

Year 6 Guided Inquiry: Inspirational Leaders

Topic: Inspirational Leaders

Inquiry: Why were Gandhi, Mother Theresa and Martin Luther King ‘Inspirational Leaders’?

All stories must start somewhere.

By the end of this inquiry, you should have a good understanding of what makes an Inspirational Leader

So, then, let’s begin by understanding the key words.

Inspirational

To offer something valuable, uplifting which motivates others to bring out the best in themselves. To be **inspirational** is to lead by example and encourage others to feel there is something worthwhile to become and do.

(<https://www.biographyonline.net > people > inspirational > definition>)

Leader

A person in control of a group, country, or situation.

(<https://dictionary.cambridge.org > dictionary > english > leader>)



Martin Luther-King



Mother Teresa

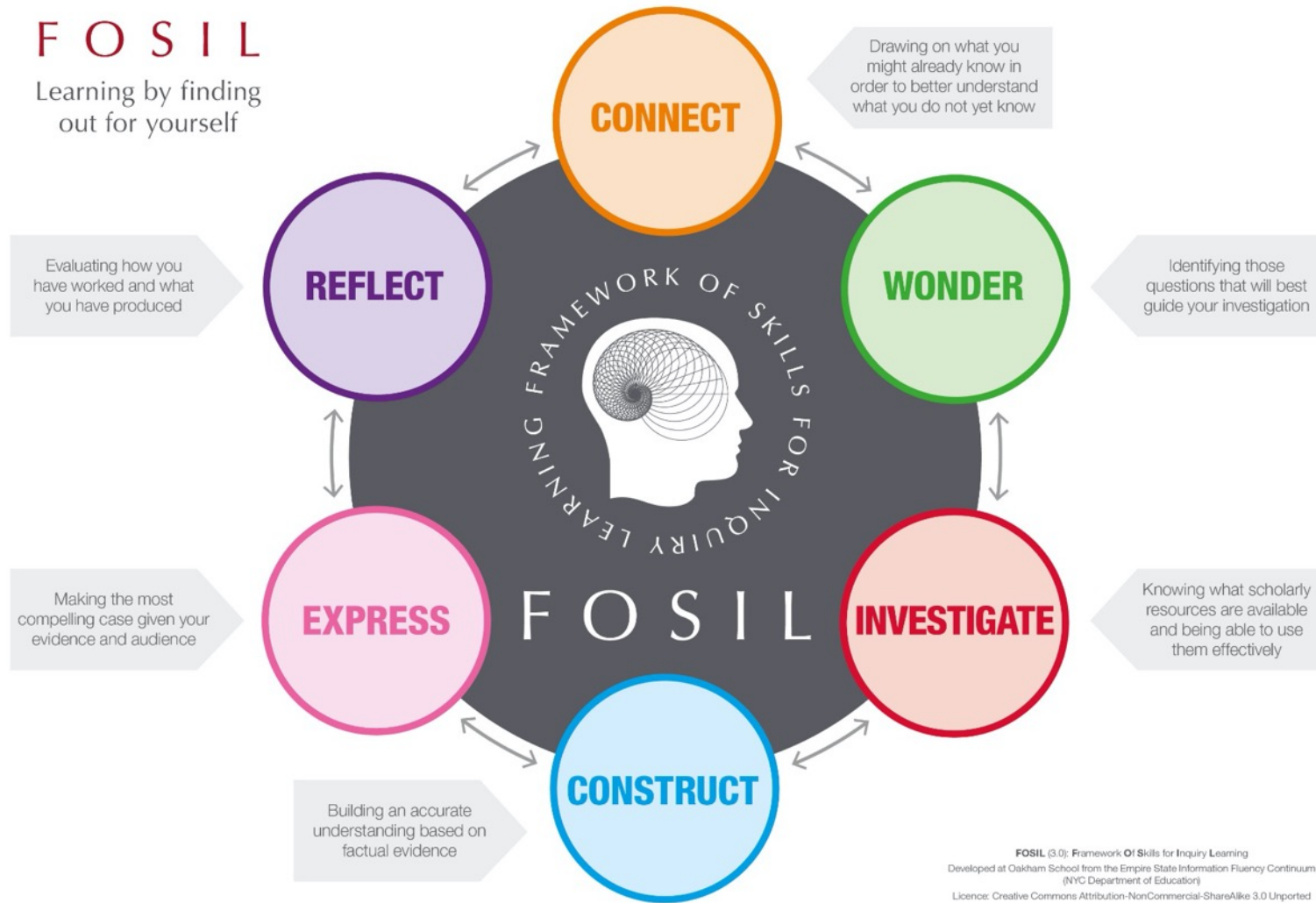


Mahatma Gandhi

All 3 images are from <https://commons.wikimedia.org/wiki>

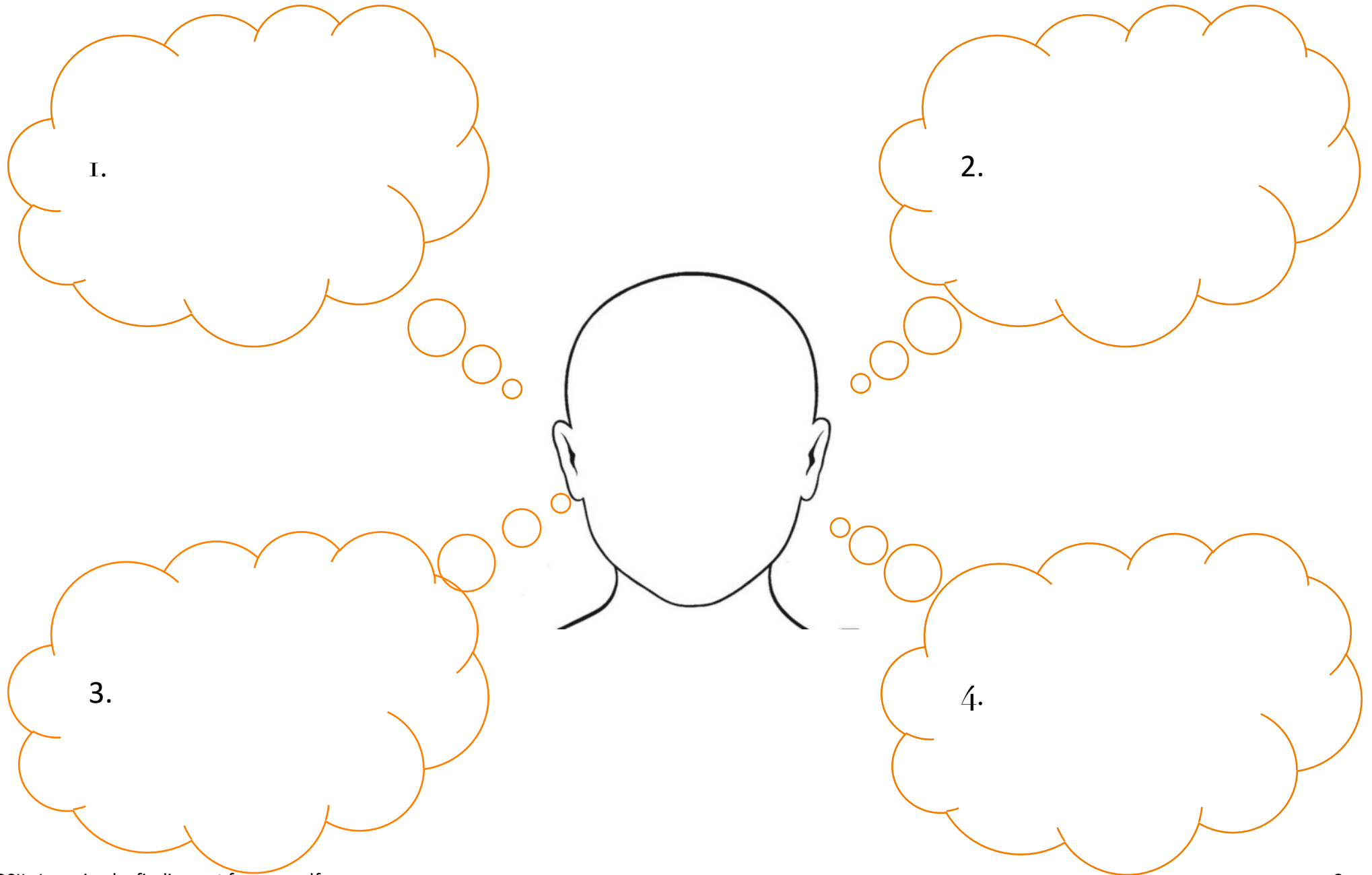
F O S I L

Learning by finding
out for yourself



FOSIL (3.0): Framework of Skills for Inquiry Learning
Developed at Oakham School from the Empire State Information Fluency Continuum
(NYC Department of Education)
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3.



3.

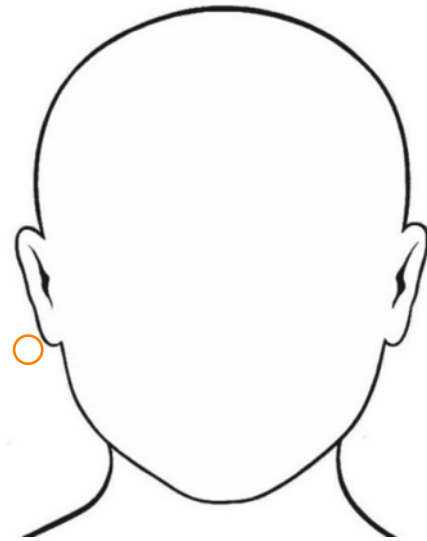
Write key words in
the answer bubbles.

1.

2.

3.

4.



3.

Finding information | Working with information

Question 1: What was their early life like?

Source (Title and Date):

What information have I found?

You can either copy out the information word for word (quote it), making sure you use quotation marks ("..."), or write it in your own words (paraphrase).

How does this information help me to answer the question?

Explain the relevance of the information you have found.

3.

Question 2: What were their main achievements?

Source (Title and Date):

What information have I found?

You can either copy out the information word for word (quote it), making sure you use quotation marks ("..."), or write it in your own words (paraphrase).

How does this information help me to answer the question?

Explain the relevance of the information you have found.

3.

Question 3: How did others respond to their leadership?

Source (Title and Date):

What information have I found?

You can either copy out the information word for word (quote it), making sure you use quotation marks ("..."), or write it in your own words (paraphrase).

How does this information help me to answer the question?

Explain the relevance of the information you have found.

3.

Question 4: How did things change as a result of what they did?

Source (Title and Date):

What information have I found?

You can either copy out the information word for word (quote it), making sure you use quotation marks ("..."), or write it in your own words (paraphrase).

How does this information help me to answer the question?

Explain the relevance of the information you have found.

3.

Main points from my research (in my own words)

Question 1: What was their early life like?

Main point:

Main point:

Main point:

Source of evidence (title and type of source):

Source of evidence (title and type of source):

Source of evidence (title and type of source):

3.

Main points from my research (in my own words)

Question 2: What were their main achievements?

Main point:

Main point:

Main point:

Source of evidence (title and type of source):

Source of evidence (title and type of source):

Source of evidence (title and type of source):

3.

Main points from my research (in my own words)

Question 3: How did others respond to their leadership?

Main point:

Main point:

Main point:

Source of evidence (title and type of source):

Source of evidence (title and type of source):

Source of evidence (title and type of source):

3.

Main points from my research (in my own words)

Question 4: How did things change as a result of what they did?

Main point:

Main point:

Main point:

Source of evidence (title and type of source):

Source of evidence (title and type of source):

Source of evidence (title and type of source):

Bibliography

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How am I doing?

| Statement | What I think (Tick if you agree) | What my teacher thinks (Leave blank for your teacher) |
|--|-------------------------------------|--|
| I answered my research question. | <input type="checkbox"/> | <input type="checkbox"/> |
| My main ideas are clearly presented. | <input type="checkbox"/> | <input type="checkbox"/> |
| I provided evidence for my main ideas. | <input type="checkbox"/> | <input type="checkbox"/> |
| My final project is written in my own words. | <input type="checkbox"/> | <input type="checkbox"/> |
| My final project is neat, clear and well organised. | <input type="checkbox"/> | <input type="checkbox"/> |
| I checked my grammar and spelling. | <input type="checkbox"/> | <input type="checkbox"/> |
| I used more than one source of evidence | <input type="checkbox"/> | <input type="checkbox"/> |
| I used both print and electronic sources of evidence. | <input type="checkbox"/> | <input type="checkbox"/> |
| I cited the sources of my information. | <input type="checkbox"/> | <input type="checkbox"/> |
| I presented the project in a way my friends would find interesting and engaging. | <input type="checkbox"/> | <input type="checkbox"/> |



Name

Date

How did I do?

Strengths



What I did well

Why was it good?

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |

Goals



What could have been better?

How can I improve it next time?

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |