

Unit Topic: Leadership

Activity Name: Lesson #1, Solitude & Leadership Jigsaw Discussion

Objective/Rationale:

1. Students will be able to identify leadership characteristics after reading the essay, "Solitude and Leadership."
2. Students will be able to explain and critically think about the qualities of a good leader in a small group setting, by answering questions and analyzing the information presented in the essay, "Solitude and Leadership."
3. Students will discuss how they can utilize the information from the essay and apply it to real life.

Time Frame: 50 minutes

Materials:

- Article printed from The American Scholar: [Solitude and Leadership](http://www.theamericanscholar.org/solitude-and-leadership/), by William Deresiewicz: <http://www.theamericanscholar.org/solitude-and-leadership/>
- *Jigsaw Questions* Worksheets, pages 3-6
- Writing Rubric, page 7

Directions/Procedure:

1. A few days before the lesson either print off the essay, "Solitude and Leadership" for each student or have each student print the essay off. Have them read the essay before the lesson and bring the essay to class.
2. Have students get into groups of 4 and count off by 4's.
3. Then have *all the 1's* in the class group together, *all the 2's* group together, *all the 3's* group together and *all the 4's* group together.
4. Each group will be given a Jigsaw Worksheet, created by the instructor, with 3-4 questions to answer on the reading regarding leadership. No group will have the same questions. **IMPORTANT:** Each member in each group should have their own copy of the questions to be answered and each member needs to write down the answer to each question as they answer them. **MAKE SURE** each question is answered by the group-not individually. All members need to discuss the questions and as a group decide on the answers to be presented. Provide 15 minutes for this.
5. When each group has completed the questions, the students will return to their original groups of four and each person will take turns presenting the information their group came up with to the original group.
6. As the facilitator it is important that the instructor monitors the group's progress and interjects periodically with information from the essay and any information the students already know about the qualities of leadership to promote critical thinking.
7. See Attached Jigsaw Worksheets. Additional questions may be created by the instructor to assure the desired content/goals are covered.

Resources & References:

- [The American Scholar](#)
- Lesson plan & Jigsaw worksheets created by Suzanne Glazos
- Writing Rubric created by Betsy Picciano

Assessment/Evaluation:

1. Completed Jigsaw Question worksheets
2. Small and large group discussions.
3. Writing Rubric to be used with Jigsaw written responses

Suggested Homework/Extended Assignments

- 3-2-1—Have each student state (orally or in writing):
 - 3 things they learned today about leadership,
 - 2 things they have questions about regarding the reading,
 - 1 thing they want the class and instructor to know about leadership.
- Bridges Leadership Lessons 2 & 3

JIGSAW WORKSHEET-Group #2 Questions

Directions: Using what you learned in the reading and what you already knew about Leadership answer the following questions. **Remember all members of the group must contribute & agree on the answers.**

1. What are some of the leadership characteristics discussed in the essay?
2. What does being a “THINKER” have to do with being a leader?
3. What was the most important piece of information you learned about leadership from this reading?
5. Explain how you will be able to apply the information learned in this essay to your life/career in the future. Make sure to provide two specific examples.

JIGSAW WORKSHEET-Group #3 Questions

Directions: Using what you learned in the reading and what you already knew about Leadership answer the following questions. **Remember all members of the group must contribute & agree on the answers.**

1. Define the term leadership. Define the term solitude. What is their relationship?
2. Why is it important to be open-minded when in a leadership position?
3. What was the most important piece of information you learned about leadership from this reading?
4. Explain how you will be able to apply the information learned in this essay to your life/career in the future. Make sure to provide two specific examples.

**WRITING RUBRIC
10 POINT**

*What is a rubric? It is a scoring guide. It provides well-defined criteria from which learners can improve their performance.

<u>Level</u>	<u>Description</u>
Outstanding	Well written and very organized. Excellent grammar mechanics. Clear and concise statements. Excellent effort and presentation with detail. Demonstrates a thorough understanding of the topic.
Value:	9-10

<u>Level</u>	<u>Description</u>
Good	Writes fairly clear. Good grammar mechanics. Good presentation and organization. Sufficient effort and detail.
Value:	7-8

<u>Level</u>	<u>Description</u>
Fair	Minimal effort. Good grammar mechanics. Fair presentation. Few supporting details.
Value:	6

<u>Level</u>	<u>Description</u>
Poor	Somewhat unclear. Shows little effort. Poor grammar mechanics. Confusing and choppy, incomplete sentences. No organization of thoughts.
Value:	4-5

<u>Level</u>	<u>Description</u>
Very Poor	Lacking effort. Very poor grammar mechanics. Very unclear. Does not address topic. Limited attempt.
Value:	1-3