



## Module 1, Unit 4, Lesson Plan 3

### Everyone Can Lead (Grades 6-12)

#### Learning Targets/Objectives:

- Synthesize ideas to argue the most important qualities for leaders

#### Success Criteria:

- Explore the top leadership skills of Dr. King in order to choose leadership traits across several different professional fields

#### Anchor Text:

- Martin Luther King, Jr. “#MLK: Rebuilding the Broken Community.” The Martin Luther King, Jr. Center for Nonviolent Social Change. Retrieved from <https://youtu.be/ZkCyLwUoXWY>.

#### Lesson Content Overview:

Dr. Martin Luther King, Jr. is recognized as one of the world's greatest leaders. He possessed the ability to organize and motivate thousands to embrace nonviolence as a means for creating social change. Effective leaders are often made, not born! Everyone has the capacity to be a great leader.

Dr. King reflected on the need for great leaders to move beyond what "everyone" else is doing and embrace their individuality. Youth must be encouraged to step outside the realm of what is comfortable and engage in activities that may not be popular.

"Ultimately, a genuine leader is not a searcher for consensus, but a molder of consensus. I would rather be a man of conviction than a man of conformity. "

Dr. Martin Luther King, Jr. *Where Do We Go From Here: Community or Chaos?* 1967

Leadership development provides continuity and stability in a changing environment and helps to institutionalize the change. One way of developing leadership is to expose leaders to problems and issues directly related to their lives. It is essential to understand that leadership development is not simply the training of leaders in the nonviolent process. When using nonviolence, leadership takes responsibility for frontline action and does not merely give directions from a safe distance. Nonviolent leadership directs its energies towards persuasion and involving inactive potential supporters rather than relying on outside experts and government agencies to resolve them.

The nonviolent leader functions as a catalyst by provoking and stimulating people to rise above their limitations in addressing the issue. In nonviolence, the leadership seeks to maximize all the talents and resources within the group.

### **Instructional Sequence:**

#### **Opener:**

Students will work alone to list and describe five characteristics a good leader should possess. After 3-5 minutes, students should partner up to discuss their lists and identify whether their characteristics are character traits or performance traits.

#### **Individual Work, Film:**

Have students view the Martin Luther King, Jr. [press conference](#) on “Rebuilding the Broken Community.” After the film, students should generate 3-5 leadership lessons about Dr. King using this speech and his vision for helping rebuild Los Angeles after the Watts Resistance of 1965..

#### **Formative Assessment:**

- Using prior knowledge and this lesson’s discussions, students should respond to the following prompts:
  - List at least three leaders that exemplify the characteristics you listed in the opener.
  - In your opinion, pick Dr. King’s top quality and explain your position.

### **Adaptations for Student Needs**

#### **IEP:**

- Sizes of student groups range
- Students team up with a peer partner, while others would prefer to work individually.
- There is a variety of small-group work
- Chunking information
- Visual cues and wait time
- Visual supports (maps, images, PowerPoint slides, handouts)
- Assessments will be modified, and students given extra time

#### **ELD**

- Modified/simplified reading material
- Content-related lists/handouts of key terms
- Text is supported by visuals and connected to real-life experiences