

**Social Studies Content Themes for Elementary/Middle School**  
**From**  
***“The Making of Milwaukee Curriculum”***

**Leadership:**

**Teaching about Leadership in Milwaukee**

The following activities are from “The Making of Milwaukee” on-line curriculum.

- Positive and Honest Leadership (Listing Leadership Traits)
- Exploring Political Leadership

**POSITIVE AND HONEST LEADERSHIP**

1. Depending on grade level, ask students to imagine that they are chosen as the leader of their class, school, city, state, OR country.
2. Tell students to make two lists:
  - A list of the things they would do for their fellow citizens (their constituency) to make life better in their class, school, city, state, OR country.
  - A list describing the kind of personal attributes they would demonstrate as a positive and honest leader. Give students 5-10 minutes to identify at least 2-3 things within each list.
3. Have students share these lists with a neighbor, a small group, or the whole class.
4. Tell students that after viewing Video Chapter 11: “Socialists at Work”, they will be expected to list and discuss some accomplishments initiated by the Socialists for Milwaukee in the early 1900’s.

**EXPLORING POLITICAL LEADERSHIP**

After viewing Video Chapter 11, *Socialists at Work*, students will review leadership positions that were held by various members of the Socialist party in Milwaukee at the turn of the century. Students will explore what leadership positions they might aspire to, then develop a vision statement and action plan they might use when campaigning for a specific office in their class, school, city, state, or country. (The appropriate context will depend on the students’ age.)

1. Students take notes related to the types of leadership positions Socialists assumed as they view the Video Chapter 11, *Socialists at Work*.
2. Students write a sentence about what one particular leader was trying to accomplish by taking on this leadership role and share their ideas with the class.

3. Students will brainstorm leadership positions that are currently needed within their class, school, city, state, or country and explore the responsibilities of that particular position.
4. Students imagine that they have an opportunity to assume a leadership role within their class, school, city, state, or country.
5. Students choose a leadership role they are most interested in and write a vision statement about what they believe should be accomplished for their constituents.

Follow-Up Learning Activities:

- Students follow this belief statement by constructing an action plan for their chosen leadership position. What they will accomplish, when, how and for whom?
- Students campaign (mock or real) for a particular leadership office. (Posters, speeches, secret ballots, voting, acceptance speeches).
- Students give persuasive campaign speeches to their classmates, parents, or public officials who provide feedback and/or assessment.