



ELMP 2026-2027 History, Heritage & Cultural Identity Guide

Required 20-Minute Monthly Session

History Presenter and Curriculum Coordination Guide – 1st Edition
2026-2027 Program Year

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Program Coordinator:	Clif Flowers

Developing Leaders. Building Character. Inspiring Service.

1st EDITION

NONNEGOTIABLE STANDARD

History Begins Every Primary Success Seminar

PURPOSE

Leadership development must be grounded in knowledge of history, culture, identity, community, and responsibility to future generations. The history segment prepares Esquires to understand the monthly topic rather than functioning as an unrelated lecture.

Minute	History Segment	Required Result
0-2	Opening question or image	Gain attention and activate prior knowledge
2-8	Historical person, event, movement, institution, or cultural concept	Provide accurate and focused context
8-13	Connection to the monthly Success Seminar	Show why the history matters today
13-17	Esquire participation	Use one question, short source, artifact, map, image, quote, or discussion.
17-20	Leadership principle and transition	Issue a challenge and connect directly to the featured presenter

- [] The history lesson occurs before the featured presentation.
- [] The lesson fits the approved 20-minute block.
- [] The content is accurate, focused, age-appropriate, and relevant.
- [] At least one Esquire participation opportunity is included.
- [] The closing challenge introduces the monthly leadership technique.
- [] The featured presenter is prepared to acknowledge or build on the historical connection.

CORRECT ALIGNMENT

October-May History and Seminar Connections

Month	Featured Topic	History Focus	Guiding Question
October	Belonging, Purpose & Standards	Identity, brotherhood, shared responsibility, and belonging	How do shared identity and standards help a group become a brotherhood?
November	Skills, Pathways & Possibilities	Labor, skilled trades, innovation, and community progress	How have knowledge, skills, and craftsmanship created opportunity?
December	Responsible AI, Technology & Leadership	Innovation, technology, and responsible use of knowledge	What responsibilities come with creating or using powerful technology?
January	Careers Without Limits	Aviation, science, career pioneers, barriers, preparation, and opportunity	How did career pioneers prepare to enter fields that once limited participation?
February	Professional Development & Communication	Professional excellence, institution building, and leadership heritage	How did professional excellence become a tool for progress and leadership?
March	Prepared Minds, Calm Responses	Courage, strategy, discipline, and calm leadership	How have effective leaders remained calm and strategic during difficult situations?
April	Community Voice, Media Literacy & Decisions	Civic courage, informed citizenship, and responsible community voice	How can informed people use their voice responsibly and constructively?
May	Etiquette, Responsible Choices & Leadership Presence	Tradition, ceremony, gratitude, recognition, and legacy	How do we receive recognition while honoring those who made the opportunity possible?

JANUARY CORRECTION

The January history lesson connects to Careers Without Limits. It may draw on aviation and aerospace pioneers, but it must expand the lesson to include preparation, education, skills, interests, barriers, multiple career paths, and opportunity. Use Careers Without Limits as the seminar title.

OCTOBER HISTORY LESSON PLANNER

Belonging, Purpose & Standards

Identity, brotherhood, shared responsibility, and the meaning of belonging

Historical Person / Event / Movement

Source or Artifact

Local / National / Global Connection

Featured Presenter Contact

CORE GUIDING QUESTION

How do identity, standards, and responsibility create belonging? What responsibility comes with joining a brotherhood?

Time	Content Plan	Notes / Source
0-2	Opening question, image, quote, object, map, or short source	
2-8	Focused historical story and essential context	
8-13	Direct connection to Belonging, Purpose & Standards	
13-17	Esquire question, pair-share, short interpretation, or response	
17-20	Leadership principle, challenge, and presenter transition	

Leadership principle: Esquires should remember:

Closing challenge and transition to the featured presenter:

- ☐ Accurate source used
- ☐ Age-appropriate
- ☐ Monthly connection is explicit
- ☐ Esquire participation included
- ☐ 20-minute timing rehearsed
- ☐ Materials saved

NOVEMBER HISTORY LESSON PLANNER

Skills, Pathways & Possibilities

Labor, skilled trades, innovation, and community progress

Historical Person / Event / Movement

Source or Artifact

Local / National / Global Connection

Featured Presenter Contact

CORE GUIDING QUESTION

How did skilled workers, inventors, builders, entrepreneurs, and professionals strengthen communities and create economic progress?

Time	Content Plan	Notes / Source
0-2	Opening question, image, quote, object, map, or short source	
2-8	Focused historical story and essential context	
8-13	Direct connection to Skills, Pathways & Possibilities	
13-17	Esquire question, pair-share, short interpretation, or response	
17-20	Leadership principle, challenge, and presenter transition	

Leadership principle: Esquires should remember:

Closing challenge and transition to the featured presenter:

- ☐ Accurate source used
- ☐ Age-appropriate
- ☐ Monthly connection is explicit
- ☐ Esquire participation included
- ☐ 20-minute timing rehearsed
- ☐ Materials saved

DECEMBER HISTORY LESSON PLANNER

Responsible AI, Technology & Leadership

Innovation, technology, and the responsibility to use knowledge wisely

Historical Person / Event / Movement

Source or Artifact

Local / National / Global Connection

Featured Presenter Contact

CORE GUIDING QUESTION

How can leaders use technology without surrendering honesty, privacy, judgment, creativity, or responsibility?

Time	Content Plan	Notes / Source
0-2	Opening question, image, quote, object, map, or short source	
2-8	Focused historical story and essential context	
8-13	Direct connection to Responsible AI, Technology & Leadership	
13-17	Esquire question, pair-share, short interpretation, or response	
17-20	Leadership principle, challenge, and presenter transition	

Leadership principle: Esquires should remember:

Closing challenge and transition to the featured presenter:

- ☐ Accurate source used
- ☐ Age-appropriate
- ☐ Monthly connection is explicit
- ☐ Esquire participation included
- ☐ 20-minute timing rehearsed
- ☐ Materials saved

JANUARY HISTORY LESSON PLANNER

Careers Without Limits

Aviation, science, career pioneers, preparation, perseverance, and opportunity

CONFIRMED JANUARY SEMINAR

Saturday, January 9, 2027 | 10:00 AM-12:00 PM | Washtenaw Community College, Gunder Myran Building, Room 319

Historical Person / Event / Movement

Source or Artifact

Local / National / Global Connection

Featured Presenter Contact

CORE GUIDING QUESTION

How did career pioneers use education, skills, preparation, networks, perseverance, and support crews to move beyond limits?

Time	Content Plan	Notes / Source
0-2	Opening question, image, quote, object, map, or short source	
2-8	Focused historical story and essential context	
8-13	Direct connection to Careers Without Limits	
13-17	Esquire question, pair-share, short interpretation, or response	
17-20	Leadership principle, challenge, and presenter transition	

Leadership principle: Esquires should remember:

Closing challenge and transition to the featured presenter:

- ☐ Accurate source used
- ☐ Age-appropriate
- ☐ Monthly connection is explicit
- ☐ Esquire participation included
- ☐ 20-minute timing rehearsed
- ☐ Materials saved

FEBRUARY HISTORY LESSON PLANNER

Professional Development & Communication

Professional excellence, institution building, and leadership heritage

Historical Person / Event / Movement

Source or Artifact

Local / National / Global Connection

Featured Presenter Contact

CORE GUIDING QUESTION

How did education, communication, professional presence, and institution building expand opportunity and community leadership?

Time	Content Plan	Notes / Source
0-2	Opening question, image, quote, object, map, or short source	
2-8	Focused historical story and essential context	
8-13	Direct connection to Professional Development & Communication	
13-17	Esquire question, pair-share, short interpretation, or response	
17-20	Leadership principle, challenge, and presenter transition	

Leadership principle: Esquires should remember:

Closing challenge and transition to the featured presenter:

- ☐ Accurate source used
- ☐ Age-appropriate
- ☐ Monthly connection is explicit
- ☐ Esquire participation included
- ☐ 20-minute timing rehearsed
- ☐ Materials saved

MARCH HISTORY LESSON PLANNER

Prepared Minds, Calm Responses

Courage, strategy, discipline, and calm leadership during difficult situations

Historical Person / Event / Movement

Source or Artifact

Local / National / Global Connection

Featured Presenter Contact

CORE GUIDING QUESTION

How did leaders remain disciplined, strategic, calm, and protective of others during conflict, protest, danger, or injustice?

Time	Content Plan	Notes / Source
0-2	Opening question, image, quote, object, map, or short source	
2-8	Focused historical story and essential context	
8-13	Direct connection to Prepared Minds, Calm Responses	
13-17	Esquire question, pair-share, short interpretation, or response	
17-20	Leadership principle, challenge, and presenter transition	

Leadership principle: Esquires should remember:

Closing challenge and transition to the featured presenter:

- ☐ Accurate source used
- ☐ Age-appropriate
- ☐ Monthly connection is explicit
- ☐ Esquire participation included
- ☐ 20-minute timing rehearsed
- ☐ Materials saved

APRIL HISTORY LESSON PLANNER

Community Voice, Media Literacy & Decisions

Civic courage, informed citizenship, community voice, and responsible decision-making.

Historical Person / Event / Movement

Source or Artifact

Local / National / Global Connection

Featured Presenter Contact

CORE GUIDING QUESTION

How did informed citizens evaluate information, organize, speak, vote, advocate, and choose constructive community action?

Time	Content Plan	Notes / Source
0-2	Opening question, image, quote, object, map, or short source	
2-8	Focused historical story and essential context	
8-13	Direct connection to Community Voice, Media Literacy & Decisions	
13-17	Esquire question, pair-share, short interpretation, or response	
17-20	Leadership principle, challenge, and presenter transition	

Leadership principle: Esquires should remember:

Closing challenge and transition to the featured presenter:

- ☐ Accurate source used
- ☐ Age-appropriate
- ☐ Monthly connection is explicit
- ☐ Esquire participation included
- ☐ 20-minute timing rehearsed
- ☐ Materials saved

MAY HISTORY LESSON PLANNER

Etiquette, Responsible Choices & Leadership Presence

Tradition, ceremony, gratitude, recognition, and carrying the legacy forward

Historical Person / Event / Movement

Source or Artifact

Local / National / Global Connection

Featured Presenter Contact

CORE GUIDING QUESTION

Why do ceremonies, etiquette, gratitude, and recognition traditions matter when leaders carry a legacy forward?

Time	Content Plan	Notes / Source
0-2	Opening question, image, quote, object, map, or short source	
2-8	Focused historical story and essential context	
8-13	Direct connection to Etiquette, Responsible Choices & Leadership Presence	
13-17	Esquire question, pair-share, short interpretation, or response	
17-20	Leadership principle, challenge, and presenter transition	

Leadership principle: Esquires should remember:

Closing challenge and transition to the featured presenter:

- ☐ Accurate source used
- ☐ Age-appropriate
- ☐ Monthly connection is explicit
- ☐ Esquire participation included
- ☐ 20-minute timing rehearsed
- ☐ Materials saved

History and Featured Presenter Alignment

- [] Both presenters receive the monthly theme, message, learning objectives, age ranges, history connection, discussion questions, and expected evidence.
- [] The history presenter introduces an idea or principle the featured presenter can reference.
- [] The featured presenter acknowledges the history segment rather than beginning an unrelated presentation.
- [] The Program Director or designee explains the transition between the two segments.
- [] The student reflection asks Esquires to connect the history and featured topic.

Agreed connection between the history lesson and featured presentation:

Standard transition language:

QUALITY REVIEW

Monthly History Session Check

- ☐ The required 20-minute history segment occurred.
- ☐ It occurred before the featured presentation.
- ☐ The lesson connected directly to the approved monthly topic.
- ☐ The featured presenter reinforced or acknowledged the historical connection.
- ☐ Esquires participated in both portions of the session.
- ☐ The workbook reflection connected history and the monthly skill.
- ☐ Lesson materials and sources were saved for future use.
- ☐ Needed improvements were documented.

Month	Presenter	Completed	Materials Saved	Improvement Needed
October		☐	☐	
November		☐	☐	
December		☐	☐	
January		☐	☐	
February		☐	☐	
March		☐	☐	
April		☐	☐	
May		☐	☐	
Reviewed By	Role	Date	Program Director / Designee	
_____	_____	_____	_____	