

## Standard Four – Lesson Two

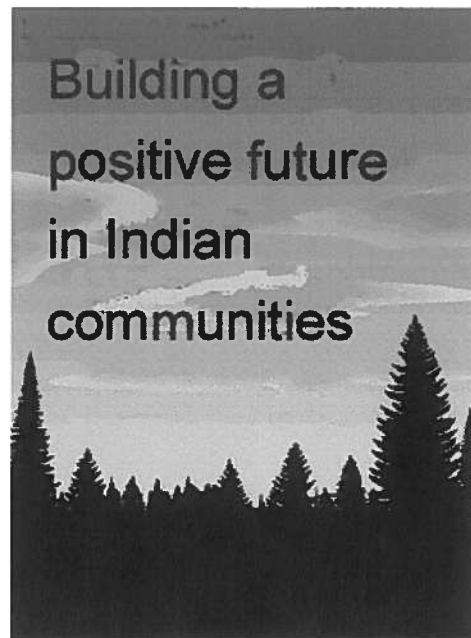
**Achievement Goal:**  
Describe some decisions made by family, school and community leaders, and how these decisions affect others.

**Time:**  
One class period

**Core:**  
Civics/Government



**For Grades 2-3**



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### Background:

Many American Indian tribes emphasize group values centered on the family, the community and the tribe. The importance of maintaining harmony within the group and the needs of the group are considered over those of the individual. These values inform leadership in many Indian communities. Students will learn about leadership by taking turns being a class leader in simple and fun activities.

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### Preparation:

- Decorate a box to be used as a “leadership” box.
- Have the name of each student on a slip of paper in the box.

### Student Activity:

- Read the story “Baby Rattlesnake” to the students from the book listed in the resources section below.
- Using the book as an example, talk about making decisions with the students. Ask them to talk about the decision Baby Rattlesnake made and the consequences of this decision.
- Discuss how leaders make decisions all the time. Provide actual example of leaders they should know. Their decisions make a difference to the entire community and not just to themselves. If they make bad decisions, it will affect many other people. If they make good decisions, then many others benefit. Leaders are special people because of the decisions they make for others and these decisions must take into consideration the well-being of other people.
- The teacher will ask the students to close their eyes and select a slip of paper from the leadership box. The name of the student pulled from the box will be the leader. That student will stand in the front of the class and the rest of the class will stand facing him/her. Whatever the leader does, the rest of the class will do: stand on one foot, rub the top of his/her head, say something, sit down, etc.

- Select a second leader from the box. This leader will lead the class around the room. They can hop on one foot, walk with their arms out stretched, the rest of the class will follow the leaders example.
  - When the students are re-seated, talk to them about the decisions some of their leaders make. For example, the principal may decide to close the school on a snow day, or a grandmother may decide to arrange a special ceremony for the family. Tribal leaders decide about tribal land and how to take care of it. Ask students to share their ideas of decisions leaders sometimes make.
  - Tell the class that each day more leaders will be selected from the box. As each student takes a turn at being leader, they will have the opportunity to make a decision that the class will follow. Younger students may need help with decisions. Give them choices. For instance, the leader can choose to have the class sing a new song, or listen to a storybook. Or they may decide that everyone will draw a purple horse, or a pink kitten. The leadership choice can be short, but make sure that by the end of the week, each student has had a turn at being leader.
  - Observe which students are more comfortable being a leader. Not everyone aspires to leadership positions. Some people are more comfortable contributing at other levels. Discuss this idea with the students. If a student is reluctant to lead, he/she should not be forced or criticized.
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### Evaluation:

- Ask the students what kinds of things leaders do that help their people. Observe the decisions the student-leaders make to see if they grasp that good decisions take into consideration the well-being of other people.
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### Resources:

Ata, Te. Baby Rattlesnake. San Francisco, CA: Children's Book Press, 1989.