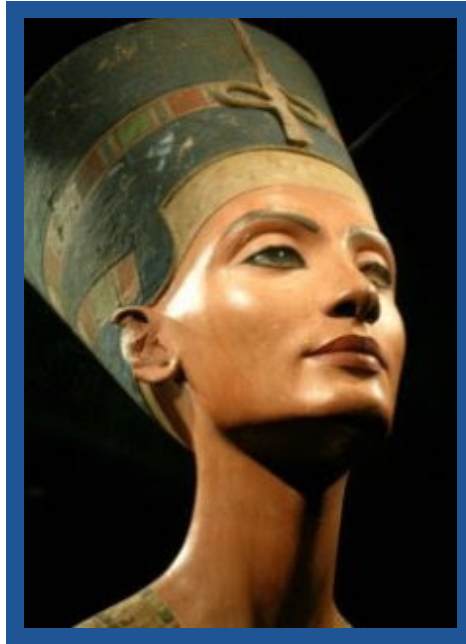


Are Great Leaders Good People? (H)



Supporting Questions

1. How was Hatshepsut characterized during her reign?
2. How did Hatshepsut secure peace and prosperity for Egypt?
3. How did Hatshepsut gain acceptance among the people?

Are Great Leaders Good People? (H)

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|---------------------------------|--|
| Inquiry Standard | <p>SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they are shaped , are seen as historically significant.</p> <p>SS.H.2.6-8. MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> |
| Staging the Compelling Question | Students will discuss, the question, "What distinguishes a good/bad person?". |

| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
|---|--|---|
| How was Hatshepsut characterized during her reign? | How did Hatshepsut secure peace and prosperity for Egypt? | How did Hatshepsut gain acceptance among the people? |
| Formative Performance Task | Formative Performance Task | Formative Performance Task |
| For this first formative performance task, students will answer the question, "How was Hatshepsut characterized during her reign?". | For the second formative performance task, students will answer the question, "How did Hatshepsut secure peace and prosperity for Egypt?". | For this third formative performance task, students will answer the question, "How did Hatshepsut gain acceptance among the people?". |
| Featured Sources | Featured Sources | Featured Sources |
| Source A: Source #1-Hatshepsut | Source A: Source #2-Hatshepsut | Source A: Source #3-Hatshepsut |

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|----------------------------|---|
| Summative Performance Task | <p>ARGUMENT Students will craft an argumentative product to evaluate which character traits make an ancient leader great and whether or not great ancient leadership contributes to being a good person.</p> |
| | <p>EXTENSION Students will take their argument and create a mini-documentary.</p> |
| Taking Informed Action | <p>UNDERSTAND Further investigate effective leadership by creating a list of qualities that student candidates of school government leadership could embody during their tenure.</p> <p>ASSESS List possible actions to take in order to enact the change envisioned.</p> <p>ACTION Write a job description of a student leadership position for a student government entity and present it to the appropriate school government board. The purpose is to propose what the students of the middle school wish to see in their student leaders that will hold this particular position.</p> |

Inquiry Description

his inquiry will provide the students an opportunity to explore the concept of effective leadership through the reigns of leaders from various periods of time, extending from the New Kingdom of Ancient Egypt to the last period of the Ancient Aztec Empire.

The inquiry opens with the compelling question “Are Great Leaders Good People?” which will enable students to examine the concept effective ancient leadership. The three supporting questions, the formative performance tasks, and the featured sources are designed to build students’ reasoning as they grapple with the compelling question.

The first supporting question will lead students into a journey through the perception of each ancient leader’s character during their reign. Students will analyze different scholarly sources on each leaders and determine what kind of leader they were based on the choices they made. Students will analyze sources to gather evidence that will determine what appropriate character traits describe them as a leader.

The second supporting question will lead students deeper into the choices the leader took to make their empire succeed and prosper. Students will examine decisions that the leader made concerning military, government and economic areas of the empire. Students will analyze different scholarly sources to gather evidence that will determine what made their decisions successful. Students will notice that when a leader made a successful decisions it contributed to their status of “greatness”.

The third supporting question will lead students through the relationship between an ancient leader and their people. Students will examine decisions that the leader made concerning the people and the people’s perception of the ancient leader. Students will analyze different scholarly sources to gather evidence that will determine what made their decisions successful and how the people’s perception of that leader changed over time. Students will notice that when a leader made a decision with the welfare of the people in mind, it contributed to their status of “greatness”.

Structure

The formative performance tasks, that will be assigned, were chosen to help students identify their strengths and weakness and help teachers monitor the progress of students. The formative performance tasks will build up to the summative performance task by gradually building up to an argumentative product. The three formative performance task will focus on creating claims, evidence, and reasoning for their argument. The sources, that have been chosen for this inquiry, are a mix of primary and secondary sources. They were selected based by the credibility of the source.

Staging the Compelling Question

Compelling
Question

Are Great Leaders Good People? (H)

Staging the compelling question

Students will define “good leader”. Then in small groups of four or five, they will discuss and list on a T-Chart what distinguishes a good/bad person. After the small group discussion, students will then carousel to other groups to list, review, and add additional descriptions of good/bad leaders furthering their understanding and definition of good/bad people. The students will then participate in a Socratic discussion distinguishing, “What character traits make a person good/bad?”. At bottom of paper, answer: what makes a leader good or bad?

Supporting Question 1

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|----------------------------|--|
| Supporting Question | How was Hatshepsut characterized during her reign? |
| Formative Performance Task | For this first formative performance task, students will answer the question, "How was Hatshepsut characterized during her reign?" |
| Featured Sources | <ul style="list-style-type: none">● Source A: Source #1-Hatshepsut |

In Egypt around 1479 B.C.E., the widowed queen, Hatshepsut, took the throne as regent for her stepson, Thutmose III. This child was too young, at the time of his father's death, to step up and become the next ruler. So for the next several years, Hatshepsut took control of the empire and reigned as the first female pharaoh. As time past, Thutmose III continued to grow and so did the Egyptian empire. For over 20 years, the pharaoh queen controlled Egypt until she died, and then Thutmose III finally took the rightful throne. This supporting question will help students to identify how the ancient leader was characterized during her reign.

Formative Performance Task

Students will explain how the people saw her after analyzing an excerpt from the featured source: From The Queen Who Would Be King: A scheming stepmother or a strong and effective ruler? (By: Elizabeth B. Wilson, Smithsonian Magazine, Sept. 2006). Then, students will write a claim characterizing Hatshepsut as a person and what contributed to this characterization.

Supporting Question 1

Featured Source A

Source #1-Hatshepsut

Excerpt

The statues were those of Hatshepsut, the sixth pharaoh of the 18th dynasty, one of the few—and by far the most successful—women to rule Egypt as pharaoh. Although her long rule had been a time of peace and prosperity, filled with magnificent art and a number of ambitious building projects, Hatshepsut's methods of acquiring and holding onto power suggested a darker side to her reign and character. The widowed queen of the pharaoh Thutmose II, she had, according to custom, been made guardian after his death in c. 1479 B.C to rule for her young stepson, Thutmose III, until he came of age. Within a few years, however, she proclaimed herself pharaoh, thereby becoming, in the words of an American Egyptologist, William C. Hayes, the "nastiest type of throne stealers." Disturbing to some scholars, too, was her insistence on being portrayed as male, with bulging muscles and the traditional false beard that kings wore—variously interpreted by those historians as an act of outrageous cheating.

But why would Hatshepsut steal the throne from Thutmose III? To Egyptologists of earlier years, Hatshepsut's rise to godlike status was an act of ambition. More recent research suggests that a political crisis, such as a threat from a competing branch of the royal family, forced Hatshepsut to become pharaoh. Far from stealing the throne, says Catharine Roehrig, curator of Egyptian art at the Metropolitan Museum in New York City, "Hatshepsut may have had to declare herself king to protect the kingship for her stepson."

It's an interpretation that seems to be supported by Hatshepsut's treatment of Thutmose III during her reign. "He wasn't under house arrest for those 20-odd years," says Roehrig. "He was learning how to be a very good soldier." And it's not as if Hatshepsut could have stepped down when her stepson came of age. "Once you took on the attributes of kingship," explains Dreyfus, "that was it. You were a god. It's not queen for a day, its king for all time."

Source:

From *The Queen Who Would Be King: A scheming stepmother or a strong and effective ruler?* (By: Elizabeth B. Wilson, *Smithsonian Magazine*, Sept. 2006)

Supporting Question 2

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| Supporting Question | How did Hatshepsut secure peace and prosperity for Egypt? |
| Formative Performance Task | For the second formative performance task, students will answer the question, “How did Hatshepsut secure peace and prosperity for Egypt?”. |
| Featured Sources | <ul style="list-style-type: none">• Source A: Source #2-Hatshepsut |

Hatshepsut was the 6th pharaoh of the 18th dynasty to rule Egypt. Under her guidance, the empire embarked on several successful trading expeditions and a variety of building projects. This supporting question will help students explain what made this ancient leader’s reign effective.

Formative Performance Task

Students will explain what tactics Hatshepsut used to secure and continue peace and prosperity for over 20 years after viewing a short Discovery video. This assessment will showcase the student’s informative writing skills.

Supporting Question 2

Featured Source A

Source #2-Hatshepsut

Excerpt

<https://app.discoveryeducation.com/player/view/ass..>

*Paid subscription from Discovery Education

Source:

Discovery Education, 2004. *Hatshepsut: Great Egyptian Ruler*. [Video Segment].

Available from <http://www.discoveryeducation.com>

Supporting Question 3

| | |
|----------------------------|---|
| Supporting Question | How did Hatshepsut gain acceptance among the people? |
| Formative Performance Task | For this third formative performance task, students will answer the question, “How did Hatshepsut gain acceptance among the people?”. |
| Featured Sources | <ul style="list-style-type: none">● Source A: Source #3-Hatshepsut |

Hatshepsut demonstrated great leadership during her time in power, and she reigned for more than 20 years. This leader dedicated herself to the role of pharaoh to the extent where she dressed like a man with a false beard and headdress because only men were leaders during this time in history. This supporting question will help students to establish and support a claim to determine whether or not great leadership needs support of the people.

Formative Performance Task

Students will explain that all of Hatshepsut’s building projects and actions led to her gaining acceptance of Egypt’s people by analyzing another excerpt from the featured source: From *The Queen Who Would Be King: A scheming stepmother or a strong and effective ruler?* (By: Elizabeth B. Wilson, *Smithsonian Magazine*, Sept. 2006). Then, students will write a claim with evidence and connect the evidence to the claim through a logically thought out reasoning.

Supporting Question 3

Featured Source A

Source #3-Hatshepsut

Excerpt

Hatshepsut's Legacy

One important way pharaohs showed peace in the kingdom was by creating monuments, and Hatshepsut's building projects were among the most ambitious of any pharaoh's. She began with the construction of two 100-foot-tall obelisks at the great temple complex. Reliefs commemorating the event show the obelisks, each weighing about 450 tons, being towed along the Nile by 27 ships manned by 850 men.

Hatshepsut carried out her public works program across the empire, but it was concentrated in the area around Thebes, the dynastic and theological center of the Thutmose side dynasty, where she built a network of imposing processional roadways and sanctuaries. Just across the Nile from Thebes, she constructed her magnum opus—an immense memorial temple, used for special religious rites connected to the cult that would guarantee Hatshepsut perpetual life after death.

Hatshepsut's temple featured a series of reliefs marking the achievements of her 20 year reign, including a storied trading expedition to the mysterious and distant land called Punt, believed to be somewhere on the coast of the Red Sea. The reliefs show the Egyptians loading their boats in Punt with an a lot of highly prized luxury goods—ebony, ivory, gold, exotic animals and incense trees. "Never," reads an inscription, "were such things brought to any king since the world was."

Hatshepsut's tomb was cut into the base of the cliffs on the east side of the Valley of the Kings and was large enough to fit both her coffin and that of her father—reburying him in her tomb was yet another attempt to show she was the true ruler of Egypt. It's believed that Hatshepsut died (possibly in her late 40s) around 1458 B.C, the year that Thutmose III first used the title "Ruler of Maat (Peace)."

Source:

From *The Queen Who Would Be King: A scheming stepmother or a strong and effective ruler?* (By: Elizabeth B. Wilson, *Smithsonian Magazine*, Sept. 2006)

Summative Performance Task

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|---------------------|--|
| Compelling Question | Are Great Leaders Good People? (H) |
| Argument | Students will craft an argumentative product to evaluate which character traits make an ancient leader great and whether or not great ancient leadership contributes to being a good person. |
| Extension | Students will take their argument and create a mini-documentary. |

Argument

Students will craft an evidence-based argument answering the question, "Are Great Leaders Good People?". Students will evaluate which character traits make an ancient leader great and then craft a claim supporting their argument of whether or not great ancient leadership contributes to being a good person. Then they will defend their claim with evidence from the provided sources. Lastly, they will prove their evidence supports their claim with reasoning.

At this point in their inquiry, students have identified character traits that made an ancient leader great, explained what made an ancient leader's reign effective, and determined if great leadership needs the support of the people. Students will be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their distinct claims.

Extension

Students will take their argument and create a mini-documentary that answers the question, "Are Great Leaders Good People?". Students will publish their video to the school's YouTube channel.

Taking Informed Action

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|------------|--|
| Understand | Further investigate effective leadership by creating a list of qualities that student candidates of school government leadership could embody during their tenure. |
| Assess | List possible actions to take in order to enact the change envisioned. |
| Action | Write a job description of a student leadership position for a student government entity and present it to the appropriate school government board. The purpose is to propose what the students of the middle school wish to see in their student leaders that will hold this particular position. |

Taking informed action can manifest itself in a variety of forms and in a range of venues. Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world.

Students will take the theme of the IDM, which is effective leadership and apply it to their everyday life to make change within their community that can benefit them as students and citizens.

To understand, students will investigate the responsibilities of various school government leadership positions. Students will then discuss what kind of qualities or leadership qualities they would like to see in these future candidates. Lastly, students will list the desired qualities.

To assess, students will list possible actions that involve words as they consider, “How are people responding to this problem?”. For example, students might want to create a public service announcement proposing, with evidence, their idea. Other students might feel that writing a letter of proposal to the school district administration or school government sponsor would be a more effective option.

To act, students should implement one or more of the action ideas they developed for the issue. In the process, teachers should support students as they think about the question, “What can I do to affect change?” In supporting students in taking action, teachers will need to determine the amount of time they can spend on this. If time permits, teachers may decide to work on a video that tells the story of an issue in which concerns them.

