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LEADERSHIP SCRAPBOOKS

At Dinuba High School, students enrolled in Beginning Leadership create a scrapbook based on a leader of their choice (living or deceased) for their final. Throughout the term, the students read about, discuss, and study leadership qualities and characteristics as well as learn about individuals who possess these attributes.

Just before I introduce this project, we brainstorm all the areas where we find leaders—business, science, politics, military, entertainment, sports, music, etc. and add actual names to the board under the various categories. This foundation enables them to choose a leader rather than someone who is just famous or popular. We don't want presentations paying tribute to people who are vogue on the outside and vague on the inside.

After this brainstorming session, I spend one 85-minute class period introducing the project (showing examples of scrapbooks I have kept, showing video clips from previous presentations, and discussing the rubric (printed on the attached page).

Then the students spend one class period in our school library looking through resources from biographies to the Internet. This initial search wets their appetite and helps them begin to determine who they are going to become . . . whose leadership scrapbook they are going to create. The rest of the research and creation of the scrapbooks are done outside of class time unless they need my help.

After weeks of research, the students capture their leader's life in a 15-18 page scrapbook. They can buy a scrapbook, create one out of construction paper, cardboard, or whatever else they choose. The students must include photocopied/printed material as well as original items.

For example, Jackie Robinson's scrapbook might start off with a photocopied picture of Jackie as a baby in his mother's arms, and then below the picture, you might find his birth certificate created by the student (including actual facts about his date of birth, height, weight, parents, etc.) Another original item might be a handmade pouch made out of cloth filled with miniature rolled up newspapers representing the paper route he had at 13 to help his mother with living expenses.

One page might pay tribute to his stint in the Army, including actual pictures of him in uniform with a handmade colored drawing of his 2nd Lieutenant's patch. All items and facts must be accurate, and captions must be included which give a brief description of the items. Corresponding dates must be included where possible. Pages need to be in chronological order.

Three of the 15-18 pages must highlight some of the leader's leadership qualities—one featured quality per page. Each quality is used as a title on the page, and the student must use typed examples, original items, photocopied items, etc. to support each particular leadership quality. Most students add these three pages (these three leadership qualities) to the end of their scrapbook since they naturally lead to a powerful conclusion.

The creativity and originality are endless. Some students include photos, clip art, maps, jewelry, newspaper articles, and post cards . . . others use construction paper, markers, stickers, crayons, and puff paint to make objects like cameras, luggage, broken hearts, houses, awards, caskets, etc.

The students have six weeks to work on this project, and then the long-awaited day arrives. The first group of students presents their scrapbook to the class as that person. They are encouraged to dress up as their leader (5 bonus points) and speak in the first person. For example, "When I joined the Army, they had unsegregated buses, but the bus driver still made me move." Speaking in first person brings the presentation to life and captivates the rest of the class. Presentations should run anywhere from 8-15 minutes.

This assignment is graded in two parts—the content of the scrapbook itself and the quality of their oral presentation. Students are required to include a Works Cited page with at least three different sources; however, if they use a biography or autobiography, one source is adequate. They love this project!

LEADERSHIP SCRAPBOOK RUBRIC

Student=s Name: _____
 Leader: _____ Total Speech Time: _____

SCRAPBOOK CONTENT	Excellent	Good	Fair	Poor
Overall organization is thoughtful and clear	5	4	3	2
Leader=s life is documented in a creative manner; use of graphics, color, and layout design	5	4	3	2
Captions are used to identify events, dates, time, people, etc.	8	6	4	2
Appropriate balance of photocopied material with original material	8	6	4	2
Effort and quality: neat and error-free	5	4	3	2
Sufficient depth to highlight leader=s life (Minimum 15 pages)	8	6	4	2
Leadership qualities supported by examples (at least three)	8	6	4	2
Works cited page	4	3	2	0

Subtotal _____
(51 Possible)

PRESENTATION	Excellent	Good	Fair	Poor
Adequate eye contact	6	4	2	1
Adequate voice projection	5	4	3	2
Conveyed appropriate emotions	4	3	2	1
Strong introduction (catch our attention), in-depth middle , and powerful conclusion (Remind us why your leader made a difference, led the way for others, challenged the status quo, etc. What leadership qualities and characteristics did he/she possess?)	10	8	6	4
Answers questions confidently, accurately, and easily	6	4	2	1
Dressed as leader (bonus points)	1-5			

Subtotal _____
(31 Possible)

TOTAL _____
Bonus _____

GRADE _____

PERCENTAGE _____

FINAL POINTS _____/82