

Today's Challenges; Today's Leaders:

REAL WORLD CONVERSATIONS FOR THE CLASSROOM

Lesson Number: **TCTL.2.2**

All-Star Advocates

Quick Reference:

Time Required:

45 minutes

Objectives:

After completing this lesson, students should be able to:

1. Explain the characteristics of an effective advocate..
2. Analyze effective advocates.
3. List issues that they are interested in supporting through advocacy.

Materials:

- ✓ Writing surface
- ✓ Internet access
- ✓ TCTL.2.2.AS.A (one copy)
- ✓ TCTL.2.2.AS.B (one copy)
- ✓ TCTL.2.2.AS.C (three copies depending upon group size)
- ✓ TCTL.2.2.AS.D (three copies depending upon group size)
- ✓ TCTL.2.2.AS.E (three copies depending upon group size)
- ✓ TCTL.2.2.AS.F (three copies depending upon group size)
- ✓ TCTL.2.2.AS.G (three copies depending upon group size)
- ✓ TCTL.2.2.AS.H (three copies depending upon group size)
- ✓ TCTL.2.2.AS.I (one copy)
- ✓ TCTL.2.2.AS.J (one copy per student)

Purpose:

The purpose of this lesson is to identify and analyze effective advocates.

Directions:

The bulleted information below is important to know as background information.

- This lesson is designed to allow students to either review (if they participated in the previous lesson) or learn about the characteristics of effective advocates. Those characteristics include learning, listening, communicating, persevering, trustworthiness, and focus. Full definitions can be found on TCTL.2.2AS.B.
- Once the students have the characteristics in mind, they will be challenged to relate those to historic leaders. A short reading is provided on TCTL.2.2AS.C-H that describes George Washington, Harriet Tubman, Eleanor Roosevelt, Winston Churchill, Mother Teresa and Nelson Mandela. As the teacher, you may want to familiarize yourself with these individuals in case the students have further questions in relation to the historic figures that are not covered on the Activity Sheets.
- The final section of the lesson asks students to think about issues they are passionate about. Each student will be driven to advocate for different areas depending upon personal beliefs, values and knowledge. In preparation as the teacher, you may want to think about personal examples you would advocate for or if there are “hot” issues within the community or state that could be shared with the students to stimulate discussion.



After reviewing the information above, begin with the lesson activities below.

1. To begin the lesson, ask the students to brainstorm different issues that they have witnessed individuals advocate for at the local, state, national and global levels. Record these issues on a writing surface for everyone to see.
 - a. Discuss that there are many issues that individuals advocate for and one such example is the concern for childhood obesity. This is not an easy issue to talk about but one that our nation is facing.
 - b. Show the following clip “U.S. First Lady Michelle Obama Unveils Initiative to Battle Childhood Obesity,” at <http://www.youtube.com/watch?v=6C9ShzCKgOU>. Discuss how this issue is one that Michelle Obama has made a priority and has become an advocate for the prevention of childhood obesity.
 - c. Every effective advocate feels passionate about an issue and is determined to use personal skills and characteristics in an attempt to promote action. Use this beginning to set the frame of mind for the lesson and introduce the characteristics of an effective advocate.
2. If the previous lesson in this unit was used, the following will be a review. If it was not, this will be new information for the students to capture in their notebooks. TCTL.2.2.AS.A. provides the students with six icons. Each icon represents a characteristic of effective advocates.
 - a. Have students either guess or recall what characteristic each icon represents.
 - b. Either review or provide them with the terms and definitions found on TCTL.2.2.AS.B. Have the students draw the icon next to each term in their notes to aid them in remembering the characteristics.
 - c. Transition to the next section of the lesson by asking them to think of historic figures that have demonstrated these characteristics.
3. During this section the students will be challenged to read about historic figures and explain how those figures displayed the effective advocate characteristics.
 - a. Divide the students into six groups.
 - b. Using TCTL.2.2.AS.C-H, provide each group with one historic figure information sheet (i.e., one group receives George Washington, another group receives Harriet Tubman, etc.). Provide the students with a few minutes to read the excerpts.
 - c. Mention that these individuals have demonstrated great leadership and great advocacy. Ask the students to use what they just read and what they previously knew about these individuals to answer the questions on TCTL.2.2.AS.I. (Display the questions on a visible surface.)
 - d. When the groups appear to have completed the task, have the groups take turns sharing what they learned about the historic figure to the entire class. This will provide the students the opportunity to show what they know and also may stimulate some good discussion.
 - e. As the discussion comes to a close, reiterate that all of these individuals had a cause that they believed in and were willing to sacrifice and demonstrate tremendous advocacy. Use this to transition into the final section of the lesson.

4. Explain that as each of the historic figures had a cause they advocated for, so do all of us. Provide each student with a star cut out of TCTL.2.2.AS.J. Mention that the title for the lesson is All-Star Advocates, and it is time to begin the process of becoming advocates.
 - a. Have the students write their names in the middle of the stars.
 - b. Then have students list issues (one per point of the star) that they feel a sense of advocacy toward. Once they have five listed, have them go back and prioritize to determine the top two issues. If students become challenged with this portion, as the teacher, you may want to have a star already completed that shares issues you feel strongly about and would be willing to become an advocate.
 - c. Advise the students that they will be sharing their stars with partners, and it is essential that they are respectful of others' thoughts, opinions and ideas. They may not always agree with others, but they do need to be respectful and listen to them. By doing this, the students are demonstrating the first two characteristics of being an advocate – learning and listening.
 - d. Once they have their top two issues, ask them to find a partner and share their thoughts as to what the issues are and why they feel compelled to advocate for those issues. Explain that once they share these with others, the issues begin to become “real.” Students begin the process of becoming advocates.
5. At the conclusion of the students' sharing, take a few minutes to review the material presented during the lesson.
 - a. Ask the students to recall the six characteristics of an effective advocate by using the icons.
 - b. Mention that they saw many of those characteristics displayed through the actions of historic leaders and now the challenge is on them to display those characteristics when advocating for issues that they believe in.
 - c. Share that the lesson began with the clip of Michelle Obama and the goal of any advocate is action. Show the clip “Advocating Children’s Fitness,” at <http://www.youtube.com/watch?v=OVbnjeg3Ufc&feature=related>, as an example of actual action in California that has occurred through the advocacy for the awareness of childhood obesity.
 - d. Future lessons will help to develop the skills needed by the students to become effective advocates that will result in action.

Connection Questions

1. What would be your first steps in advocating for the issues you identified?
2. Who are people in the community that might be resources to use as you become an advocate for the identified issues?
3. What skills will you need to develop and what characteristics will you need to improve on to become an effective advocate for the issues you identified?

LifeKnowledge Connections

Precept(s) addressed:

Vision

C1. Contemplate the Future

Awareness

E1. Address issues important to the community

E2. Perform leadership tasks associated with citizenship

Mental Growth

J1. Think Critically

LK Lesson Suggestion:



AHS.40 – Becoming an advocate for agriculture and natural resources

Resource:

Northouse, P.G. (2012). Introduction to leadership: Concepts and practice (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

VanHaitsma, D., & Dillbeck, B. (2011). Understanding advocacy. Learning to Give: Points of Light Institute.

Characteristics of an Effective Advocate



Characteristics of an Effective Advocate

Learning – the advocate continually researches the issue and attempts to view the issue objectively

Listening – the advocate hears what others are saying and communicates an understanding of what is being said

Communicating – the advocate is able to clearly and persuasively articulate personal perspective

Persevering – the advocate is determined and remains firmly committed to the issue

Trustworthiness – the advocate values the need for being credible and honest to everyone involved

Focused – the advocate is passionate about the issue while speaking to others and promoting action

George Washington (1732 – 1799) – Background

George Washington is considered to be the founding father of the United States of America. His leadership was pivotal in the development of this country's government. He was truly respected by everyone, from lowly soldiers to feisty public officials. He was a man of great integrity who was a good listener. After the Revolutionary War, Washington was the reason that various factions did not splinter into small groups or nations. He became the United States' first president, because his leadership was so well-suited for the times.

Born into a prosperous Virginia family, he grew up on a large plantation. His father died when Washington was 11. Washington received formal schooling for seven years, then worked as a surveyor. He entered the military at the age of 20. During the French and Indian War, Washington learned about the difficulties of battle and experienced both victories and defeats. He served as commander in chief of the Continental Army from 1775 to 1783. His leadership was instrumental in leading the colonies to victory over Great Britain in the Revolutionary War. After the war, he retired to farm for a short period. In 1787, however, his interests in politics and the nation took him to the Constitutional Convention in Philadelphia, where he was chosen to preside over the successful creation of the U.S. Constitution. After the Constitution was ratified, Washington was elected by 100 percent of the Electoral College as the first president (1789-1793, 1793-1797). Although he had the people's support, he chose not to serve a third term. He retired to Mount Vernon in 1797 and died there from pneumonia at the age of 67. At his funeral, one of his officers, Henry Lee, eulogized him as an American who was "first in war, first in peace, and first in the hearts of his countrymen."

George Washington - Traits and Characteristics

George Washington exhibited many special leadership traits. Researchers identify him as a modest man with great moral character who demonstrated integrity, virtuousness and wisdom in his leadership. Though neither highly educated nor brilliant, he is reported to have read 10 newspapers each day. He was tall and careful about his appearance. For much of his life, he kept a daily record of his work. Although reserved, as a military leader he was brave and tenacious. Rather than use power to his own ends, he gave up his position as commander in chief after the war. Washington provided stability, reason, and order after the American Revolution when the United States was in its formative stages. His evenness made him predictable to the American people, who considered him trustworthy. Above all, Washington was a prudent leader who made sound judgments and provided balance and wisdom to the new government. Washington was a special leader with many unique talents.

Harriet Tubman (1820 – 1913) - Background

Harriet Tubman was an American abolitionist who played a major role in freeing many people from slavery in the years leading up to the Civil War (1861 – 1865). She was born as a slave, in Dorchester County, Maryland. At the age of 12, she suffered a severe blow to the head while trying to assist a fellow worker who was being attacked. The wound she received caused intermittent blackouts for the rest of her life. In 1849, Tubman escaped on the Underground Railroad from Maryland to Philadelphia in the free state of Pennsylvania by traveling at night, using the North Star as her guide. After she gained her own freedom, Tubman became a “conductor” for the Underground Railroad. She subsequently made 13 return trips to the South and rescued as many as 300 other slaves. Tubman was known as “Moses” because she helped “her” people escape to freedom. During the Civil War, she became a spy and soldier for the North (i.e., for the Union Army) and was the first woman in the armed services to carry out a military operation: In 1863, she led the successful Combahee River Raid that freed more than 750 slaves. In her later years, she settled in Auburn, New York, where she established a home for the aged and indigent. When she died in 1913, Tubman was 93 years old.

**Harriet Tubman - Traits and Characteristics**

A symbol of hope, Harriet Tubman was a remarkable leader. Even though she was illiterate and suffered from seizures brought on by her early injury, she had a far-reaching impact on many people’s lives. Courageously, she fought to end slavery with a single-mindedness of purpose. Her fight was devoid of personal fear. Devoted to her cause, she repeatedly risked her own life to bring freedom to others. She was determined, focused, spiritual and strong. She was an ordinary woman with no pretentiousness. Although Tubman did little talking, her mission was clear to others. Throughout her leadership, there was the mix of the spiritual and the practical. On the one hand, she believed in divine guidance; on the other, she was very practical and methodical in her approach to tasks. Tubman was a remarkable leader and her accomplishments extraordinary.

Eleanor Roosevelt (1884 – 1962) – Background

One of the most admired people of the 20th century, Eleanor Roosevelt was an active, eloquent first lady of the United States. Although she was born into a wealthy family, her early years were not easy. Her mother died when she was 8, and her father died two years later. Roosevelt was a shy, insecure and plain child who knew sadness and loneliness. She was educated at an English boarding school. When she was 21, she married her fifth cousin, Franklin Delano Roosevelt, and subsequently served as first lady during her husband's unprecedented four terms in office, from 1933 until his death in 1945. While in the White House, she was a strong advocate for the rights of African-Americans, women, working people and the poor. Her activist agenda transformed the role of the first lady. In that role, Roosevelt traveled extensively, held hundreds of press conferences for women only and wrote a daily newspaper column. After President Roosevelt died, she served as spokesperson to the United Nations, where she played an instrumental role in drafting the Universal Declaration of Human Rights. For her work in championing universal human rights, President Harry S. Truman nicknamed her "First Lady of the World." Active to the end, Roosevelt died in 1962 at the age of 78.

Eleanor Roosevelt - Traits and Characteristics

Eleanor Roosevelt had many strong leadership qualities. Her greatest talents were her abilities to confront conflicts and to discuss major policy differences in human terms. She was a good listener who stressed the importance of people being able to disagree with one another without fear of reprisal. She fought hard for her own ideas and what she thought was right. Roosevelt was plain, honest, selfless, tolerant and courageous. She confronted everything that came her way with a positive attitude. She had a deep sense of humanity and human worth. As Kearns Goodwin points out, Roosevelt was a remarkable woman for her times. She had an identity of her own apart from her husband's, endured struggles with depression and insecurity, turned her weaknesses into strengths and became one of the century's most effective advocates for social justice.

Winston Churchill (1874 – 1965) – Background

Winston Churchill was one of the greatest statesmen and orators of the 20th century. In addition, he was a talented painter and prolific writer; he received the Nobel Prize in Literature in 1953. Churchill served in the military during World War I, became prime minister of Great Britain in May 1940 and remained in that office through World War II, until 1945. It was at this time that his masterful leadership was most visible. When the Germans threatened to invade Britain, Churchill stood strong. He made many famous speeches that had far-reaching effects on the morale of the people of Great Britain and the Allied forces. On the home front, he was a social reformer. He served a second term as prime minister from 1951 to 1955. He died at the age of 90 in 1965.

**Winston Churchill - Traits and Characteristics**

Winston Churchill's leadership was remarkable, because it emerged from a man who was average in many respects and who faced challenges in his personal life. In his education, he did not stand out as superior to others. On a societal level, he was a loner who had few friends. On a personal level, he suffered from bouts of depression throughout his life. Despite these characteristics, Churchill emerged as a leader because of his other unique gifts and how he used them. A voracious reader, Churchill was candid, decisive, detail oriented and informed. Furthermore, he was very ambitious but not out of self-interest: He wanted what was right for others, and he wanted the best for Great Britain. His most significant talent was his masterful use of language. In his oratory, the normally plainspoken Churchill used words and imagery in powerful ways that touched the hearts of many and set the moral climate of the war. He had the ability to build hope and inspire others to rise to the challenge. His stoicism and optimism were an inspiration to his people and all of the Allied forces.

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Mother Teresa (1910 – 1997) – Background

A Roman Catholic nun considered a saint by many, Mother Teresa received the Nobel Peace Prize in 1979 for her work with the poor and helpless in Calcutta, India, and throughout the world. Born in Macedonia, Mother Teresa came from a comfortable background. At the age of 18, she joined the Catholic Sisters of Loreto order and worked for 17 years as a high school teacher in Calcutta. Her awareness of poverty in Calcutta caused her to leave the convent in 1948 to devote herself to working full-time with the poorest of the poor in the slums of the city. In 1950, Mother Teresa founded a new religious order, the Missionaries of Charity, to care for the hungry, homeless, unwanted and unloved.



Today, there are more than 1 million workers affiliated with the Missionaries of Charity in more than 40 countries. The charity provides help to people who have been hurt by floods, epidemics, famines and wars. The Missionaries of Charity also operate hospitals, schools, orphanages, youth centers, shelters for the sick and hospices. For her humanitarian work and efforts for peace, Mother Teresa has been recognized with many awards, including the Pope John XXIII Peace Prize (1971), the Nehru Award (1972), the Presidential Medal of Freedom (1985) and the Congressional Gold Medal (1994). Although she struggled with deteriorating health in her later years, Mother Teresa remained actively involved in her work to the very end. She died at the age of 87 in 1997.

Mother Teresa - Traits and Characteristics

Mother Teresa was a simple woman of small stature who dressed in a plain blue and white sari and who never owned more than the people she served. Mirroring her appearance, her mission was simple – to care for the poor. From her first year on the streets of Calcutta where she tended to one dying person to her last years when thousands of people were cared for by the Missionaries of Charity, Mother Teresa stayed focused on her goal. She was a true civil servant who was simultaneously determined and fearless, and humble and spiritual. She often listened to the will of God. When criticized for her stand on abortion and a woman's role in the family or her approaches to eliminating poverty, Mother Teresa responded with a strong will; she never wavered in her deep-seated human values. Teaching by example with few words, she was a role model for others. Clearly, Mother Teresa was a leader who practiced what she preached.

Nelson Mandela (Born 1918) – Background

Winner of the Nobel Peace Prize in 1993, Nelson Mandela was the first Black president of South Africa. He is best known for his efforts to end apartheid, a racial system that separated groups of individuals by race and deprived people of color from full citizenship. Mandela was educated in South Africa and opened the first Black law partnership in 1942. During the 1950s, he became a leader of the African National Congress (ANC), which was engaged in resisting South Africa's apartheid policies. Influenced by Mohandas Gandhi, Mandela was committed to nonviolent resistance. He shifted to supporting violent tactics, however, when the government refused to change its apartheid policies. In 1964, Mandela received a life sentence for plotting to overthrow the government by violence.



Mandela spent 27 years in prison, during which his reputation grew. During his imprisonment, he became a symbolic figure for the antiapartheid movement. Upon his release, Mandela immersed himself in his life's work – to bring peace to South Africa's Black majority and to give them and all marginalized South Africans the right to vote. For his role in negotiations to abolish apartheid, Mandela received the Nobel Peace Prize. As president of South Africa from 1994 to 1999, Mandela oversaw the transition from minority rule and apartheid to freedom and democracy for all. Since leaving office, Mandela has continued to be an advocate for peace and justice throughout the world.

Nelson Mandela - Traits and Characteristics

Nelson Mandela is a leader with many admirable qualities. Foremost, he is a man of conscience who is self-reflective and deeply moral. Throughout his long imprisonment, Mandela steadfastly held to his principles and to his unwavering vision for a South Africa where all people would be treated with fairness and justice. He is focused and disciplined. When given the chance to leave prison early in exchange for denouncing violence, he chose to remain incarcerated rather than give up his beliefs. His spirit never failed. When he was finally released from prison, Mandela was not angry or vindictive. Even in conflict situations, Mandela is a consensus builder. In addition, he is courageous, patient, humble and compassionate. As former U.S. president Bill Clinton has written, Mandela's legacy is this: "Under a burden of oppression, he saw through difference, discrimination and destruction to embrace our common humanity." Overall, Mandela is a virtuous leader who believes in what is right and good.

Historic Advocates

Be prepared to share with your classmates the answers to the following prompts and questions:

- Begin by telling the name of your historic figure.
- Give a brief description of the historic figure and that person's role in history.
- What were the issues that this individual was an advocate?
- What characteristics of an effective advocate did this individual demonstrate?
- How successful was the individual in the advocacy efforts?

All-Star Advocates

