

Are Great Leaders Good People? (A)



Supporting Questions

1. How was Ahuizotl characterized during his reign?
2. How did Ahuizotl expand the borders of the Aztec Empire?
3. How did Ahuizotl gain the acceptance of the Aztec people?

Are Great Leaders Good People? (A)	
Inquiry Standard	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. SS.H.2.6-8. MdC. Analyze multiple factors that influenced the perspectives of people during different historical eras.
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 Ahuitzotl characterized during his reign?	How did Ahuitzotl expand the borders of the Aztec Empire?	How did Ahuitzotl gain the acceptance of the Aztec people?
Formative Performance Task	Formative Performance Task	Formative Performance Task
For this first formative performance task, students will identify how Ahuitzotl was characterized during his reign by analyzing featured sources.	For this formative performance task, Students will answer the question of, "How did Ahuitzotl expand the borders of the Aztec Empire?" by explaining what strategies Ahuitzotl used to ensure the Aztec Empire expanded successfully.	In this formative performance task students will answer the questions, "How did Ahuitzotl gain the respect of the people?".
Featured Sources	Featured Sources	Featured Sources
Source A: Ahuitzotl Source #1	Source A: Source #2-Ahuitzotl	Source A: Source #3-Ahuitzotl

Summative Performance Task	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.
Taking Informed Action	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.

Inquiry Description

This 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 leader 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 decision 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? (A)

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

Supporting Question	How was Ahuitzotl characterized during his reign?
Formative Performance Task	For this first formative performance task, students will identify how Ahuitzotl was characterized during his reign by analyzing featured sources.
Featured Sources	<ul style="list-style-type: none">● Source A: Ahuitzotl Source #1

Ahuitzotl was the eighth king of the Aztecs, under whose reign the Aztec empire reached its biggest size ever. Ahuitzotl proved to be an effective warrior, conquering tribes as far south as present-day Guatemala and in territory along the Gulf of Mexico. His men feared and respected him. This question explores what kind of person Ahuitzotl was during his reign and whether or not his accomplishments contributed to his character. As the students read through the sources, they will have to infer whether the actions and decisions of Ahuitzotl contributed to his character. Teachers need to help students think about what makes an ancient leader a good or bad person.

Formative Performance Task

For this first formative performance task, students will identify how Ahuitzotl was characterized during his reign by analyzing featured sources. The task for students is to write a claim characterizing Ahuitzotl as a person and what contributed to this characterization.

Supporting Question 1

Featured Source A

Ahuitzotl Source #1

Excerpt

SQ#1: How was Ahuitzotl characterized during his reign?

Ahuitzotl was the eighth king of the Aztecs, under whose reign the [Aztec](#) empire reached its biggest size ever. Despite other Aztec leaders' protests because of Ahuitzotl's age, he proved to be one of the most successful emperors of the Aztecs.

Ahuitzotl became emperor after his brother, Tizoc. Tizoc was a failure. The wealth and power of the Aztec Empire was measured by the tributes and prisoners sent to it by neighboring cities and tribes. During Tizoc's rule, both the amount of tributes and prisoners declined, so that many allies and enemies of the Aztecs lost respect and considered war. Tizoc died after only five years on the throne, and it was suspected that he was poisoned.

Ahuitzotl proved to be an effective warrior, conquering tribes as far south as present-day [Guatemala](#) and in territory along the [Gulf of Mexico](#). His men feared and respected him. He won enormous amounts of land in war, which brought great wealth to the Aztec empire. Also tributes poured in from all the subordinate territories. The capital of [Tenochtitlán](#) grew to such an extent that Ahuitzotl had another aqueduct built. The king imposed tight [bureaucratic](#) control over the empire.

Ahuitzotl was a dynamic leader. When the Huastec province rebelled, he quickly mobilized his army and demanded support from allied and subject cities. During the campaign, Ahuitzotl turned down the offer of quarters in an ally's palace, stating that the place for a king was with his soldiers. Those who fought well were rewarded; those who did not were punished.

Source:

Source comprised from:

<https://www.britannica.com/biography/Ahuitzotl>

<http://www.tenochtitlanfacts.com/Ahuitzotl.html>

Supporting Question 2

Supporting Question	How did Ahuitzotl expand the borders of the Aztec Empire?
Formative Performance Task	For this formative performance task, Students will answer the question of, “How did Ahuitzotl expand the borders of the Aztec Empire?” by explaining what strategies Ahuitzotl used to ensure the Aztec Empire expanded successfully.
Featured Sources	<ul style="list-style-type: none">• Source A: Source #2-Ahuitzotl

In this next source, students will explore what made the reign of Ahuitzotl effective. Ahuitzotl quickly established his reputation as a gifted military leader by winning his very first battle. Leading his army in person and fighting alongside his warriors as he would always do, the Toluca Valley rebellions were quashed, treasure taken, and prisoners captured. The teacher will facilitate discussions on whether Ahuitzotl’s accomplishments do warrant the label of “great leader”. In this supporting question, students will explore how Ahuitzotl managed to become one of the first Aztec kings to expand the borders of the Aztec empire.

Formative Performance Task

For this formative performance task, Students will answer the question of, “How did Ahuitzotl expand the borders of the Aztec Empire?” by explaining what strategies Ahuitzotl used to ensure the Aztec Empire expanded successfully. This assessment will showcase the student’s informative writing skills.

Supporting Question 2

Featured Source A

Source #2-Ahuitzotl

Excerpt

Ahuitzotl Expands The Empire

Unlike the previous kings, Ahuitzotl worked hard to expand the Aztec Empire. During his government, he fought against multiple kingdoms and made those kingdoms a part of Tenochtitlan. He engaged in war with the cities of Izhuatlan, Miahuatlan, Tehuantepec, and Amazlan and obtained great wealth. He colonized lands extending as far south as modern day Guatemala. Because the newly acquired lands needed protection and military domination, Ahuitzotl declared that all freeborn males of age 18 and up should be trained warriors in order to reinforce the army and secure Tenochtitlan's trade interests. Additionally, Ahuitzotl devoted a great amount of effort to properly make urban cities out of places such as Alahuiztlan and Oztoman, which he later used as military centers

Ahuitzotl quickly established his reputation as a gifted military leader by winning his very first battle. Leading his army in person and fighting alongside his warriors as he would always do, the Toluca Valley rebellions were quashed, treasure taken, and prisoners captured. The victory was celebrated with the largest feast and round of gift-giving the Aztec people had ever witnessed.

Source:

Information gathered from: <http://www.ancient.eu/Ahuitzotl/>

Supporting Question 3

Supporting Question	How did Ahuitzotl gain the acceptance of the Aztec people?
Formative Performance Task	In this formative performance task students will answer the questions, “How did Ahuitzotl gain the respect of the people?”.
Featured Sources	<ul style="list-style-type: none">● Source A: Source #3-Ahuitzotl

In this final source of the inquiry, students will examine how Ahuitzotl gained the respect of the Aztec people. Students will explore how many elder people of Aztec did not agree with Ahuitzotl taking the throne. The source will go on to show how Ahuitzotl overcame these adversities.

Formative Performance Task

Students will support the claim with evidence and connect the evidence to the claim through a logically thought out reasoning.

Supporting Question 3

Featured Source A

Source #3-Ahuitzotl

Excerpt

Ahuitzotl was a young man when he was elected as emperor of the Aztec Empire. There were many people that did not want him to be elected as king. He soon proved to those people that he was an effective leader because he was an aggressive war leader. His first military battle was against former tribes that used to be under the power of the Aztec, but rebelled under the rule of Tizoc. He returned to his capital victorious after his first battle.

These new victories resulted in the pouring in of tributes to the Aztec Empire from all the defeated peoples. In other words, the Empire grew to be immensely wealthy. In addition, the battles also enabled the Aztecs to capture a huge number of prisoners of war. These captives were brought back to the capital to be used as human sacrifice in the various Aztec religious ceremonies aimed at appeasing the gods, as well as to celebrate the military victories. A Spanish chronicler, Fray Diego Durán wrote famously that as many as 80,400 prisoners of war were sacrificed over a period of four days on top of the Templo Mayor in Tenochtitlán.

Source:

Information gathered from: <http://www.ancient.eu/Ahuitzotl/>

Summative Performance Task	
Compelling Question	Are Great Leaders Good People? (A)
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	
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.

