

Title:	What Makes an Effective Leader?
Grade/Model:	12/1
Standards:	<p>11-12.R.I.10 (according to Unit 1): By the end of grade 12, read and comprehend literary nonfiction in the grades 12-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>11-12.S.L.1d (according to Unit 2): Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task.</p>
DOK:	4
How this task contributes to the sufficient evidence for the claims:	<p>In order to complete the performance task, students must</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write a synthesis essay that takes a stance on the qualities an effective leader should possess <ul style="list-style-type: none"> • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Item Type:	Performance Tasks
Target-specific attributes (e.g., accessibility issues):	Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairments will need to be provided with a description of the chart.

<p>Stimuli:</p>	<p>Sources (1 passage, 3 articles, 1 video presented in the order in which they are used)</p> <p>Passage 1: MacBeth by William Shakespeare. In this passage, MacBeth--who has previously assassinated King Duncan to assume his throne--acknowledges he has lost a natural semblance of fears, laments his wife's death came at an inopportune moment for him personally, and is focused on any hint of his own demise as foretold by three witches with whom he placed his trust. His main concern is viciously destroying anyone he deems an enemy so as to ultimately retain power. As a leader, his motivations and attributes are displayed as he ruthlessly battles to keep his crown.</p> <p>Article 1: "Facts on leadership." Article proposes five key ideas for effective leadership. http://www.livestrong.com/article/2965-facts-leadership/</p> <p>Article 2: "Must Great Leaders Be Gregarious?" Article discusses the persona of a leader, including leaders who are defined as introverts. http://www.nytimes.com/2012/09/16/opinion/sunday/introverts-make-great-leaders-too.html?_r=0</p> <p>Article 3 "8 Attributes of Effective Leaders." Article proposes qualities it deems 'vital' for an effective leader to possess. http://ezinearticles.com/?8-Attributes-of-Effective-Leaders&id=3787742</p>
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	<p>Video 1: Three Way Presidential Debate - Obama, McCain and Nader - YouTube</p> <p>This 2008 footage offers information on each of the three candidate's stance concerning various issues as well as shows their behavior in various interviews, debates and public appearances.</p> <p>http://www.youtube.com/watch?v=u5WiE6MnmCm</p>

Grade 12 English Language Arts
Performance Assessment
Task Overview (120 Minutes):

Title: What Makes an Effective Leader?

Part 1 (35 minutes): Ultimately tasked with writing a synthesis essay on leadership, students will read a story and three articles, and view a video, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (85 minutes): Finally, students will work individually to compose a third-person synthesis essay that takes a stance on the qualities an effective leader should possess. All sources must be incorporated, either utilizing direct or indirect citations as validation for the main thesis points. Students may refer to their notes as needed. Pre-writing, drafting, and revising will be involved.

Scorable Products: Student responses to the constructed-response questions and the synthesis essay will be scored.

Teacher Preparation / Resource Requirements

The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.

Teacher Directions:

Students are given the texts, research, and any additional information about the narrative.

Part 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (85 minutes)

- Initiate the testing part 2.
 - Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
 - After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity: There are no specific pre-task activities to be conducted.

Time Requirements: The Performance Task will take 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

In *Macbeth* by William Shakespeare, Macbeth's main concern is viciously destroying anyone he deems an enemy so as to ultimately retain power. As a leader, his motivations and attributes are displayed as he ruthlessly battles to keep his crown. Using his actions and behavior as source material, as well as the accompanying sources, write a synthesis essay that takes a stance on the qualities an effective leader should possess.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a passage and three articles and watch a video.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(passage)

(article 1)

(article 2)

(article 3)

(video)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes.

Answer the questions in the spaces provided below them.

1. Analyze Macbeth's behavior in the passage: how are his priorities and leadership traits conveyed by his words and actions?

2. What does the information presented in article one and article three claim regarding effective leaders?
3. Explain how the three leaders presented in the video display leadership traits that compare or contrast with the information presented in the three articles. Cite evidence from each to support your view.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment: After reading and viewing information regarding leadership. Write a synthesis essay analyzing the qualities a good leader should possess. Support your stance with evidence from what you have read and viewed.

How your essay will be scored: The people scoring your essay will be assigning scores for

- 1. *Statement of purpose/focus*** – how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims
- 2. *Organization*** – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. *Elaboration of evidence*** – how well you provide evidence from sources about your opinions and elaborate with specific information
- 4. *Language and vocabulary*** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. *Conventions*** – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell check are available to you.

A passage from *The Tragedy of Macbeth*
By William Shakespeare

MACBETH

Hang out our banners on the outward walls;
The cry is still 'They come:' our castle's strength
Will laugh a siege to scorn: here let them lie
Till famine and the ague eat them up:
Were they not forced with those that should be ours,
We might have met them dareful, beard to beard,
And beat them backward home.

A cry of women within

What is that noise?

SEYTON

It is the cry of women, my good lord.

Exit

MACBETH

I have almost forgot the taste of fears;
The time has been, my senses would have cool'd
To hear a night-shriek; and my fell of hair
Would at a dismal treatise rouse and stir
As life were in't: I have supp'd full with horrors;
Direness, familiar to my slaughterous thoughts
Cannot once start me.

Re-enter SEYTON

Wherefore was that cry?

SEYTON

The queen, my lord, is dead.

MACBETH

She should have died hereafter;
There would have been a time for such a word.
To-morrow, and to-morrow, and to-morrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

Enter a Messenger

Thou comest to use thy tongue; thy story quickly.

Messenger
Gracious my lord,
I should report that which I say I saw,
But know not how to do it.

MACBETH
Well, say, sir.

Messenger
As I did stand my watch upon the hill,
I look'd toward Birnam, and anon, methought,
The wood began to move.

MACBETH
Liar and slave!

Messenger
Let me endure your wrath, if't be not so:
Within this three mile may you see it coming;
I say, a moving grove.

MACBETH
If thou speak'st false,
Upon the next tree shalt thou hang alive,
Till famine cling thee: if thy speech be sooth,
I care not if thou dost for me as much.
I pull in resolution, and begin
To doubt the equivocation of the fiend
That lies like truth: 'Fear not, till Birnam wood
Do come to Dunsinane:' and now a wood
Comes toward Dunsinane. Arm, arm, and out!
If this which he avouches does appear,
There is nor flying hence nor tarrying here.
I gin to be aweary of the sun,
And wish the estate o' the world were now undone.
Ring the alarum-bell! Blow, wind! come, wrack!
At least we'll die with harness on our back.

Exeunt

SCENE VI. Dunsinane. Before the castle.

Drum and colours. Enter MALCOLM, SIWARD, MACDUFF, and their Army, with boughs
MALCOLM

Now near enough: your leafy screens throw down.
And show like those you are. You, worthy uncle,

Shall, with my cousin, your right-noble son,
Lead our first battle: worthy Macduff and we
Shall take upon 's what else remains to do,
According to our order.

SIWARD

Fare you well.

Do we but find the tyrant's power to-night,
Let us be beaten, if we cannot fight.

MACDUFF

Make all our trumpets speak; give them all breath,
Those clamorous harbingers of blood and death.

Exeunt

SCENE VII. Another part of the field.

Alarums. Enter MACBETH

MACBETH

They have tied me to a stake; I cannot fly,
But, bear-like, I must fight the course. What's he
That was not born of woman? Such a one
Am I to fear, or none.

Enter YOUNG SIWARD

YOUNG SIWARD

What is thy name?

MACBETH

Thou'lt be afraid to hear it.

YOUNG SIWARD

No; though thou call'st thyself a hotter name
Than any is in hell.

MACBETH

My name's Macbeth.

YOUNG SIWARD

The devil himself could not pronounce a title
More hateful to mine ear.

MACBETH

No, nor more fearful.

YOUNG SIWARD

Thou liest, abhorred tyrant; with my sword
I'll prove the lie thou speak'st.

They fight and YOUNG SIWARD is slain

MACBETH

Thou wast born of woman
But swords I smile at, weapons laugh to scorn,
Brandish'd by man that's of a woman born.

Exit

Alarums. Enter MACDUFF

MACDUFF

That way the noise is. Tyrant, show thy face!
If thou be'st slain and with no stroke of mine,
My wife and children's ghosts will haunt me still.
I cannot strike at wretched kerns, whose arms
Are hired to bear their staves: either thou, Macbeth,
Or else my sword with an unbatter'd edge
I sheathe again undeeded. There thou shouldst be;
By this great clatter, one of greatest note
Seems bruited. Let me find him, fortune!
And more I beg not.

Exit. Alarums

Enter MALCOLM and SIWARD

SIWARD

This way, my lord; the castle's gently render'd:
The tyrant's people on both sides do fight;
The noble thanes do bravely in the war;
The day almost itself professes yours,
And little is to do.

MALCOLM

We have met with foes
That strike beside us.

SIWARD

Enter, sir, the castle.

Exeunt. Alarums

SCENE VIII. Another part of the field.

Enter MACBETH

MACBETH

Why should I play the Roman fool, and die
On mine own sword? whiles I see lives, the gashes
Do better upon them.

Enter MACDUFF

MACDUFF

Turn, hell-hound, turn!

MACBETH

Of all men else I have avoided thee:

But get thee back; my soul is too much charged
With blood of thine already.

MACDUFF

I have no words:

My voice is in my sword: thou bloodier villain
Than terms can give thee out!

They fight

MACBETH

Thou lovest labour:

As easy mayst thou the intrenchant air
With thy keen sword impress as make me bleed:
Let fall thy blade on vulnerable crests;
I bear a charmed life, which must not yield,
To one of woman born.

MACDUFF

Despair thy charm;

And let the angel whom thou still hast served
Tell thee, Macduff was from his mother's womb
Untimely ripp'd.

MACBETH

Accursed be that tongue that tells me so,
For it hath cow'd my better part of man!
And be these juggling fiends no more believed,
That palter with us in a double sense;
That keep the word of promise to our ear,
And break it to our hope. I'll not fight with thee.