Teaching American History Grant: Learning Experience 2008-2009

Art Schouten & Jaclyn Salomon

Topic Title: Assessing Leadership Qualities

Grade Level: 9-12/Alternative Education

Overview of the Learning Experience:

- The concept behind this lesson allowed the teachers to incorporate U.S. political history, current events, and global politics into a single unit by assessing specific characteristics that one would look for in a leader.

- The lesson is constructed around the theme of president leaders, specifically George Washington and George Bush as they are the first and most current president as well as the most notable presidents among the student body.

- After reviewing the PowerPoint Presentation, George vs. George, students will have the opportunity to develop resumes for the current president candidates or other leaders in which they will assess who is the more qualified leader. This outline can then be utilized to assess other leaders within U.S. History as well as Global History.

New York State Learning Standards:

Standard 1: Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives

Standard 2: Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

- Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history

Standard 5: Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

- Analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.
- Compare and contrast the development and evolution of the constitutions of the United States and New York State.

Essential Question(s):

- What characteristics should one look for in a leader?
- What makes an effective leader?

Time Allotment (classroom time):

Day One:

- Outline and address characteristics that make an effect leader.
- PowerPoint Presentation: *George vs. George*.
- Complete Discussion Questions that correlate with *George vs. George*.

Day Two:

- *George vs. George* – Leadership Characteristic Scorecards.
- Preview and assess 30-second campaign ads.

Day Three:

- 30-Second Campaign Ad development.

Day Four:

- Students will present their campaigns to the class.
- Presentation review and discussion.

Please note: This project was designed for an alternative setting with extensive block scheduling and limited access to the internet. Students may need additional time to complete these assignments depending on their class schedules.

Vocabulary (key terms):

- Veto
- Precedence
- Cabinet
- Habeas Corpus
- Fort Necessity
- The Battle of Trenton/Princeton
- Newburgh Conspiracy
- Creation of the National Bank

- Whiskey Rebellion
- U.S. Patriot Act (2001)
- No Child Left Behind Act (2002)
- Homeland Security Act (2002)
- Stem Cell Research (2007)
- State Children's Health Insurance Program (2007)
- Executive Order 13233

Materials/Resources:

- Vocabulary Worksheet
- U.S. History Textbook – for vocabulary purposes
- PowerPoint Presentation: *George vs. George*
  Additional primary/secondary resources provided throughout the presentation.
  All materials are documented and sources are provided in said presentation.
- Directed Discussion Questions for *George vs. George*
  Separate worksheets based upon student needs/abilities.
- Leadership Characteristics Scorecard Worksheet
- 30-Second Campaign Ads: http://www.livingroomcandidate.org
- 30-Second Campaign Ads – Assessment Questions
- http://www.4president.org – resource materials for 30-second campaigns.
- Suggested terms for 30-second campaign ads
- Computers with PowerPoint, Movie Maker, Garage Band, iMovie, or related software program that students can utilize to create presentations.

Procedure:

Day One:
- As a class or in small groups, students will begin to outline and address those characteristics that make an effective leader.
- Once completed, the class should have a list of no less than 5 characteristics that they believe would make an effective leader with explanations for each.
  Characteristics may include, but not be limited to:
  - Positive Attitude
  - Honest
  - Educated
  - Open Minded
  - Ambitious
  - Truthful
- Once they have developed a list of essential qualities that they would look for, the class will individually review the PowerPoint Presentation/Webquest, *George vs. George*.
- Students will be required to complete the Scorecard (see attached) while reviewing the political resumes of both George Washington and George Bush.
- Depending on classroom structure/level, the class will have directed discussion questions (see attached) that coincide with the presentation as well.

Day Two:
- Students will continue to assess the PowerPoint, *George vs. George*, while completing their discussion questions and scorecards.
- Students will also review several 30-second campaign ads from previous U.S. political elections on the website http://www.livingroomcandidate.org.
- They will use the skills developed during the review of *George vs. George* while reviewing at least **FOUR** campaign ads from separate political elections.
- Students will be responsible for completing assessments of each of the **FOUR** campaigns that they watch.

Day Three:
- In small groups, students will then research/review materials and create 30-second campaigns for either John McCain or Barack Obama. Teachers may choose to substitute other leaders as it relates to their course at the time.
- Students will have the opportunity to review and use the materials found at, but not limited to http://www.4president.org to gather materials for their campaigns. Teachers may also choose to http://www.livingroomcandidate.org or individual campaign websites for particular candidates.
- Students may use whichever software program is available to them and/or they are most comfortable using. This may include PowerPoint, Movie Maker, Garage Band, iMovie, etc.

Day Four:
- Students will present their campaigns to the class.
- Students will discuss what characteristics they chose to focus on for their presentations and why.
- The class will also discuss which presentations they found most effective and what qualities/characteristics lead them to this conclusion.

Assessment:

Assessments will combine all facets of the lesson including:

- Vocabulary Worksheet
- Guided Discussion Questions
- Leadership Characteristics Scorecard
- 30-Second Campaign Ad Assessment Worksheet(s)

Students will also be responsible for the completion of their own 30-Second Campaign Ad. A rubric has been included to assess this task.

Name: _____   Date: _____

George vs. George Vocabulary

Directions: Using the PowerPoint Presentation, *George vs. George*, and your textbook (if needed), define the following terms and/or events.

1. Veto

2. Precedence

3. Cabinet

4. Habeas Corpus

5. Fort Necessity

6. The Battle of Trenton/Princeton

7. Newburgh Conspiracy

8. Creation of the National Bank

9. Whiskey Rebellion

10. U.S. Patriot Act (2001)

11. No Child Left Behind Act (2002)

12. Homeland Security Act (2002)

13. Stem Cell Research (2007)

14. State Children's Health Insurance Program (2007)

15. Executive Order 13233

Take note: The following assignment has two separate discussion questions depending on the age group and ability that you are working with.

Version 1 is more direct focusing on literacy and reading comprehension.

Version 2 focuses on literacy and reading comprehension as well as analytical skills, and points of view.

Name: _____   Date: _____

Guided Discussion Questions Version 1: *George vs. George*

Directions: While reviewing the PowerPoint presentation, *George vs. George*, answer the following questions in complete sentences.

1. Compare George Washington's educational background to George Bush's.

2. What military experience did George Washington have?

3. What happened during the Battle of Fort Necessity?

4. In your own words, what was the Newburgh Conspiracy?

5. What were **THREE** of George Washington's domestic policies?

6. What was outlined in Washington's farewell address?

7. What other positions did George Bush hold throughout his political career?

8. List **THREE** of George Bush's points of interest.

9. Name **TWO** notable events that occurred during Bush's presidency.

10. What controversial issues were addressed by the Bush Administration?

11. How has President Bush's public opinion changed throughout his presidency?

Name: _____   Date: _____

Guided Discussion Questions Version 2: *George vs. George*

Directions: While reviewing the PowerPoint presentation, *George vs. George*, answer the following questions in complete sentences.

1. Compare the political experiences of George Washington and George Bush.

2. What impact did George Washington's Judiciary Act have on the government?

3. Describe Washington's Farewell Address in your own words.

4. Explain what occurred during the Newburgh Conspiracy.

5. What were the arguments for and against the National Bank?

6. What impact does the Patriot Act have on American civil liberties?

7. How has the Economic Bailout Plan changed the role of the federal government?

8. Of the "Notable Events," describe one that you believe defines the presidency of George Bush.

9. Why do you believe Executive Order 13233 was passed?

10. Were the Patriot Act, Homeland Security Act, and the Suspension of Habeas Corpus viable declarations following the attacks on September 11th? Why or why not? Explain your reasoning.

Leadership Characteristics Scorecard

Score Outline:		Student Name:	_____
Exceptional – Consistently applies, exemplifies, and demonstrates the characteristic.	3		
Average – Applies, exemplifies, and demonstrates the characteristic.	2		
Below Average – Demonstrates and/or exemplifies the characteristic. Does not apply the characteristic all the time.	1	Leader:	_____
Needs Work – Neither applied, exemplified, nor demonstrated the characteristic.	0	Overall Score:	_____

Characteristic	Score	Evaluator's Comments
1.		
2.		
3.		
4.		
5.		

Possible characteristics: Positive attitude, honest, educated, open minded, ambitious, people person, trustworthy, enthusiastic, dedicated, confident, orderly, powerful, upstanding, inspiration, tolerant, successful, committed, etc.

Name: _____   Date: _____

30-Second Campaign Ad Assessment Questions

Directions: You must choose **FOUR** separate campaign ads from **FOUR** separate elections. While watching these campaign ads, you must answer the following questions for each advertisement.

1. Person campaigning: _____ Year: _____

2. What is the setting of the ad?

3. What is the overall message of the ad?

4. What is the main idea that the candidate is trying to express?

5. Were positive/negative words or images used and why?

6. How do these words or images contribute to the overall message of the ad?

7. In your opinion, how effective is the overall campaign ad?

Suggested Terms for 30-Second Campaign Ads
The following is taken from Newt Gingrich's "Language: A Key Mechanism of Control" (1990)

OPTIMISTIC POSITIVE GOVERNING WORDS

Use the list below to help define your campaign and your vision of public service. These words can help give extra power to your message. In addition, these words help develop the positive side of the contrast you should create with your opponent, giving your community something to vote for!

- active(ly)
- activist
- building
- candid(ly)
- care(ing)
- challenge(s)
- change
- children
- choice/choose
- citizen
- commitment
- common sense
- compete
- confident
- conflict
- control
- courage
- crusade
- debate
- dream
- duty
- eliminate good-time in prison

- empower(ment)
- fair
- family
- freedom
- hard work
- help
- humane
- incentive
- initiative
- lead
- learn
- legacy
- liberty
- light
- listen
- mobilize
- moral
- movement
- opportunity
- passionate
- peace
- pioneer

- precious
- premise
- preserve
- principle(d)
- pristine
- pro [issue]: flag, children, environment, reform
- prosperity
- protect
- proud/pride
- provide
- reform
- rights
- share
- strength
- success
- tough
- truth
- unique
- vision
- we / us / our

Suggested Terms for 30-Second Campaign Ads
The following is taken from Newt Gingrich's "Language: A Key Mechanism of Control" (1990)

CONTRASTING WORDS

Often we search hard for words to define our opponents. Sometimes we are hesitant to use contrast. Remember that creating a difference helps you. These are powerful words that can create a clear and easily understood contrast. Apply these to the opponent, their record, proposals and their party.

- abuse of power
- anti (issue): flag, family, child, jobs
- betray
- bizarre
- bosses
- bureaucracy
- cheat
- coercion
- collapse(ing)
- "compassion" is not enough
- consequences
- corrupt
- corruption
- criminal rights
- crisis
- cynicism
- decay
- deeper
- destroy
- destructive
- devour

- disgrace
- endanger
- excuses
- failure (fail)
- greed
- hypocrisy
- ideological
- impose
- incompetent
- insecure
- insensitive
- intolerant
- liberal
- lie
- limit(s)
- machine
- mandate(s)
- obsolete
- pathetic
- patronage
- permissive attitude
- pessimistic

- punish (poor...)
- radical
- red tape
- self-serving
- selfish
- sensationalists
- shallow
- shame
- sick
- spend(ing)
- stagnation
- status quo
- steal
- taxes
- they/them
- threaten
- traitors
- unionized
- urgent(cy)
- waste
- welfare

30-Second Campaign Ad Scoring Rubric

Name: _____   Score: _____

CATEGORY	4	3	2	1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Sounds - planning	Careful planning has gone into sounds. All sounds improve the content or "feel" of the presentation.	Some planning has gone into sounds. Most enhance the content or "feel" of the presentation, but 1-2 seem to be added for no real reason. None detract from the overall presentation.	Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation.	Sounds are not appropriate for the presentation.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Sequencing of Information	Information is organized in a clear, logical way.	Most information is organized in a clear, logical way. Some information seems out of place.	Some information is logically sequenced. Information seems out of place.	There is no clear plan for the organization of information.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.