

ask

ISSUE TOPIC

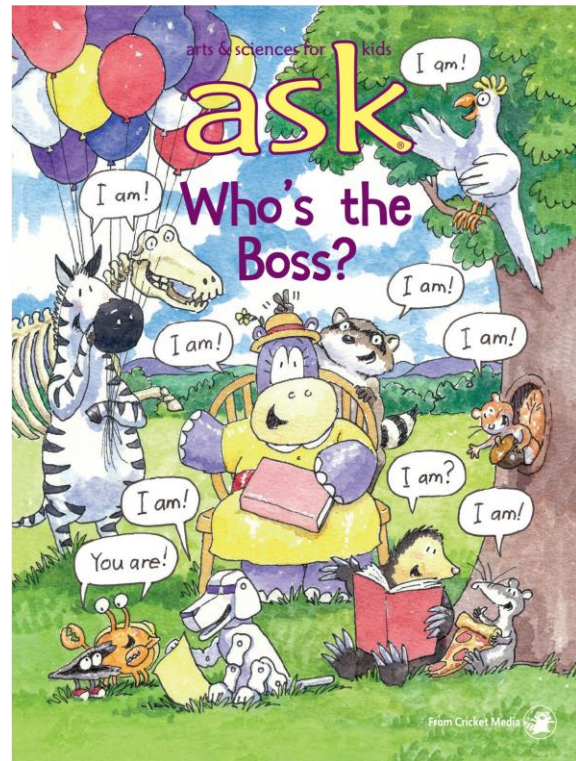
Find out what it takes to be a leader, and the different ways people and animals rise to the top.

CONVERSATION QUESTION

How do the characteristics of leaders affect the wellbeing of those they lead?

TEACHING OBJECTIVES

- **Students will read and analyze nonfiction articles**
- Students will participate in discussions about social interactions and group behavior
- Students will analyze the structure of graphic and text elements of an informational article
- Students will compare and contrast social interactions and group behavior



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Making It to the Top**
Expository Nonfiction, ~850L
- **Good King, Bad King, Odd King, Mad King**
Expository Nonfiction/Activity, ~950L
- **Meet a Lawmaker**
Interview, ~850L

Making It to the Top pp. 6–11, Expository Nonfiction

What is all the noise, tussle, and puffing about? Students find out how animals prove themselves to rise to the role of leader and how this benefits the group.



RESOURCES

- Animal Leader Characteristics Graphic Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will participate in discussions about social interactions and group behavior

KEY VOCABULARY

hierarchy (p. 8) a system with a series of levels with different importance or status

inherit (p. 9) to have a characteristic because of the genes that you get from your parents

matriarchy (p. 10) a family, group, or government ruled by a female

ENGAGE

Conversation Question: How do the characteristics of leaders affect the wellbeing of those they lead?

Lead a class discussion about characteristics of animal groups and how they are organized. Ask students to share examples of how they have seen animals in some groups dominate others. Encourage students to provide details about the behaviors of the dominant animals compared to the others. Next, have students review the photos in this article and discuss with a partner which animals they think are the leaders and why.

INTRODUCE VOCABULARY

Write the vocabulary words where they are visible to the class.

Together, read the words aloud. Ask volunteers to share possible meanings. Acknowledge correct meanings and then read the definitions aloud. Ask students how they think these words relate to the topic of the article. Finally, tell students to look for these words as they read the article.

READ & DISCUSS

Read the article together as a class, and then have students form small groups to discuss these questions:

- Why do many groups of animals have bosses?
- What are the characteristics of an animal leader?
- How do other animals in the group benefit from a leader?

CONCEPT FOCUS: ANALYZE INFORMATION

INSTRUCT: With a partner, have students look for the characteristics of different animal bosses within the article. Use the *Animal Leader Characteristics* organizer to record the page, animal, and leader characteristics on a chart. Then, conduct a class discussion to review these traits and talk about how other animals in the group might benefit from having a leader. Have students use examples from the article and graphic organizer to support ideas during the discussion.

ASSESS: Students review their chart and write a summary that explains what characteristics are shared between animal leaders and how leaders benefit the wellbeing of the group.

EXTEND

Language Arts Have students write a narrative from the point of view of a lead animal. Using the article for ideas, students describe what they had to do to gain this position, the difficulties of staying in power, the benefits and responsibilities of being the leader.

Animal Leader Characteristics: Making It to the Top

Read the article and record the leader characteristics of the different animals. The first one is done for you.

Animal Leader Characteristics		
Page	Animal	Characteristics
6–7	Elephant seal	Loud trumpeting sound, holds its head upright, good fighter, strongest male chases away intruders, father of lots of pups, can have hundreds of female mates

Good King, Bad King, Odd King, Mad King

Not all rulers are created equal. Students read about the different ways monarchs have used their power, and how these characteristics have earned them nicknames.

pp. 16–18, Expository
Nonfiction/Activity



RESOURCES

- Ruler Characteristics Graphic Organizer

OBJECTIVES

- Students will analyze the structure of graphic and text elements of an informational article

KEY VOCABULARY

reign (p. 16) the period of time during which a king, queen, emperor, etc., is ruler of a country

conquer (p. 17) to take control of an area through force

moniker (p. 18) a name or nickname

ENGAGE

Conversation Question: How do the characteristics of leaders affect the wellbeing of those they lead?

Review the layout of the three pages of the article. Have students point out how this article uses graphics and text to communicate information in an engaging way. List these features. Ask students how they think this article will support their understanding about differences in rulers.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Have students copy each word, and then scan the article with a partner to locate the words. Using context clues, students suggest a definition. Finally, students look up the word and correct any of their misconceptions.

READ & DISCUSS

Read the article together as a class, and then have students form small groups to discuss these questions:

- Why do many groups of animals have bosses?
- What are the characteristics of an animal leader?
- How do other animals in the group benefit from a leader?

CONCEPT FOCUS: ANALYZE INFORMATION

INSTRUCT: Working with a partner, have students look for the characteristics that determine whether a ruler is known as a good or bad leader. Use the *Ruler Characteristics* organizer as a way for students to record their findings.

Have students independently complete the activity on page 18 and review the answers as a class.

ASSESS: Students review their chart and write a summary that explains what characteristics relate to whether a ruler is known as a good or bad leader.

EXTEND

Language Arts Students create an informational poster as a job announcement requesting a ruler for an imaginary kingdom. They should add pictures and text to highlight the characteristics desired for a good ruler. Review the text and graphic features in the Engage discussion, and encourage students to use these design elements to enhance their message.

Ruler Characteristics

Read the article and look for positive and negative characteristics that determine if a king or queen is known as good or bad.

Positive Characteristics	Negative Characteristics
Passed fair laws	Raised taxes

Ask® Teacher Guide: September 2017

Meet a Lawmaker

pp. 19–21, Interview

Students read an interview of state representative Ilhan Omar. They will find out how she views her job as a leader and lawmaker.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will compare and contrast social interactions and group behavior

KEY VOCABULARY

democracy (p. 19) a form of government in which people choose leaders by voting

politician (p. 20) someone who is active in government, usually as an elected official

injustice (p. 20) a situation in which the rights of a person or a group of people are ignored

ENGAGE

Conversation Question: How do the characteristics of leaders affect the wellbeing of those they lead?

Lead a class discussion about the characteristics they feel are important in a leader. Working with a partner, students make a list of these characteristics. Students will read the article together with their partner.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Have students copy each word, and then scan the article with a partner to locate the words. Using context clues, students suggest a definition. Finally, students look up the word and correct any of their misconceptions.

READ & DISCUSS

Read the article introduction (page 19) together to provide background about Ilhan Omar, and then have students read the interview with their partner. Students use their list of important leader traits for examples of how Ilhan Omar demonstrates the traits of a good leader. Finally, lead a class discussion about what they learned.

- What leadership characteristics does Representative Omar demonstrate in her interview answers?
- What traits does she show that were on your list of important leadership characteristics?
- How does her leadership help those she represents?

CONCEPT FOCUS: MAKING COMPARISONS

INSTRUCT: Have students study the cartoon displayed on the interview pages. Ask students to discuss the purpose of the cartoon and how it relates to the ideas in the article. Use these prompts to support their understanding.

- What character is showing leadership characteristics?
- How is the cartoon showing positive leadership?
- How does the cartoon address the Conversation Question, How do the characteristics of leaders affect the wellbeing of those they lead?

ASSESS: Use student responses to assess their understanding of the article.

EXTEND

Language Arts Students write letters to a local or state politician to ask three interview questions about being a leader. Students may opt to mail their letters or send them as an email to the corresponding office.