

My Neighbor Is A Caterpillar

Leadership Component

Ohio Standards Connection

Interdisciplinary Connections

Social Studies

Benchmark B

Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government

Indicator 3

Explain the importance of leadership and public service

English Language Arts - Writing

Writing Process

Benchmark A

Generate writing topics and establish a purpose appropriate for the audience.

Indicator: 3. State and develop a clear main idea for writing

Benchmark D

Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices

Indicator 8

Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs

Benchmark F

Edit to improve fluency, grammar and usage

Indicator 15

Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation & capitalization) and identify and correct fragments and run-ons

Benchmark G

Apply tools to judge the quality of writing.

Indicator 16

Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing

Lesson Summary:

This lesson will give students an opportunity to analyze the qualities of leadership and to begin to understand that they can be leaders in their own lives. The writing assignment will allow them to not only refine their writing skills, but their comfort and ability in making presentations and in defending their opinions. This exercise also provides opportunities to engage in classroom discussions about how to lead and how to be an example to others.

Pre-Assessment:

- Hand out the Leadership Essay and the Leadership Acronym provided by the American Veterans Institute
- Discuss with the students the differences (or similarities) between a leader and a hero
- Ask them to re-read *My Neighbor Is A Caterpillar*, looking for examples of the leadership qualities listed in the Leadership Acronym
- Have them do the writing assignment and then trade papers with another student for editing purposes. Instruct students to remember the qualities of leadership, as well as grammar, sentence structure, etc. in their editing process. Encourage them to ask questions, make positive suggestions and be “critical” yet constructive. Have them use the rubric in analyzing their fellow student’s essay

Post Assessment:

- Review the edited documents before returning them to the students. Instruct the students to make the necessary grammatical changes and to consider making all or some of the content changes suggested by the reviewer
- Once the student has completed his or her Leadership essay, have them present the essay and a corresponding graphic to the class. The graphic can be a poster displaying specific leadership qualities contained in the essay. It can be a powerpoint presentation, photos, sketches or anything that illustrates the key points of the student’s essay.

*American Veterans Institute's
Leadership Traits Grid*

L Loyalty

E Empathy

A Accountability

D Duty and Determination

E Energy and Encouragement

R Respect

S Selflessness

H Honor and Humor

I Integrity and Innovation

P Passion and Pride

My Neighbor Is A Caterpillar

Leadership Component

Name _____

Date _____

What Is A Leader?

A leader is not just someone who is hired or elected to a position of leadership. True leaders can be found all around you. In fact, you may be a leader yourself...without even knowing it. And if you are *not* a leader right now, you certainly *can and probably will* be.

Let's talk about what a leader IS and IS NOT. A leader does *not* boss people around or make them feel bad about themselves. A leader tries to find good qualities in everyone. A leader encourages people to believe in themselves and to work hard to make their dreams come true. A leader pitches in and helps when there is work to be done. A leader does not complain to one person about another person; if a leader has a problem with someone, he talks directly to them about it and tries to solve the problem.

A leader isn't afraid to laugh at himself and to admit when he is wrong. Leaders make mistakes...plenty of them. But a leader doesn't run from his or her mistakes. A leader looks at how she messed up and tries to keep from letting it happen again. A leader tells people when he makes a mistake...then he tells people how he is going to fix it.

A leader watches out for those around him. A leader does what is right for the group she is leading, even when it may not be the thing she really wants to do. A leader tells the truth, but in a way that encourages people rather than discouraging them. If a leader sees that someone isn't able to do a task, instead of yelling at them, the leader tries to figure out how he can help them be successful or whether there is a different task they could do better. A leader sometimes has to make tough decisions. A true leader knows she cannot make everyone happy; sometimes, it seems, she cannot make anyone happy. But a leader believes in his decisions because he knows he has thought them through carefully and with the best interest and needs of others in mind.

A leader never stops asking questions and learning. He is naturally curious and wants to know everything possible about a new job or situation.

A leader gets discouraged, sad, angry and tired, just like everyone else. Being a leader doesn't mean you are perfect. Being a leader doesn't even mean you always lead in the right direction. What it means is that you work hard to be fair, to be honest, to achieve *your* dreams and help others achieve *theirs*, to make work and life an *enjoyable adventure*, and to leave each person, job, and experience a little better than you found it.

My Neighbor Is A Caterpillar **Leadership Component**

Students: After reading the essay on leadership and reviewing the leadership acronym provided by the American Veterans Institute, choose one of the following topics and write a report of no less than two typed, double-spaced pages, and no more than five.

1. Cite examples of leadership from *My Neighbor Is A Caterpillar* and from Ed Jackson's booklet. Compare and contrast those individuals and situations with examples of leadership you see in your everyday life. Is it harder to be a good leader in a tough situation such as combat? Why? Did you learn anything about leadership from the stories you read...and how will you apply it in your life?
2. Using the leadership essay, the leadership acronym, and/or examples from *My Neighbor Is A Caterpillar* or Ed Jackson's booklet, select someone in your life who you feel has many leadership qualities. Explain how this person leads and what you have learned from their example. The individual may be a parent, teacher, friend or relative, but you must provide a persuasive argument as to why this individual meets some or many of the leadership qualities you have discussed and read about.
3. Using the leadership essay, the leadership acronym, and/or examples from *My Neighbor Is A Caterpillar* or Ed Jackson's booklet, write about the leadership opportunities in your own life. How can you apply leadership qualities in your relationships with your parents, teachers, friends and neighbors? Is there a time in your life when you had to be a leader...how did you respond? What leadership skills did you use?
4. Talk about the similarities and differences between a leader and a hero. Is a hero always a leader and, if so, is a leader always a hero? Write about your idea of what a hero is...and what a leader is. Give examples of both. Think about how someone becomes a hero versus how they become a leader. Do you plan to be a hero – or does it just happen? Can you learn to be a hero...or a leader? Explain your conclusions.

Leadership Essay – *My Neighbor Is A Caterpillar*

Writing Rubric for Student Essays

Ideas and Content	Word Choice	Spelling & Grammar
<p>5 – Focused, clear, specific. It keeps the reader’s attention.</p> <p>a) I know a lot about this topic and added interesting tidbits. b) I backed up my opinion with compelling examples. c) My topic was small enough to handle. d) I can easily answer the question, “What is the point of this essay?”</p>	<p>5 – Extremely clear, visual, and accurate. I placed the right words in the right places.</p> <p>a) My words are colorful, snappy, vital, brisk and fresh. You won’t find overdone, vague or flowery language. b) All the words in my paper fit. Each one seems just right. c) Look at all my energetic verbs! d) Some of the words and phrases are so vivid the reader won’t soon forget them.</p>	<p>5 – Mostly correct. There are very few errors in my paper.</p> <p>a) My spelling is accurate. b) I have used capitals correctly. c) Every paragraph is indented to show where a new idea begins. d) Periods, commas, exclamation marks, and quotation marks are in the right places. e) My grammar/usage is consistent and shows control.</p>
<p>3 – Some really good parts, some not there yet!</p> <p>a) Some things are new, other things everyone else already knows. b) Details are general (nice, fun, some, good.) Examples are too few or not very compelling c) I’m still thinking aloud on paper. I’m looking for a good idea. d) Maybe I’ll write about this or maybe I’ll write about that. Can’t quite make up my mind.</p>	<p>3 – Correct but not striking. The words get the message across, but don’t capture the reader’s attention.</p> <p>a) I used everyday words pretty well but I did not stretch for a new and better way to say things. b) Most of the time the reader will figure out what I mean even if a few words are messed up. c) My words aren’t real specific. Better, more exciting details are needed. d) I used tired old cliches or phrases.</p>	<p>3 – About halfway there. A number of bothersome mistakes need cleaning up.</p> <p>a) Spelling is correct on simple words. It may not be right on harder words. b) Most sentences and proper nouns begin with capitals, but a few have been over looked. c) At least one paragraph is present. Others might not all begin in the right spots. d) Problems in punctuation make the reader stumble. and pause now, and then. ;-) e) Several grammar problems are evident.</p>
<p>1 – Just beginning to figure out what I want to say.</p> <p>a) I haven’t shared much information. I don’t seem to know much about this topic. b) My details are so vague it’s hard to picture anything. c) I’m still thinking aloud on paper. I’m looking for a good idea. d) Maybe I’ll write about this or maybe I’ll write about that.</p>	<p>1 – Confusing. The reader is often asking “What did they mean by this?”</p> <p>a) A lot of words and phrases are vague. (“We were friends and stuff.”) b) My words don’t make pictures yet. (It was awesome.) c) Some of my words are misused. d) Over and over I used the same words over and over, until my paper was over (and over...).</p>	<p>1 – Editing not under control yet. It would take a first reading to decode and a second reading to get the message.</p> <p>a) Spelling errors are common, even simple words. b) Capital letters are scattered all over or not at all. c) I haven’t got the hang of paragraphs yet. d) Punctuation is very limited and makes reading this paper difficult. e) Frequent grammatical errors, I didn’t spend much time editing this essay.</p>

Organization	Author's Voice	Sentence Rhythm
<p>5 – Clear and compelling. I have chosen an order that works well and makes the reader want to find out what comes next.</p> <p>a) My beginning grabs the reader's attention and gives clues about what is coming. b) Every detail adds a little more to the main idea. c) My details are in the right place. d) I ended at a good place. I have a strong conclusion or ending.</p>	<p>5 – Really individual and powerful. My essay has personality and sounds different from anyone else's.</p> <p>a) I have put my personal stamp on this. It's me! b) Readers can tell I'm talking right to them. c) I write with confidence and security. d) My essay reflects my personal opinions, but backs them up with concrete reasons. e) Nobody else sounds like this.</p>	<p>5 – Varied and natural. The sentences in my paper are clear and delightful to read out loud.</p> <p>a) Some are long and stretchy. Some are short and snappy. They fit together like a jigsaw puzzle. b) It's easy to read my paper out loud. I love the sound of it! c) Sentence beginnings vary. d) Good sentence sense. My sentence flows. e) All excess baggage has been cut out.</p>
<p>3 – Some really smooth parts, others need work. The order makes sense most of the time.</p> <p>a) I have a beginning but it doesn't really grab you or give clues about what is coming. b) Sometimes it is not clear how some of the details connect to the story or main idea. c) Some of the details should come earlier or later. I may have lingered too long in some areas and sped through others. d) I have a conclusion, but it is ho-hum.</p>	<p>3 – Individuality fades in and out. What I truly think and feel only shows up sometimes.</p> <p>a) Although the reader will understand what I mean, it won't make them feel like laughing, crying,, or pounding on the table. b) My writing is right on the edge of being funny, excited, scary, or honest—but it is not there yet. c) My personality pokes through here and there but gets covered up again. d) My writing is pleasant, but cautious. e) I've done more telling than showing.</p>	<p>3 – Routine and functional. Some sentences are choppy and awkward, but most are clear.</p> <p>a) Some of my sentences are smooth and natural, but others are halting. b) When I read my paper, most of the sentences have the same patterns. c) Many sentences begin the same way. d) My paper shows some interesting sentences e). I have used more words than necessary</p>
<p>1 – Not shaped yet. The order of my paper is jumbled and confused.</p> <p>a) There really isn't a beginning or introduction to my paper. It just takes off. b) I'm confused about how the details fit with the main idea or story line. c) My ideas seem scrambled, jumbled and disconnected! d) Conclusion! Oops, I forgot.</p>	<p>1 – Not me yet. I'm not comfortable or don't know what I truly think or feel yet.</p> <p>a) If you didn't already know, you would have no idea who wrote this paper. b) I'm not comfortable sharing. I've taken the safest route by hiding my opinions and feelings. c) I sound like a robot. d) My paper makes the reader yawn. e) My paper is all telling and no showing.</p>	<p>1 – Essay needs work because there isn't enough sentence sense yet.</p> <p>a) As I read my paper I have to go back and read over, just to figure out what the sentence means. b) The sentence patterns are repetitive. c) I'm having a hard time telling where one sentence stops and another begins. d) I have to do quite a bit of oral editing to help the reader get the meaning.</p>