President of the United States. Students will compare and contrast leadership skills by taking a rigorous look at qualities of leadership. Students will learn questioning skills as they have the opportunity to hear the duties and obligations of such leaders as the school principal, superintendent, and city mayor. As they progress through the interviews, the students will develop charts that show the responsibilities of each and draw a picture of each person. Finally, students will enrich themselves by noting their own leadership qualities and successfully demonstrate those consistently. The lesson is planned for two weeks but may vary depending upon availability of interviewees.

Standards
Civics-Government
Benchmark 1, Indicator 1: The student recognizes rules and why they exist (e.g., home, classroom, playground).

Common Core Reading—Informational Text
K.RI.7: The student will with prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

Common Core Writing—Production and Distribution of Writing
K.W.6: The student with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Common Core Writing—Research to Build and Present Knowledge
K.W.8: The student will with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Common Core Language—Conventions of Standard English
K.L.1.d: The student will understand and use question words (interrogatives) (e.g. who, what, where, when, why, how)

Common Core ELA—Speaking and Listening
K.SL.1: The student will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
   b. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Common Core Math—Counting and Cardinality
K.CC.3: The student will write numbers from 0 – 20. Represent a number of objects with a written numeral 0 – 20 (with 0 representing a count of no objects).

Objectives

Content
- The student will draw a picture of each person interviewed.
- The student will tell the teacher who the drawing is and explain the drawing to the class.
- The student will understand why we need rules at every level of leadership.
- The student will remember an incident from their family experience.
- The student will recall information to answer questions when read a story.
- The student will recall leaders interviewed.
- The student will be able to draw or list two – three details about what the interviewee said about being a leader.
- The student will recall information from a previous interviewee and compare/contrast their leadership.
- The student will be able to apply rules from a family unit to a school, after hearing from interviewees.
- The student will be able to compare and contrast rules from different entities.
- The student will recognize and use all question words when asking a question.
- The student will be able to count each number of interviewee and represent that number with the picture of the interviewee.
- The number will be able to sequence each interviewee in the order we interviewed them.

Skills
- The student will learn to wait to be called on before asking question.
- The student will know their hand has to be raised before speaking.
- The student will know words on paper will explain the drawing.
- The student will be able to use the iPad to film the interviewee.
- The student will work with Microsoft Word to write about an experience(s).
- The student will improve his penmanship as he/she practices daily writing in the classroom.
- The student will practice classroom rules daily.
- The student will show respect by allowing others to take turns.
- The student will ask for help two ways before asking the teacher.
- The student will identify each statement as a question or a sentence.
- The student will listen to the teacher when stating a sentence and orally answer if it’s a question or a statement.
- The student will turn to their partner and ask them a question. The student will turn the other way and say a sentence.
- During “Show-and-Tell”, two students will ask the Shower questions about what they brought.

**Essential Questions**
1. What qualities do good leaders have?
2. When is the appropriate time to ask a question?

**Resource Table**

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>Citation</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Insert the student’s family leader(s))</td>
<td>Could be mom/dad/grandparent(s), foster parents, etc.</td>
<td>Pictures from home</td>
<td></td>
</tr>
<tr>
<td>(Insert your building principal’s picture)</td>
<td>Principal ____________</td>
<td>School profile</td>
<td></td>
</tr>
<tr>
<td>(Insert your superintendent’s picture)</td>
<td>Superintendent ____________</td>
<td>School profile</td>
<td></td>
</tr>
<tr>
<td>Image</td>
<td>Description</td>
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</tr>
<tr>
<td><img src="Image" alt="Official portrait of President-elect Barack Obama" /></td>
<td>Official portrait of President-elect Barack Obama</td>
<td>Souza, Pete, photographer</td>
<td><a href="http://www.loc.gov/pictures/item/2010647151/">www.loc.gov/pictures/item/2010647151/</a></td>
</tr>
<tr>
<td>Book - <em>Is Your Mama a Llama</em></td>
<td>Celebrating all different types of families.</td>
<td>Author – Deborah Guarino</td>
<td>I can’t find when you use these in the lesson</td>
</tr>
<tr>
<td>Book - <em>The Family Book</em></td>
<td>Simple text explores the differences between families.</td>
<td>Author – Todd Parr</td>
<td></td>
</tr>
<tr>
<td>Book - <em>The Mommy Book</em></td>
<td>Simple text explores the differences between moms.</td>
<td>Author – Todd Parr</td>
<td></td>
</tr>
<tr>
<td>Book - <em>The Daddy Book</em></td>
<td>Simple text explores the differences between daddies.</td>
<td>Author – Todd Parr</td>
<td></td>
</tr>
<tr>
<td>Book - <em>Ninety-Three in my Family</em></td>
<td>A family counting book that gets into big numbers for K</td>
<td>Author – Erica S. Perl</td>
<td></td>
</tr>
<tr>
<td>Book - <em>A Child’s Book of Responsibilities: Developing Self-Reliance Through Guided Tasks</em></td>
<td>Opens the door to cooperation when you give a child ownership of a decision.</td>
<td>Author – Marjorie R. Nelson</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Day 1**

**SETTING:** Carpet Time. Bring class to central meeting circle

**TIME:** 30 MINUTES

1. Introduce the word, leader. Ask what is a leader? Do you know a leader? Who? Begin making your chart of “who”?
2. Why are these people considered a leader? Make another column on chart and list qualities.

Day 2
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 30 MINUTES
1. Review yesterday’s chart. Review the term leader. Ask if they thought of anyone or anything they would like to add.
2. Start a new chart. Who is the leader in their home? List their answers. If they say their baby brother, refer to yesterday’s chart to clarify leaders’ qualities. Hang the chart on the classroom wall.
3. Show them the homework sheet Who is the leader in your home? Review the instructions:
   a. circle or write in the leader of their home.
   b. circle or list their qualities.
   c. draw a picture of their leader.
   d. Model the assignment by filling one out using whom your leader is in your own personal home.

Day 3
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 30 MINUTES
1. Review the last two days’ charts. Without saying the child’s name, review some of the answers you received on their homework.
2. Today, you will introduce your self as the classroom’s leader. Make and label the chart. Ask the class what they think your qualities are as a leader. You may add to the list and explain each quality.
3. In advance, you have asked the principal to be interviewed by your class for the next day. To prepare them, tell them who is coming and give them his/her title. Make a new chart. List on one side what your class thinks his/her qualities are. Hang the chart on the classroom wall.
4. Prepare the class on how to ask questions. Model the behavior you are seeking when someone is sitting in the teacher’s chair. Talk about how they have modeled the interrogative questions when they do “Show-and-Tell”. Have them come up with questions appropriate for the principal.
5. State the term “primary source”. Explain and give them several examples of what a primary source is. Tell them people you will be hearing are what we call, primary sources.

Day 4
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 30 MINUTES
1. Introduce the Building Principal. Review the charts for the class. Explain to the interviewee your class is exploring leaders.
2. Begin questions (and keep your fingers crossed all questions are appropriate 😊).
3. List the principal’s duties as principal on the opposite side of the chart you made yesterday.
4. Take picture of Building Principal.
5. Review the term, primary source.

Day 5
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 40 MINUTES
1. Review all charts.
2. In advance, you have asked the superintendent to be interviewed by your class for the next day. To prepare them, tell them who is coming and give them his/her title. Make a new chart. List on one side what your class thinks his/her qualities are. Hang the chart on the wall.
3. Review the interrogative questions and have them give examples.
4. Send them back to their tables/desks. Have them write thank you notes to the principal.
5. When finished, have them draw a picture of their building principal. Keep those and post outside classroom and title “What a Leader Looks Like”. Make sure you have plenty of room, as you will be posting many pictures.

Day 6
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 30 MINUTES
1. Introduce your School Superintendent. Review the charts for the class. Explain to the interviewee your class is exploring leaders.
2. Begin questions (and again, keep your fingers crossed all questions are appropriate 😊).
3. List the superintendent’s duties on the opposite side of the chart you made yesterday.
4. Hang chart in the classroom.
5. Review the term, primary source. Have students name the primary sources they have heard.
6. Take picture of School Superintendent.

Day 7
SETTING: Classroom, Student Desks/Tables
TIME: 30 MINUTES
1. Review all charts.
2. Have class write thank you notes to the superintendent.
3. When finished, have them draw a picture of their school superintendent. Keep those and post outside classroom and title “What a Leader Looks Like”. Sub-title
under it, “Primary Sources”. Make sure you have plenty of room, as you will be posting many pictures.

Day 8
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 30 MINUTES
1. Review charts. Show how the duties are increasing for each leader. Ask, “Who governs the Superintendent?” This is a bit far-fetched, in a way, but ask the Governor of Kansas to come for an interview. Now, this may be a bit difficult, but you could skype. Check ahead with the governor’s office. You can also schedule a time with your mayor instead. I tend to dream big, and I want to believe our governor is accessible!
2. Show a map of Kansas. Show where your town is. Explain how tiny your town is compared to the big state of Kansas.
3. Show a picture of the Governor of your state. Discuss what his duties might be.

Day 9
SETTING: Classroom. Student Desks/Tables
TIME: 30 MINUTES
2. Connect with the governor’s office.
3. Have the students ask their questions to the governor.
4. List duties on chart.
5. Thank the governor and disconnect.
6. Talk and review about primary source. Was this a primary source? Discussion.

Day 10
SETTING: Classroom. Student Desks/Tables
TIME: 30 MINUTES
1. Review charts
2. Have them write thank you notes to the governor of your state.
3. When finished, have them draw a picture of their Governor of your State. Post outside classroom under the title “What a Leader Looks Like”. Sub-title under it, “Primary Sources”. Make sure you have plenty of room, as you will be posting many pictures.

Day 11
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 40 MINUTES
1. Show a picture of the President of the United States of America. Ask the class who this person is.
2. Explain how this man governs the states. Talk about him, his duties and if he/she has family. Do you think he has time to visit?
3. Bring the picture of President Obama taken at Susie’s Chili Parlor Restaurant in EL Dorado, KS. Ask if this is a primary source.
4. Decide how we can interview him. Yes, we can write a letter. You scribe, then scribe again on a regular sheet of paper. Make a copy for every student. Practice handwriting by copying the letter – send back to student’s desks/tables.

Day 11
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 30 MINUTES
1. Show the pictures of whom we interviewed and place them in a timeline.
2. Review charts.
3. Discussion on how we are going to contact the President. List all the different ways. Mail, text, phone and go on website to contact the President.
4. Even if he is busy, a response will come back, which will be exciting to the class, and to me!
5. Discuss if this was a primary source.

Day 11
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 30 MINUTES
1. Review charts.
2. Make new chart titled, “Are You a Leader?”
3. List what each child thinks makes them a leader. This is a time to really build them up! Go around and tell each child why each one is a leader in your classroom. Plan ahead so you do not have to duplicate qualities.

Days later…
Day 11
SETTING: Carpet Time. Bring class to central meeting circle.
TIME: 40 MINUTES
1. Discuss how the President contacted us.
2. Have discussion on his duties.
3. Return to student desks/tables and write thank you notes.
4. Draw a picture of the United States of America.
5. Add this to the collection outside your classroom.

HOME CONNECTION:
1. Make a newsletter to send home to parents. Show them the timeline and questions we asked. Give them a snapshot of each leadership skills. Send home (or keep to hand out at the end of the year) their child’s pictures of all the leaders.
2. Send a letter home to parents asking if their “leader” could come in for a short interview. Make the time convenient for them.

Assessment (do orally)
- What is a primary source? Do this orally. Make sure you list these on the board or paper so they may refer to them.
- Qualities of a leader? Discussion follows. If you can, ask the mayor, the school board president, the manager of Wal-Mart or Dillon’s to come in to explain there are leaders everywhere!

For the Teacher
- Preplanning is needed on this lesson to schedule the interviews!!

Templates
1. 1A = Homework Page
Name_________________________________________

Who is the leader in your home?
Please circle:

Dad       Mom       Grandma      Grandpa       Aunt
Uncle     Foster Parents

Write who it is______________________________

What are your leader’s duties?
Please circle:

Pay bills      Buy food      Buy clothes
Pay the rent/mortgage

Write what else they do______________________

Below or on back draw a picture of your leader.