

**The World History Association's
Mark Welter Challenge Awards
for Innovative Pedagogical Activities for K-12 and Community College Teachers
Model Activity**

Please note that the activity is preceded by a sample response to the prize's various evaluation criteria. Persons submitting activities for the prize might want to consider this model response.

The rationale for this activity:

How does this activity help students understand more fully the world history concepts of human diversity, interdependence, and cultural interaction? Using the concept of leadership that students collectively defined from having studied President Lincoln and his role in restoring the United States, it allows students to work together to show similarities and differences of leaders in different societies in the same historical period as students work together to assess leadership. See the activity below.

Answers to specific questions:

- 1.) In an inner city school in Boston, Massachusetts: a magnet school for students who had tested in the 6th or 8th grade to get into the school and who do well in math and science; most of whom are children of immigrants and will be the first in their family to go to college; most are eligible for free or reduced lunch; most live in poor neighborhoods and take almost an hour to get to school by public transportation.
- 2.) 10th graders.
- 3.) Heterogeneously within the class; that is some are more gifted than others in terms of history and the humanities, homogeneously in terms of the broader school environment.
- 4.) The school is located in a poor area.
- 5.) Yes and no; while the material is covered in the state curriculum, the issue of leadership is not specifically addressed. It is part of the school curriculum in that the school integrates the teaching of United States with world history at the 9th, 10th, and 11th grades.
- 6.) It has interdisciplinary components in that it consists of 1.) historical knowledge, 2.) artistic and creative work, 3.) group and collaborative work, & 4.) public speaking.
- 7.) Instructional techniques include: reading of an excerpt from Doris Kearns Goodwin, *Team of Rivals*; discussion and expansion of definition of leaders; group work both in class and on their own; and public sharing; as well as collaboration with other teachers to judge the best posters.
- 8.) Assessment: See the rubric below for the poster, as well as the assessment on Speaking; the first self-assessment and then the teacher assessment: 3 grades: one for Speaking, one for individual work on the Poster, and one for the group product for the Poster.
- 9.) Reflections and challenges: Some of the posters were high quality, as were some of the presentations, but too many of the groups did not work well together and did not create high quality work or present well. Previously I had done this project as an

independent activity and the products were much better. If I were to continue it as a group project, I would need to assign the groups (which I had not done this year), make the directions more explicit, and help the students figure out a way to contact one another outside of school to share their components with one another so that they would use class time more effectively.

Nationalism in the Post-1848 World:

Leadership Skills' Report Cards: Group Project

Imagine that it is the fall of 1890 and that you are a famous political scientist living in the United States and proud that your country had had one of the best leaders in the 1860s: President Abraham Lincoln. You want to learn more about leaders in **two** of the following empires: China, Germany, Great Britain, and Russia to see if any of those leaders come close to possessing the skills of the former president:

- Chinese Emperor Tongzhi, 1862-1874
- German Chancellor Prince Otto von Bismarck, 1871-1890
- British Prime Minister William Gladstone, 1868-1874 & 1880-1886
- Russian Tsar Alexander II, 1855-1881

You learn that Dr. Propaganda, the editor-in-chief of *Reform* is having a contest for a visual description of political leadership's report cards! Since the honorarium for the winning group of this contest is a quite high (and obviously secret!) amount of money, you immediately decide to enlist your creativity to submit a proposal. Time is short:

First, you must focus on the following skills of a leader to evaluate:

- Methods:
 - 1.) Thinks and weighs carefully different options before acting,
 - 2.) Listens to different people in the country for advice,
 - 3.) Balances the interests and priorities of the governing elite with those of the residents of the country in the decisions that are implemented,
 - 4.) Decides, acts, and delegates decisively and resolutely once a decision is agreed upon, and mediates disputes among staff members,
 - 5.) Is a diligent, focused, informed, knowledgeable, and well organized worker, and
 - 6.) Is an articulate, effective, and persuasive speaker.
- Goals:
 - 1.) Takes personal responsibility for administrative mistakes and/or misjudgments and accepts appropriate consequences,
 - 2.) Is a responsible, decent, and wise military leader,

- 3.) Maintains and enforces a fair set of laws,
- 4.) Works on behalf of equality for all,
- 5.) Has an underlying moral purpose, is an honest person, and has a positive uniting vision for their country, and
- 6.) Works to develop a technologically up-to-date economy that meets as many peoples' needs as possible.

Second, you must meet the following parameters:

- You must use poster-quality paper no smaller than 2.5 ft by 2.08 ft to display your report cards, abstract, and art work.
- You must illustrate your report cards through a drawing or cut outs from magazines or photographs (with proper citation, of course!).
- You need to figure out a way to assess each of your chosen leaders in each of the 12 categories.
- Your abstract must be one page, typed, double-spaced 12 point Times New Roman font analyzing your report cards.
- Your abstract must appear on your poster's top left corner.
- You must include a title for your report cards, which should be prominently displayed among the top of the poster.
- Finally, you must be ready to submit your work to a critical group of judges who will advise Dr. Propaganda; who will be chosen by popular vote of all 4 classes

Finally, the following deadlines must be met:

- 1.) Submit your group proposal: a one paragraph explanation by Thursday, February 10th
- 2.) Submit your group's rough draft abstract by Monday, February 28th, AND
- 3.) Submit your poster with its abstract on Wednesday, March 2nd to present to the class

Hints:

1.) As you work with your group on your poster, think about these questions when you assess their roles:

- What were the goals of two leaders you chose?
- How did each of them demonstrate and use their power?
- What were each of their successes and failures?

2.) Organize your evidence to determine what he achieved (or did not achieve) in each of the above categories: Use the textbook, your homework, and the handouts to find information, and do additional research

3.) Assign each man a grade in each category.

4.) Write comments for each grade.

- Explain why he earned that grade in that particular category

For more information, see www.phschool.com/eteach/social_studies/2001_05/essay.html

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Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Written Components	All items of importance on the poster are clearly labeled with labels that can be read from 3 ft away. The abstract clearly analyzes material on the poster.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. The abstract explains some of the material on the poster.	Some items of importance are clearly labeled with labels that can be read from at least 3 ft. away. The abstract somewhat describes the material on the poster.	Labels are too small to view OR no important items were labeled. The abstract does not describe the material on the poster.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. The graphics are historically accurate and relate to the topic.	All graphics are related to the topic and most make it easier to understand. The graphics are historically accurate and relate to the topic.	Most graphics relate to the topic. The graphics are mostly historically accurate and relate to the topic.	Graphics do not relate to the topic OR the graphics are not historically accurate nor relate to the topic.
Visual Quality	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptable though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are 1-3 grammatical or mechanical mistakes on the poster.	There are 4-6 grammatical or mechanical mistakes on the poster.	There are more than 6 grammatical or mechanical mistakes on the poster.