



Leadership Texas Style

**A Lesson Plan developed by
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Leadership Texas Style

Enduring understandings: Elected officials have to have good leadership skills to be effective.

Essential Questions: What skills does a leader need to be effective?

TEKS: (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:

(C) trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson;

(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(B) analyze the contributions of Texas leaders such as Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Materials:

1. Copy of the Attention-getter images (A-1)
2. Leadership Qualities handout (A-2)
3. Self Assessment handout (A-3)
4. Assessment Rubric (A-4)
5. Biographies of Sam Rayburn, Barbara Jordan, Annette Strauss, Henry B. Gonzalez, Patrick Rose, Don Gattis (A-5)



Objectives:

The students will:

- 1. identify characteristics of good leadership;**
- 2. evaluate the leadership skills a variety of prominent Texans;**
- 3. assess their own leadership skills.**

Anticipatory Set (Attention Getter):

The teacher will:

1. Introduce the lesson by displaying the picture of Dr. Martin L. King and Adolph Hitler
2. Say: "Both of these men were powerful leaders. What leadership characteristics did they have in common and what were their differences? How did they demonstrate leadership in both positive and negative ways?"
3. Make a T-Chart and label one side positive characteristics, the other negative characteristics. Write down the students' responses and keep the chart to refer back to later in the lesson.

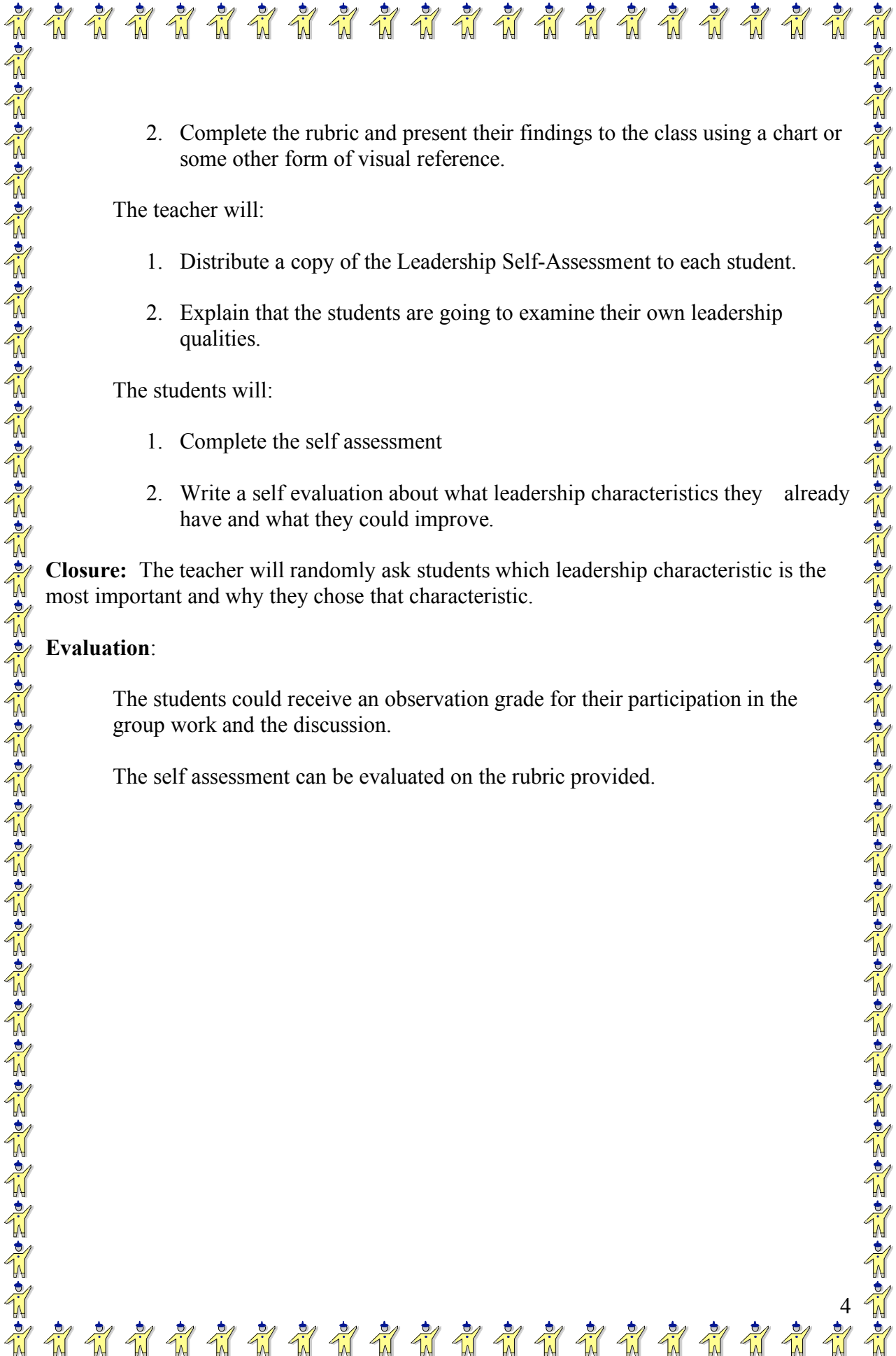
Procedure(s):

The teacher will:

1. Introduce the Leadership Qualities handout.
2. Through discussion compare the qualities on the student's T-Chart to the ones provided.
3. Discuss the qualities on the handout in some detail. If there are items on the T-Chart that are not covered in the handout, if the class agrees, add them to the list of leadership qualities.
4. Divide the class into 5 groups and give each group one of the five the Biography Handouts (A-5) in the packet.

The students will:

1. Read the biography of their leader and complete the rubric of leadership characteristics as they apply to their particular person.

- 
2. Complete the rubric and present their findings to the class using a chart or some other form of visual reference.

The teacher will:

1. Distribute a copy of the Leadership Self-Assessment to each student.
2. Explain that the students are going to examine their own leadership qualities.

The students will:

1. Complete the self assessment
2. Write a self evaluation about what leadership characteristics they already have and what they could improve.

Closure: The teacher will randomly ask students which leadership characteristic is the most important and why they chose that characteristic.

Evaluation:

The students could receive an observation grade for their participation in the group work and the discussion.

The self assessment can be evaluated on the rubric provided.

Two Leaders

Can you explain the difference in their leadership styles and purposes?

(A-1)



Hickman, R.C. 1956©



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The Characteristics of Leadership

(adapted from National School Boards Association)

www.nsba.org/sbot/toolkit

(A-2)

1. Leaders establish a vision and set a direction. They want their followers to understand and be enthusiastic about the plan that has been set for the organization.
2. Leaders speak clearly about their vision and the values they think are necessary for the success of their plan.
3. Leaders have high standards and expectations for themselves and others.
4. Leaders are accountable. They take responsibility when something does not go right.
5. Leaders motivate their followers by recognizing their contributions and celebrating the accomplishments of individuals and the group.
6. Leaders achieve unity. They use their skills to unite the group or organization around shared goals.
7. Leaders involve others in decision-making. They seek honest input about the situation before they make a final decision.
8. Leaders serve as role models.
9. Leaders listen and explain instead of assuming that their followers will simply accept their decisions.
10. Leaders are open to constructive criticism, they reflect and act upon what they have learned.

Use the following rubric (A-3) to evaluate the leadership qualities of the person you read about.

Name: _____ Date _____

Leadership Rubric (A-3)

Directions: Read the biography you have been provided and assess the individual's leadership characteristics on a scale from 1-5 (5 = most true and 1 = not at all true). Put an X in the box that most closely describes the individual. When you are finished, add up the total score and explain your scoring decisions.

Texas Leaders' Name: _____

	5	4	3	2	1
1. Provided a vision and direction for his/her followers					
2. Shared a clear vision					
3. Set high standards and expectations					
4. Accepted responsibility when things went wrong					
5. Inspired and motivated people to join the cause					
6. Worked to achieve unity among various groups					
7. Included others in decision making					
8. Was a role model					
9. Listened and explained decisions					
10. Reflected and learned from others					

Total Score: _____

Explain your reasons for giving the score that you did.

Name: _____ Date _____

Leadership Self Assessment

(based on the Leadership Qualities as presented by the
National School Board Association

www.nsba.org/sbot/toolkit)

Directions: Put an X in the box that most closely describes how you see your leadership qualities.

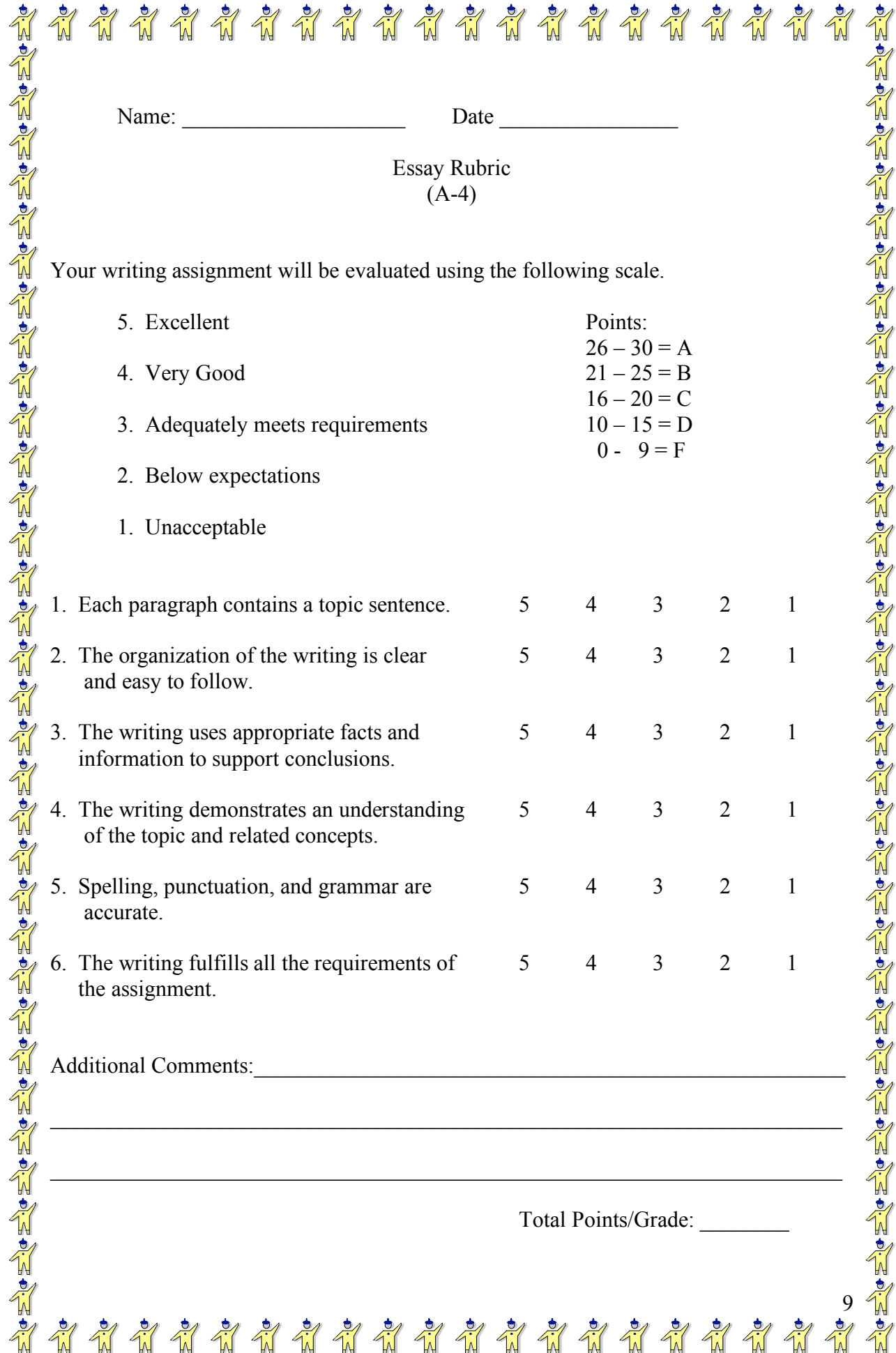
Attributes – These are personality characteristics that you may have or want to develop.

Skills – abilities gained through experience and training

Leadership Characteristics	Definitely True	Mostly True	Not sure	Mostly not True	Definitely Not True
Attributes					
I view problems as opportunities for change					
I am courageous					
I am a creative thinker					
I can look at a plan and see what is positive or negative about the plan.					
I am a dreamer of big ideas					
I have a positive attitude towards change					
Skills					
I am clear about my values and beliefs					
I am a good communicator of my vision or plan					
I ask “big picture questions” and “What if?”					
I am good at goal setting					
I search for answers when I have questions					

Do you see an overall pattern in your answers?

Can you identify areas in which you would like to improve?



Name: _____ Date _____

Essay Rubric
(A-4)

Your writing assignment will be evaluated using the following scale.

- | | |
|----------------------------------|-------------|
| 5. Excellent | Points: |
| 4. Very Good | 26 – 30 = A |
| 3. Adequately meets requirements | 21 – 25 = B |
| 2. Below expectations | 16 – 20 = C |
| 1. Unacceptable | 10 – 15 = D |
| | 0 - 9 = F |

1. Each paragraph contains a topic sentence.	5	4	3	2	1
2. The organization of the writing is clear and easy to follow.	5	4	3	2	1
3. The writing uses appropriate facts and information to support conclusions.	5	4	3	2	1
4. The writing demonstrates an understanding of the topic and related concepts.	5	4	3	2	1
5. Spelling, punctuation, and grammar are accurate.	5	4	3	2	1
6. The writing fulfills all the requirements of the assignment.	5	4	3	2	1

Additional Comments: _____

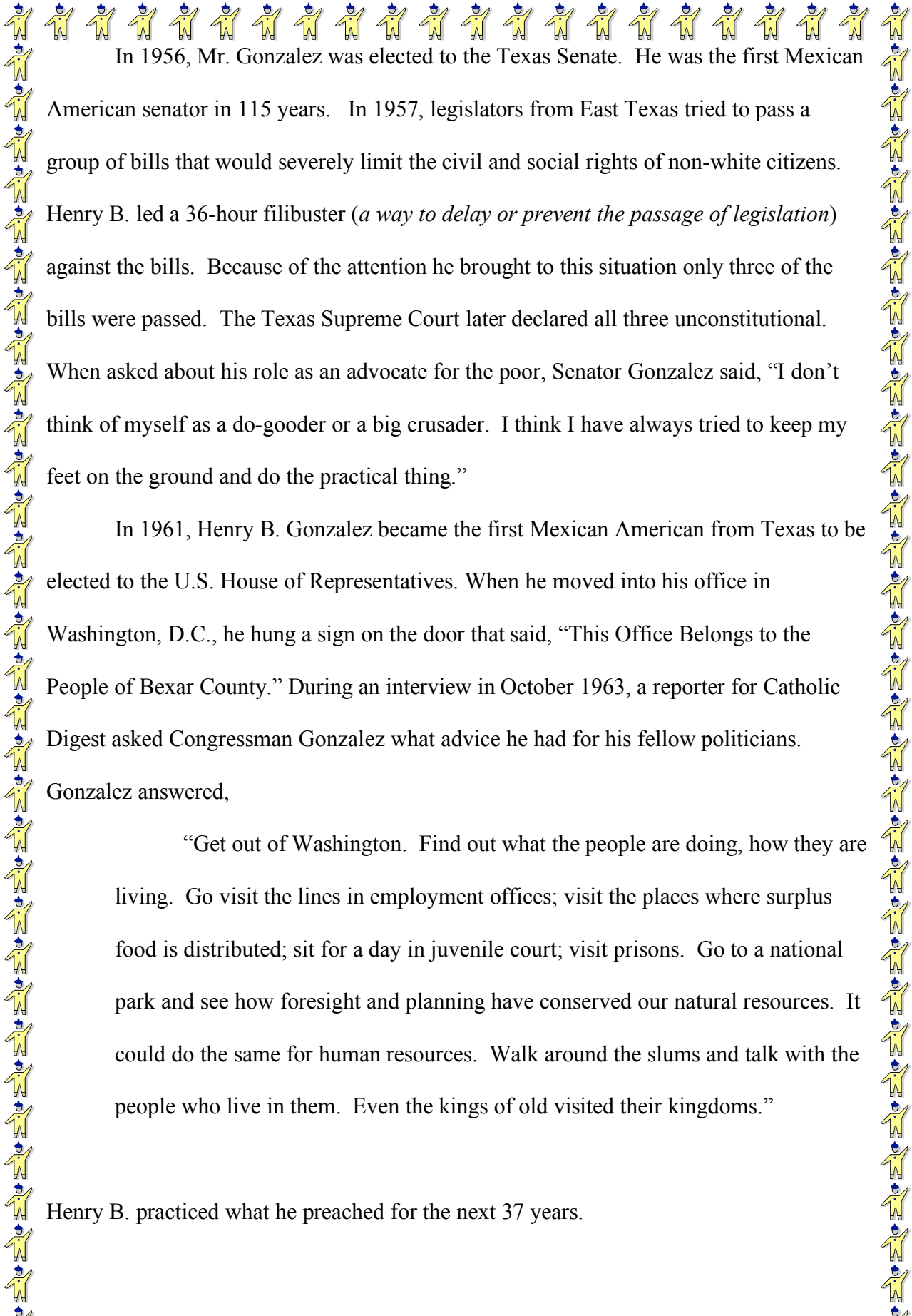
Total Points/Grade: _____

Henry B. Gonzalez
United States Representative
(A-5)



There are many ways to serve the people of your country. Henry B. Gonzalez devoted his life to serving through elected office. He was born on May 3, 1916 in San Antonio, Texas and graduated from Jefferson High School, studied civil engineering for three years at the University of Texas at Austin, and graduated from St. Mary's University School of Law. In 1940, he married Bertha Cuellar and together they raised eight children.

"Henry B." as his friends, colleagues (*people he worked with*), and constituents (*the people who elected him*) affectionately knew him began his public service in 1953 when he was elected to the San Antonio City Council. He believed that all the citizens of San Antonio had the right to earn a decent living, receive a good education, and live in safe and healthy neighborhoods. While on the City Council he helped repeal city ordinances that segregated (*excluding people of color*) public facilities such as the swimming pools and the golf course. He worked to bring water lines into the poorest areas of the city that had no running water.

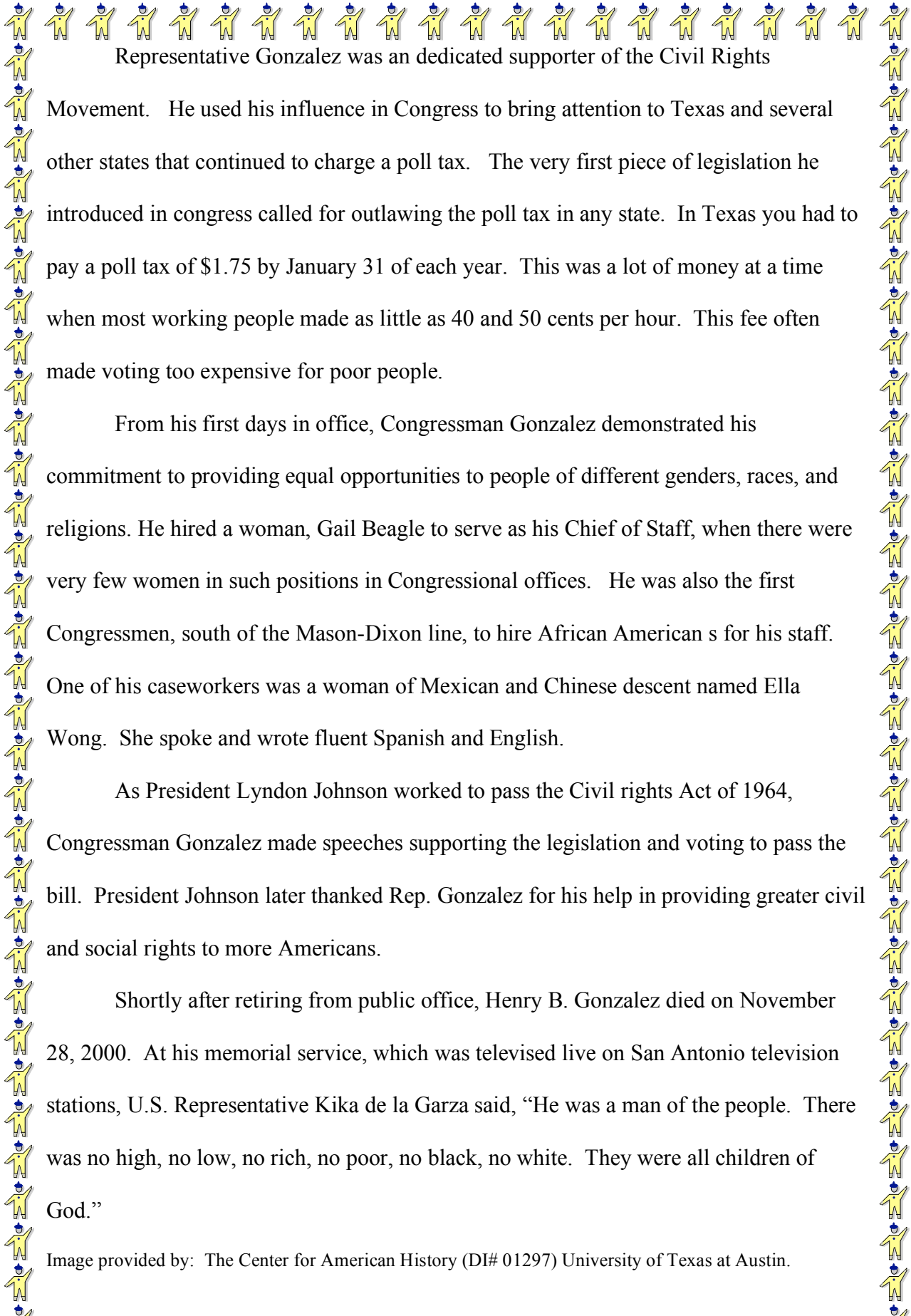


In 1956, Mr. Gonzalez was elected to the Texas Senate. He was the first Mexican American senator in 115 years. In 1957, legislators from East Texas tried to pass a group of bills that would severely limit the civil and social rights of non-white citizens. Henry B. led a 36-hour filibuster (*a way to delay or prevent the passage of legislation*) against the bills. Because of the attention he brought to this situation only three of the bills were passed. The Texas Supreme Court later declared all three unconstitutional. When asked about his role as an advocate for the poor, Senator Gonzalez said, “I don’t think of myself as a do-gooder or a big crusader. I think I have always tried to keep my feet on the ground and do the practical thing.”

In 1961, Henry B. Gonzalez became the first Mexican American from Texas to be elected to the U.S. House of Representatives. When he moved into his office in Washington, D.C., he hung a sign on the door that said, “This Office Belongs to the People of Bexar County.” During an interview in October 1963, a reporter for Catholic Digest asked Congressman Gonzalez what advice he had for his fellow politicians. Gonzalez answered,

“Get out of Washington. Find out what the people are doing, how they are living. Go visit the lines in employment offices; visit the places where surplus food is distributed; sit for a day in juvenile court; visit prisons. Go to a national park and see how foresight and planning have conserved our natural resources. It could do the same for human resources. Walk around the slums and talk with the people who live in them. Even the kings of old visited their kingdoms.”

Henry B. practiced what he preached for the next 37 years.



Representative Gonzalez was an dedicated supporter of the Civil Rights Movement. He used his influence in Congress to bring attention to Texas and several other states that continued to charge a poll tax. The very first piece of legislation he introduced in congress called for outlawing the poll tax in any state. In Texas you had to pay a poll tax of \$1.75 by January 31 of each year. This was a lot of money at a time when most working people made as little as 40 and 50 cents per hour. This fee often made voting too expensive for poor people.

From his first days in office, Congressman Gonzalez demonstrated his commitment to providing equal opportunities to people of different genders, races, and religions. He hired a woman, Gail Beagle to serve as his Chief of Staff, when there were very few women in such positions in Congressional offices. He was also the first Congressmen, south of the Mason-Dixon line, to hire African American s for his staff. One of his caseworkers was a woman of Mexican and Chinese descent named Ella Wong. She spoke and wrote fluent Spanish and English.

As President Lyndon Johnson worked to pass the Civil rights Act of 1964, Congressman Gonzalez made speeches supporting the legislation and voting to pass the bill. President Johnson later thanked Rep. Gonzalez for his help in providing greater civil and social rights to more Americans.

Shortly after retiring from public office, Henry B. Gonzalez died on November 28, 2000. At his memorial service, which was televised live on San Antonio television stations, U.S. Representative Kika de la Garza said, “He was a man of the people. There was no high, no low, no rich, no poor, no black, no white. They were all children of God.”

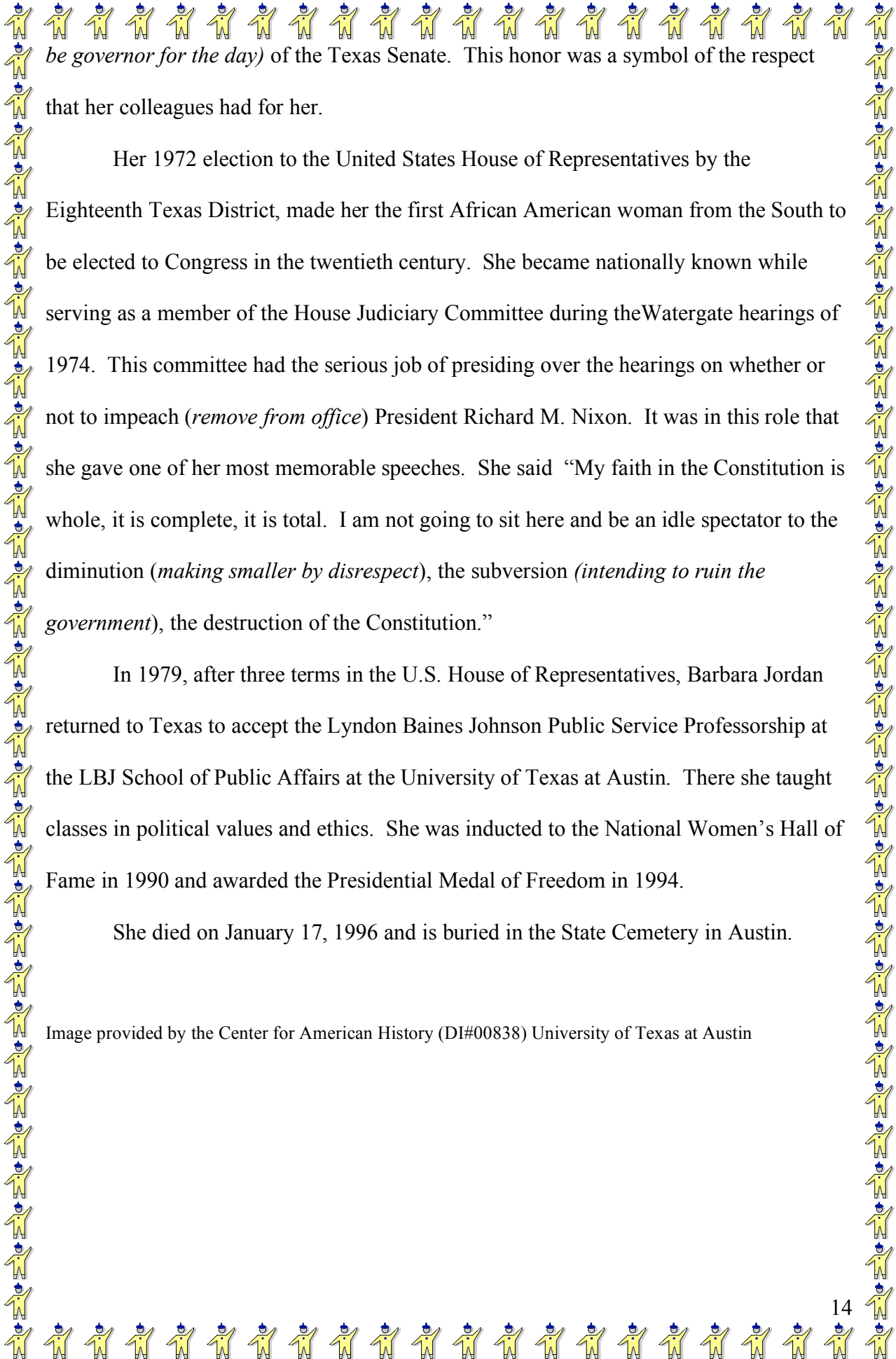
Image provided by: The Center for American History (DI# 01297) University of Texas at Austin.

Barbara C. Jordan United States Representative



Barbara Jordan was born in Houston, Texas in 1936. At that time, the Jim Crow laws that kept African Americans segregated from white society were in effect. But, Barbara was too intelligent and too determined to be held back by those laws. She came from a working class family. Her father, Benjamin Jordan was a Baptist minister and a warehouse clerk; her mother, Arlyne, was a homemaker. Barbara had two older sisters. As a young woman, Barbara was inspired to become a lawyer. She achieved her goal by graduating *magna cum laude* from Texas Southern University in 1956 and earning a law degree from Boston University in 1959. The same year she graduated from law school, Barbara became the third African American woman to pass the Texas State Bar exam and to receive her license to practice law.

In 1967, she was the first African American elected to the Texas State Senate, since 1883. As a senator, she worked on many issues including the minimum-wage laws and voter registration. She served as the Chairperson of the Labor and Management Relations Committee and in 1972 she was unanimously elected *president pro tempore* (to

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be governor for the day) of the Texas Senate. This honor was a symbol of the respect that her colleagues had for her.

Her 1972 election to the United States House of Representatives by the Eighteenth Texas District, made her the first African American woman from the South to be elected to Congress in the twentieth century. She became nationally known while serving as a member of the House Judiciary Committee during the Watergate hearings of 1974. This committee had the serious job of presiding over the hearings on whether or not to impeach (*remove from office*) President Richard M. Nixon. It was in this role that she gave one of her most memorable speeches. She said “My faith in the Constitution is whole, it is complete, it is total. I am not going to sit here and be an idle spectator to the diminution (*making smaller by disrespect*), the subversion (*intending to ruin the government*), the destruction of the Constitution.”

In 1979, after three terms in the U.S. House of Representatives, Barbara Jordan returned to Texas to accept the Lyndon Baines Johnson Public Service Professorship at the LBJ School of Public Affairs at the University of Texas at Austin. There she taught classes in political values and ethics. She was inducted to the National Women’s Hall of Fame in 1990 and awarded the Presidential Medal of Freedom in 1994.

She died on January 17, 1996 and is buried in the State Cemetery in Austin.

Image provided by the Center for American History (DI#00838) University of Texas at Austin

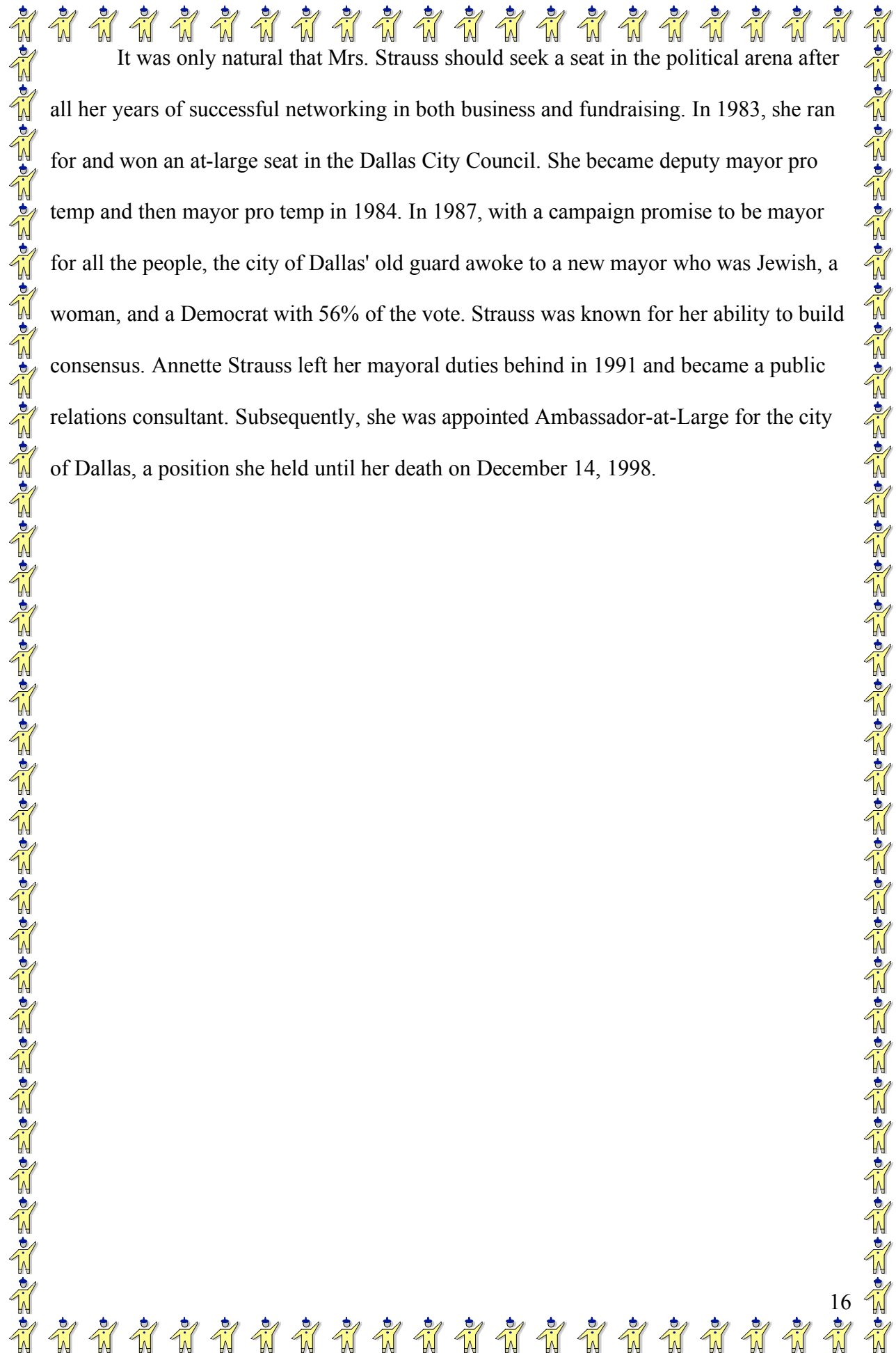
Annette Strauss

Mayor of Dallas and Philanthropist



Annette Greenfield was born in Houston, Texas, on January 26, 1924, the only child of Edith and Jacob Greenfield. She credited her father for teaching her at an early age about responsibility and how to serve the public. Annette Greenfield grew up during the Depression. In high school and college, she focused on public speaking and was the first female to win two back-to-back state speech championships. After receiving a bachelor's degree from the University of Texas at Austin and a Masters degree at Columbia University, Annette married Ted Strauss and moved to Dallas.

Mrs. Strauss volunteered in the Dallas community, serving on the boards of countless educational, arts, healthcare, and social services organizations. At first she worked on behalf of the Dallas Symphony, then for the Crystal Charity Ball, Southern Methodist University, the United Way, United Jewish Appeal, the Dallas Black Dance Theatre, Baylor University Medical Center, and dozens of other groups. She estimated that she raised more than \$9 million for various groups.



It was only natural that Mrs. Strauss should seek a seat in the political arena after all her years of successful networking in both business and fundraising. In 1983, she ran for and won an at-large seat in the Dallas City Council. She became deputy mayor pro temp and then mayor pro temp in 1984. In 1987, with a campaign promise to be mayor for all the people, the city of Dallas' old guard awoke to a new mayor who was Jewish, a woman, and a Democrat with 56% of the vote. Strauss was known for her ability to build consensus. Annette Strauss left her mayoral duties behind in 1991 and became a public relations consultant. Subsequently, she was appointed Ambassador-at-Large for the city of Dallas, a position she held until her death on December 14, 1998.
























Sam Rayburn

Speaker of the House of Representatives


























Sam Rayburn was a farm boy from Bonham, Texas who grew up to become one of the most powerful men in U.S. history. He was elected to the Texas House of Representatives in 1906 and to the U.S. House of Representatives in 1912 where he served until he died in 1961. At his funeral were two former presidents, 128 members of the U.S. House and Senate, President John F. Kennedy and Vice President Lyndon Johnson. After the church was filled to capacity, 20,000 people stood outside on the church lawn to hear Sam Rayburn's funeral service. Who was this man that inspired so many people to want to pay their last respects?
























Samuel T. Rayburn was born in eastern Tennessee on January 6, 1882. His family moved to Fannin County, Texas, when he was five years old. His parents, William Martha Rayburn, and their 11 other children lived on a black dirt, cotton farm near Bonham, Texas. Rayburn's early life was filled with the hard work of plowing, planting, and picking cotton crops. When he was 18 years old, Rayburn left the farm to attend East


























Texas Normal College. When he ran out of money, he dropped out of college and taught school in Greenwood, Texas.



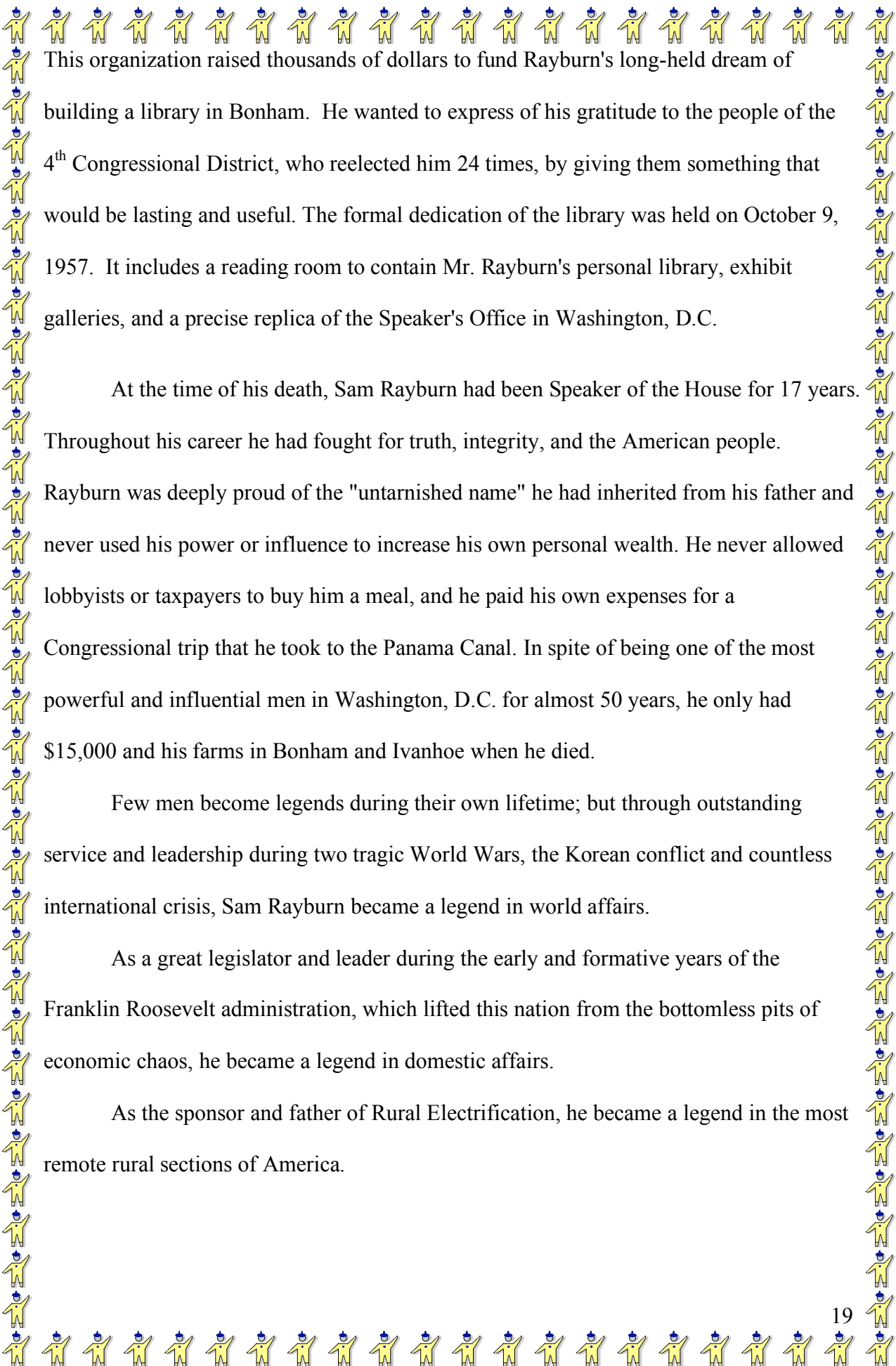
In 1906, he was elected to the Texas House of Representatives. He was the youngest legislator ever elected from Fannin County. During his third term he was elected Speaker of the House of Representatives. As Speaker, Rayburn supported a progressive (dedicated to the improvement of social conditions) agenda that included public school improvements, regulation of utilities (electricity and gas), limitations on working hours for women, and pure food standards. Fellow legislators quickly recognized Rayburn's special talent as a presiding officer. State Representative J.C. Hunt of Canyon, Texas, wrote, "We have never had a Speaker superior to Rayburn. He is quick to rule, accurate, honest and sincere. He is fair to every member and universally popular."



In 1912, Sam was elected to the U.S. House of Representatives from the 4th Congressional District of Texas where he won reelection 24 times. He served three years as House Majority Leader and was then elected Speaker of the House of Representatives. He served in this capacity from September 1940 until his death on November 16, 1961. During the 1930s, Rayburn helped President Roosevelt pass The New Deal through Congress. This legislative plan helped pull the country out of the economic recession brought on by the stock market crash of 1929. In September 1940, Sam Rayburn was Speaker of the U.S. House of Representatives.



As World War II raged on, Sam kept President Roosevelt's domestic agenda (*his plan for the people of the U.S.*) moving forward while the country was at war. In 1948, Sam was awarded the Collier's Award for "Distinguished Congressional Service." The \$10,000 cash prize was used to establish the Sam Rayburn Foundation.

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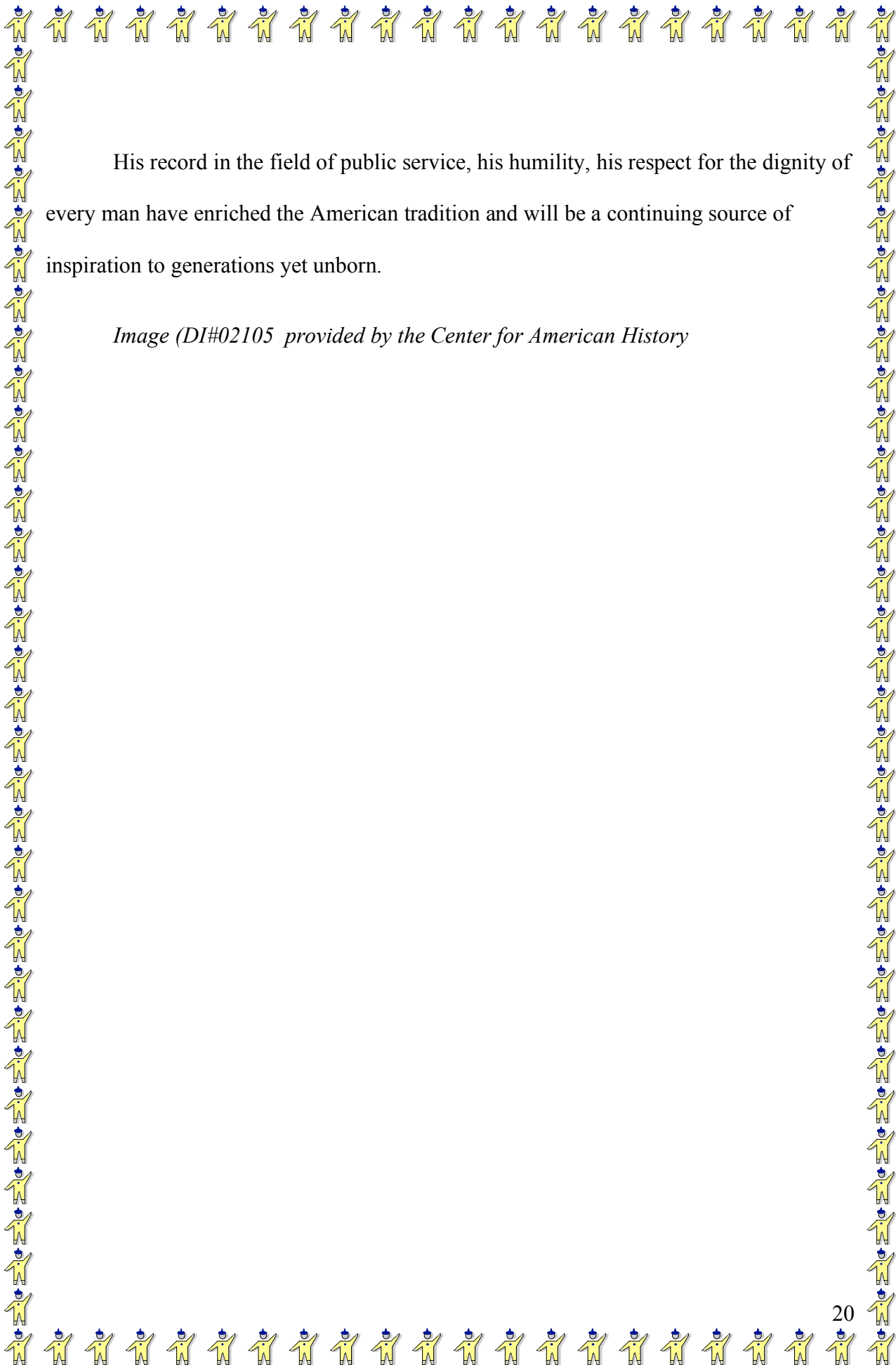
This organization raised thousands of dollars to fund Rayburn's long-held dream of building a library in Bonham. He wanted to express of his gratitude to the people of the 4th Congressional District, who reelected him 24 times, by giving them something that would be lasting and useful. The formal dedication of the library was held on October 9, 1957. It includes a reading room to contain Mr. Rayburn's personal library, exhibit galleries, and a precise replica of the Speaker's Office in Washington, D.C.

At the time of his death, Sam Rayburn had been Speaker of the House for 17 years. Throughout his career he had fought for truth, integrity, and the American people. Rayburn was deeply proud of the "untarnished name" he had inherited from his father and never used his power or influence to increase his own personal wealth. He never allowed lobbyists or taxpayers to buy him a meal, and he paid his own expenses for a Congressional trip that he took to the Panama Canal. In spite of being one of the most powerful and influential men in Washington, D.C. for almost 50 years, he only had \$15,000 and his farms in Bonham and Ivanhoe when he died.

Few men become legends during their own lifetime; but through outstanding service and leadership during two tragic World Wars, the Korean conflict and countless international crisis, Sam Rayburn became a legend in world affairs.

As a great legislator and leader during the early and formative years of the Franklin Roosevelt administration, which lifted this nation from the bottomless pits of economic chaos, he became a legend in domestic affairs.

As the sponsor and father of Rural Electrification, he became a legend in the most remote rural sections of America.



His record in the field of public service, his humility, his respect for the dignity of every man have enriched the American tradition and will be a continuing source of inspiration to generations yet unborn.

Image (DI#02105 provided by the Center for American History)

Patrick Rose

Texas House of Representative

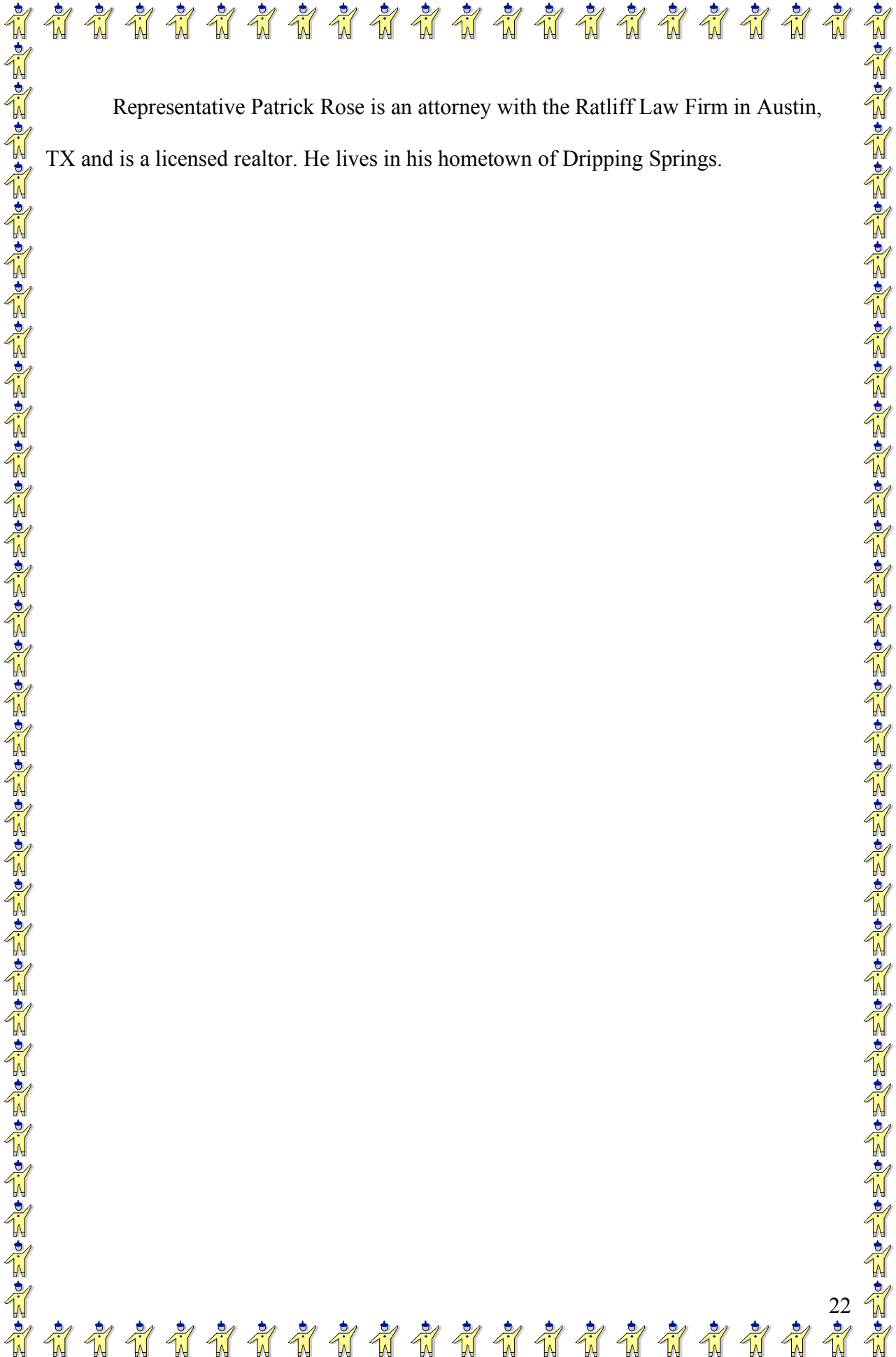


State Representative Patrick Rose is serving his third term in the Texas House of Representatives and is the Chair of the House Committee on Human Services, and a member of the Higher Education Committee. He represents House District 45 that includes Blanco, Caldwell and Hays Counties.

As Chair of Human Services, Representative Rose is a leader on issues such as Health and Human Services Commission, Health Insurance and supporting Child Protective Services.

During the 80th Legislature, Rep. Rose passed over 25 bills including legislation to promote Texas' manufacturing industry, to assist local economic development corporations, and Cancer Prevention and Research.

Texas Monthly Magazine featured Representative Rose as "Rookie of the Year," as well as being honored with the "2003 and 2005 Civil Justice Leadership Award", presented by Texans for Lawsuit Reform, the Texas Medical Association "Texas Medicine's Best" and the Central Texas Chapter of the American Society for Public Administration "Young Professional of the Year Award." The Independent Cattlemen's Association and the Combined Law Enforcement Association of Texas have also recognized Rep. Rose's work.



Representative Patrick Rose is an attorney with the Ratliff Law Firm in Austin,
TX and is a licensed realtor. He lives in his hometown of Dripping Springs.

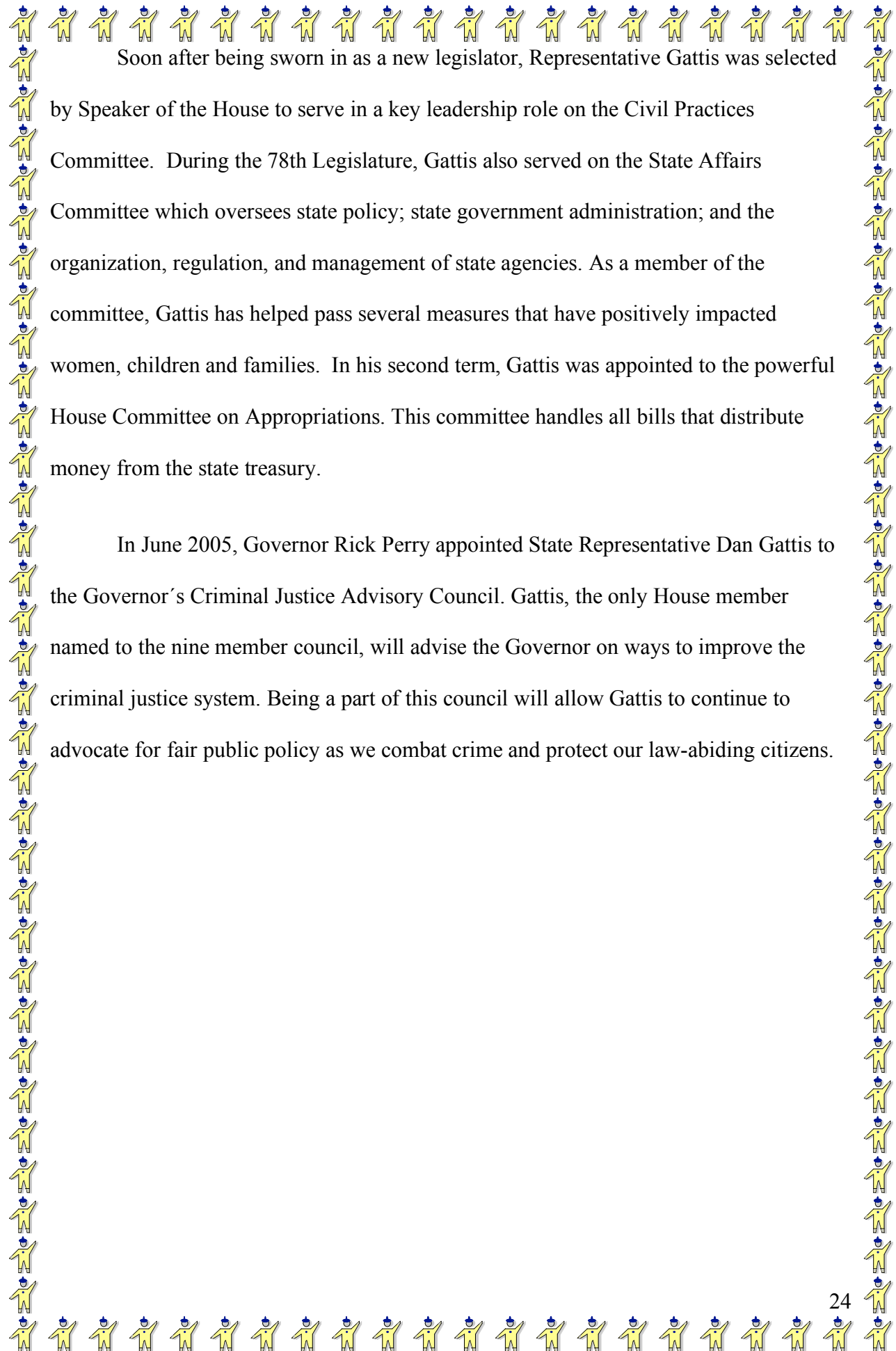
Dan Gattis

Texas House of Representative



State Representative Dan Gattis, a sixth generation Texan, serves the people of House District 20 since being elected in November 2002. He was re-elected to his second term in November 2004 by receiving over 68 percent of the vote. Born into a family of public school teachers with deep Williamson County roots and a product of Texas public schools, Gattis graduated in 1990 from Texas A&M University with a Bachelor of Science degree in Agriculture Economics. After his undergraduate degree, Gattis attended South Texas College of Law where he received his Juris Doctor degree. After practicing law in Houston for two years, he returned to Williamson County where he was a prosecutor for seven years and was an assistant county attorney.

Representative Gattis is married to the former Shana Lee Nugent, who grew up in Tyler and is also a graduate of Texas A&M with a degree in elementary education. Together with their children, Sterling Jack and Carson Marie, they reside in the Jonah Community.



Soon after being sworn in as a new legislator, Representative Gattis was selected by Speaker of the House to serve in a key leadership role on the Civil Practices Committee. During the 78th Legislature, Gattis also served on the State Affairs Committee which oversees state policy; state government administration; and the organization, regulation, and management of state agencies. As a member of the committee, Gattis has helped pass several measures that have positively impacted women, children and families. In his second term, Gattis was appointed to the powerful House Committee on Appropriations. This committee handles all bills that distribute money from the state treasury.

In June 2005, Governor Rick Perry appointed State Representative Dan Gattis to the Governor's Criminal Justice Advisory Council. Gattis, the only House member named to the nine member council, will advise the Governor on ways to improve the criminal justice system. Being a part of this council will allow Gattis to continue to advocate for fair public policy as we combat crime and protect our law-abiding citizens.