

# Are Great Leaders Good People? (C)



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## Supporting Questions

1. How was Charlemagne characterized during his reign?
2. How did Charlemagne expand the borders of Western Europe?
3. How did Charlemagne win the will of the Germanic people and convert his subjects to Christianity?

## Are Great Leaders Good People? (C)

<b>Inquiry Standard</b>	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.
<b>Staging the Compelling Question</b>	Students will discuss, the question, "What distinguishes a good/bad person?".

Supporting Question 1	Supporting Question 2	Supporting Question 3
How was Charlemagne characterized during his reign?	How did Charlemagne expand the borders of Western Europe?	How did Charlemagne win the will of the Germanic people and convert his subjects to Christianity?
Formative Performance Task	Formative Performance Task	Formative Performance Task
For this first formative performance task, students will identify how Charlemagne was characterized during his reign by analyzing featured sources. The task for students is to write a claim characterizing Charlemagne as a person and what contributed to this characterization.	Students will list the different strategies that Charlemagne took in order to successfully expand his empire.	Students will create a claim stating what strategy Charlemagne took in order to convince the people that he was worthy of his title and that they should abandon their beliefs for his.
Featured Sources	Featured Sources	Featured Sources
Source A: Source 1-Charlemagne	Source A: Source 2-Charlemagne	Source A: Source #3-Charlemagne

<b>Summative Performance Task</b>	<b>ARGUMENT</b> 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.
	<b>EXTENSION</b> Students will take their argument and create a mini-documentary.
<b>Taking Informed Action</b>	<p><b>UNDERSTAND</b> Further investigate effective leadership by creating a list of qualities that student candidates of school government leadership could embody during their tenure.</p> <p><b>ASSESS</b> List possible actions to take in order to enact the change envisioned.</p> <p><b>ACTION</b> 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

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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

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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? (C)

### Staging the compelling question

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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 Charlemagne characterized during his reign?
Formative Performance Task	For this first formative performance task, students will identify how Charlemagne was characterized during his reign by analyzing featured sources. The task for students is to write a claim characterizing Charlemagne as a person and what contributed to this characterization.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> Source 1-Charlemagne</li></ul>

Charlemagne, the first Holy Roman Emperor, united much of Europe during the middle ages. Charlemagne proved to be an effective leader, conquering difficult groups like the Saxons and converting the people to Christianity. His people adored and respected him. This question explores what kind of person Charlemagne 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 Charlemagne contributed to his character. Teachers need to help students think about what makes an ancient leader a good or bad person.

### Formative Performance Task

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The task for students is to write a claim characterizing Charlemagne as a person and what contributed to this characterization.

# Supporting Question 1

Featured Source A

Source 1-Charlemagne

## Excerpt

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Supporting Question: #1

How was Charlemagne Characterized During His Reign?

From Einhard: The Life of Charlemagne, translated by Samuel Epes Turner (New York: Harper & Brothers, 1880)

### Physical Characteristics

Charles was large and strong, and of lofty stature, though not disproportionately tall; the upper part of his head was round, his eyes very large and animated, nose a little long, hair fair, and face laughing and merry. Thus his appearance was always stately and dignified, whether he was standing or sitting. His health was excellent, except during the four years preceding his death, when he was subject to frequent fevers; at the last he even limped a little with one foot. Even in those years he consulted rather his own inclinations than the advice of physicians, who were almost hateful to him, because they wanted him to give up roasts, to which he was accustomed, and to eat boiled meat instead.

### Charlemagne, The Man

He liked foreigners, and was at great pains to take them under his protection. There were often so many of them, both in the palace and the kingdom, that they might reasonably have been considered a nuisance; but he, with his broad humanity, was very little disturbed by such annoyances, because he felt himself compensated for these great inconveniences by the praises of his generosity and the reward of high renown.

He was very forward in succoring the poor, and in that gratuitous generosity which the Greeks call alms, so much so that he not only made a point of giving in his own country and his own kingdom, but when he discovered that there were Christians living in poverty in Syria, Egypt, and Africa, at Jerusalem, Alexandria, and Carthage, he had compassion on their wants, and used to send money over the seas to them. The reason that he zealously strove to make friends with the kings beyond seas was that he might get help and relief to the Christians living under their rule.

All the rest of his life he was regarded by everyone with the utmost love and affection, so much so that not the least accusation of unjust rigor was ever made against him.

### Source:

From Einhard: The Life of Charlemagne, translated by Samuel Epes Turner (New York: Harper & Brothers, 1880)

## Supporting Question 2

Supporting Question	How did Charlemagne expand the borders of Western Europe?
Formative Performance Task	Students will list the different strategies that Charlemagne took in order to successfully expand his empire.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> Source 2-Charlemagne</li></ul>

In this next source, students will explore what made the reign of Charlemagne effective. Charlemagne quickly established his reputation as an effective leader by winning his very many battles, especially the fight against the Saxons. The teacher will facilitate discussions on whether Charlemagne’s accomplishments do warrant the label of “great leader”. In this supporting question, students will explore how Charlemagne managed to become the first king to be deemed the Holy Roman Emperor by the Catholic Church.

### Formative Performance Task

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

## Supporting Question 2

Featured Source A

Source 2-Charlemagne

### Excerpt

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Supporting Question: How did Charlemagne expand the borders of western Europe?

“By the sword and the cross,” Charlemagne became master of Western Europe. When he became sole king in 771 of the Holy Roman Empire, he immediately put into practice a plan of action to expand the borders of his kingdom. The plan was to unite all the Germanic peoples into one kingdom, which meant expanding the Frankish borders to include other regions. This goal meant that for virtually the whole of Charlemagne’s reign he was occupied with warfare.

Yet despite his many military triumphs, Charlemagne cannot really be called a distinguished general. He essentially inherited the highly trained army of his grandfather and father before him. However, the king had two qualities that aided his continued military success: He was a dogged campaigner and could often wear down his enemies through sheer force. And he was a fierce warrior.

The key to Charlemagne's military conquests was his ability to organize. During his reign he sent out more than 50 military expeditions. He rode as commander at the head of at least half of them. He moved his armies over wide reaches of country with unbelievable speed, but every move was planned in advance. Before a military campaign he told the counts, princes, and bishops throughout his realm how many men they should bring, what arms they were to carry, and even what to load in the supply wagons. These feats of organization and the swift marches later led Napoleon, emperor of France from 1804-1814, to study his leadership approach.

#### Source:

Gelfand, D. E. (2003). Ancient world leaders: Charlemagne. Philadelphia: Chelsea House  
<http://www.spanport.ucla.edu/santiago/histchr1.htm..>



## Supporting Question 3

Supporting Question	How did Charlemagne win the will of the Germanic people and convert his subjects to Christianity?
Formative Performance Task	Students will create a claim stating what strategy Charlemagne took in order to convince the people that he was worthy of his title and that they should abandon their beliefs for his.
Featured Sources	<ul style="list-style-type: none"><li>● <b>Source A:</b> Source #3-Charlemagne</li></ul>

In this final source of the inquiry, students will examine how Charlemagne win the will of the Germanic people and was able to convert the conquered people to Christianity. Students will explore how many other Germanic tribes did not willingly want to convert to Charlemagne’s religion, Christianity. The source will go on to show how Charlemagne overcame these adversities.

### Formative Performance Task

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In this formative performance task students will answer the questions, “How did Charlemagne win the will of the Germanic people and convert them to Christianity?”. Students will create a claim stating what strategy Charlemagne took in order to convince the people that he was worthy of his title and that they should abandon their beliefs for his. 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-Charlemagne

### Excerpt

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Supporting Question 3:

How did Charlemagne win the will of the Germanic people and convert his subjects to Christianity?

But of all the wars that Charlemagne waged, none was fought for so long, so bitterly, and at such a great cost as the war against the pagan Saxons. The conflict began as early as 772 and continued for 33 consecutive years. Charlemagne “took the field” against them at least 18 times during those years. His first attempt to conquer the Saxons was partly in retribution for their attacks on the lower Rhine region-but it was equally for their pagan religion.

The Saxons, a Germanic tribe located in modern day Germany, worshipped the ancient gods of Valhalla. They would gather to offer sacrifice - sometimes human -- to Irminsul, the sacred tree that stood at Eresburg. At that time the people of Saxony were slaying Christian missionaries. Charlemagne couldn't tolerate the ways of the German Saxons, and in July 772 he made his first military attack into their country. He stormed Eresburg, destroyed a sacred temple, and burned the sacred tree of Irminsul.

From 775 on Charlemagne's primary purpose in subduing the Saxons was to convert them to Christianity and assimilate the region into his kingdom. Charlemagne had published a Saxon Code of Law. He even let some of the Saxon chieftains - many of whom had been baptized - maintain their power. But after two years had passed, and the king was busy waging wars elsewhere, the Saxons rose up against Charlemagne. They killed many Christian priests and missionaries. Charlemagne was furious. In 783 he decreed that the Saxons had violated their treaty of allegiance, and had ignored the baptisms they undergone. He rounded up the leaders of the revolt- some 4,500 Saxons- and slaughtered them.

**Source:**

Gelfand, D. E. (2003). Ancient world leaders: Charlemagne. Philadelphia: Chelsea House

## Summative Performance Task

Compelling Question	<b>Are Great Leaders Good People? (C)</b>
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

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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

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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.

