

TASK 2

RESEARCH SIMULATION

Informative Essay

You are taking a world history class, and your teacher has assigned an essay about what makes a good leader.

First you will read three sources about leaders from different continents and different centuries. After you have reviewed these sources, you will answer some questions about them. You should first skim the sources and the questions and then go back and read them carefully.

In Part 2, you will write an informative essay about the characteristics of effective national leaders.

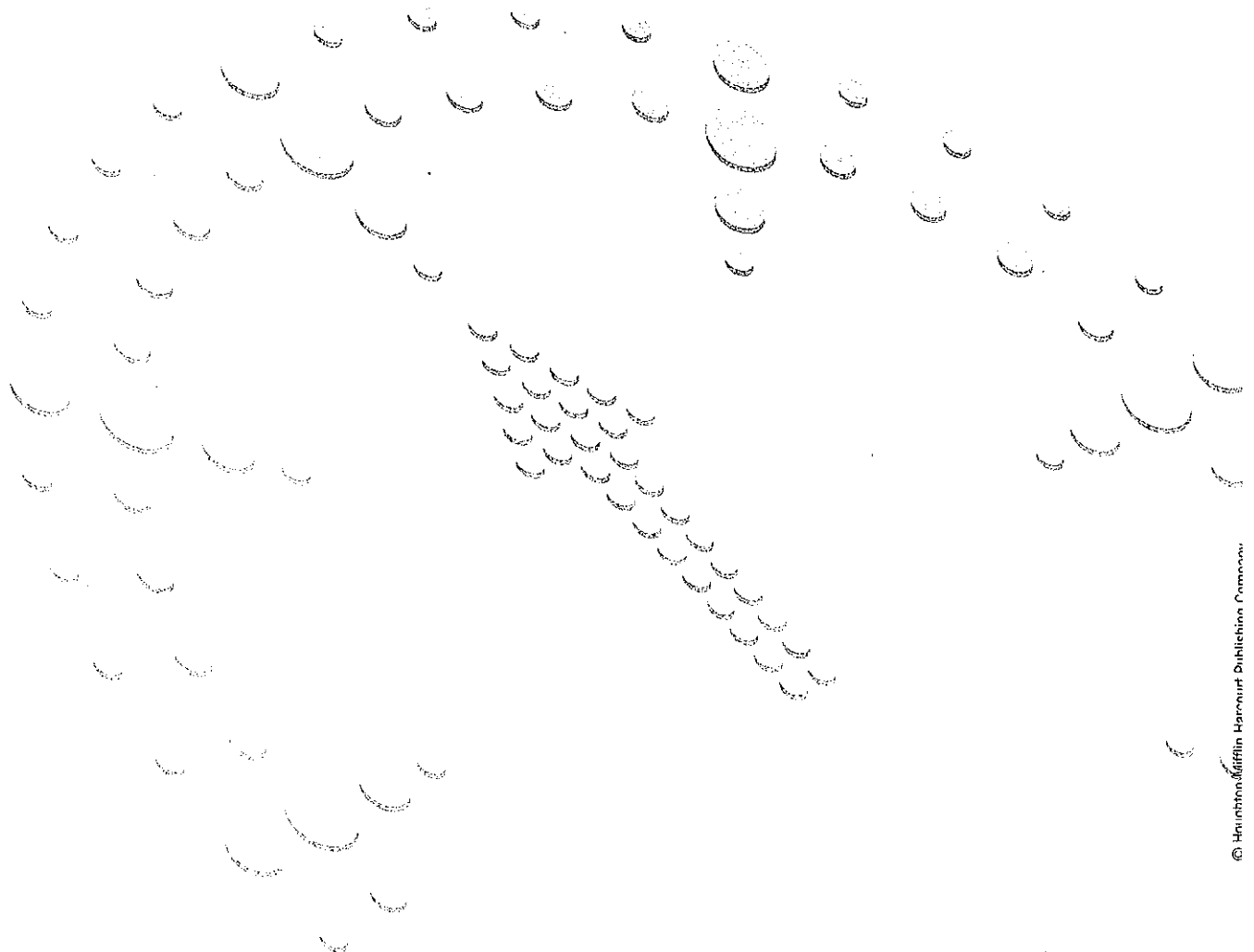
► Your Task

You have been assigned an informative essay about the characteristics of great leaders. In researching the topic, you have identified three sources you will use in planning your essay.

After you have reviewed the sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions. Take notes on the sources as you read. You may refer back to your notes at any time during Part 1 or Part 2 of the performance task.

► Part 1 (35 minutes)

You will now read the sources. After carefully reading the sources, use the rest of the time in Part 1 to answer the three questions about them. Though your answers to these questions will help you think about what you have read and plan your essay, they will also be scored as part of the test.



ANCHOR TEXT

SOURCE #1:

BIOGRAPHY

Suleiman the Magnificent

by Jane Simmons

In 1453, Ottoman armies from the western highlands of Turkey captured the city of Constantinople. They renamed the city Istanbul and made it the center of their growing empire. In 1520 a new sultan (supreme ruler) ascended the Ottoman throne. This sultan, Suleiman, became one of the greatest rulers in history. An aggressive military leader, he was feared but also admired by people in other lands. His people called him Kanuni, "the Lawgiver." Europeans called him Suleiman the Magnificent.

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Suleiman the Warrior

The thunderous sound of goatskin drums and the clash of
10 brass cymbals reverberated off the great walls of the island city of Rhodes. This battle music was designed to strike fear in the hearts of its enemies. It had its intended effect. To the Greek soldiers on the ramparts, it seemed as if the very heavens had opened and let loose bolts of lightning and clashes of thunder. Even though it was extremely hot, the warriors felt a chill. After all, they were confronting the army of Suleiman the Magnificent, who had already captured the Eastern European city of Belgrade.

The drums and cymbals reached a crescendo. Suleiman's warriors raced forward to attack one of the most highly fortified
20 cities in Europe. In wave after wave they came, a hundred thousand strong. After more than 130 days of fighting, the Ottoman army entered Rhodes victorious.

Over many years, the fleets of Rhodes had intercepted Ottoman ships and disrupted its commerce. Now the routes were clear. After consolidating his victory and replenishing his army, Suleiman set his sights on other conquests. A soldier's soldier, Suleiman always rode at the head of his army to inspire his troops.

In 1526, Suleiman clashed with the Hungarian army. Leading the Hungarians into battle was their 15-year-old king, Louis II. The
30 fighting was over in a matter of hours, due to a brilliant tactical action by Suleiman. The Sultan allowed the charging Hungarians to

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penetrate the front lines. Then he used an enveloping maneuver to surround them. Attacked from all sides, the Hungarians were wiped out, and their young king was killed.

Suleiman was not just a warrior. He was interested in learning, art, architecture, and the law. Under his reign the Ottoman Empire reached its peak both as a military power and as a center of culture.

Sulleiman the Builder

On a hill overlooking the narrow body of water called the Bosphorus stood Topkapi Palace. First built by Mehmet II, a sultan
40 who ruled before Suleiman, Topkapi had been the chief residence of the Ottoman rulers since the 1460s. Each Sultan had added something to the palace complex, a tradition that was to continue for centuries after Suleiman's rule. Topkapi Palace wasn't just a home—its many chambers and outbuildings were a place where royal administrators met to run the affairs of state, soldiers trained, treasures were safely stored, and all kinds of artists lived and worked.

Ottoman architecture used elements such as domes, half-domes, arches, slim towers called minarets, and pillars. Buildings were often decorated with colorful tiles in geometric designs. Suleiman's
50 chief architect was the brilliant Mimar Sinan whose works are still admired today. He and other architects built bridges, dams, fountains, palaces, and mosques throughout the Ottoman Empire.

Visitors to Turkey marveled at the way builders were able to complete structures so quickly, a rarity in Europe at that time. An Ottoman architect who designed a structure frequently lived to see his work finished. Historians attribute this quickness to the specialization of the workers. Ottoman records list workers such as wood sawyers to prepare the wood beams, carpenters to do the
60 woodwork at the site, rough masons, skilled masons, quarrymen, plasterers, locksmiths, brick makers, and metalworkers. Like a modern-day assembly line, each kind of worker performed one task again and again. The benefit of this system was that everyone could work with speed and efficiency.

Suleiman, Poet and Patron of the Arts

In a courtyard surrounded by date palm trees, the poet Baki recited his poetry to an enthralled audience. Poets, artists, and philosophers used the courtyards at Topkapi Palace to present their works and exchange ideas. Suleiman himself was a prolific poet and writer.

70 Under Suleiman's rule, Istanbul became one of the world's cultural centers. Suleiman created many artists' societies that were administered from Topkapi Palace. These societies provided a training system for artists. The artists were paid fairly for the work they did. The best artists, including bookbinders, jewelers, and painters, were invited to become part of the royal court.

Suleiman's Legacy

Suleiman died in 1566. He left his successors a strong empire that was one of the world's most important powers. The efficient legal system, well-organized government, and strong military that he had built served the Ottoman Empire for many generations to come.

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Am I on Track?

Actual Time Spent Reading

SOURCE #2:

NEWSPAPER ARTICLE

Nelson Mandela Inaugurated President of South Africa

by Matt Darvil

PRETORIA, May 10, 1994

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In a short but historic ceremony, Nelson Rolihlahla Mandela took the oath of office today as president of the Republic of South Africa. The ceremony took place at South Africa's main government building, in the nation's capital. Facing a crowd of 140,000, Mandela said that today's inauguration was "a common victory for justice, for peace, for human dignity." As the first black president of South Africa, the 75-year-old Mandela pledged to build "a complete, just, and lasting peace." He said, "The time for the healing of the wounds has come."

- 10 Vice President Al Gore led the official delegation from the United States. With him were his wife, Tipper, and First Lady Hillary Rodham Clinton. American civil rights leaders Coretta Scott King and Jesse Jackson were also part of the group. "The history we are present to witness marks a transition in the history of our world," Mr. Gore said.

Historic Election

Today's event is a result of South Africa's first "all-race" elections. In April, South Africans of every race were allowed to vote in a national election. Mandela, candidate of the African National Congress (ANC), won a landslide victory.

- 20 The path to the elections began more than four years ago, when President F. W. de Klerk persuaded white South Africans to work for change with black South Africans. A key part of de Klerk's plan was the release of Mandela from prison, where he had been for 27 years.

On the day of his release, Mandela spoke of the need for democratic elections: "Universal suffrage on a common voters' roll in a united, democratic, and nonracial South Africa is the only way to peace and racial harmony."

Mandela's Long Road to Freedom

Born in 1918, Nelson Mandela grew up in rural South Africa. White South Africans ruled the country, and black South Africans

30 suffered discrimination in all aspects of their lives. When Mandela was in his 30s, South Africa adopted an official policy of racial separation called *apartheid*. Mandela's battles against apartheid would put him in prison beginning in 1962.

Mandela used every opportunity he had to speak out against the injustice of white domination. "I have dedicated myself to the struggle of the African people," he declared during one of his trials. "I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it
40 is an ideal for which I am prepared to die."

Mandela was held at the notorious Robben Island prison. Conditions were harsh—bare cells, meager food, manual labor, and scarce contact with the outside world. And yet Mandela never lost his spirit or determination. Other prisoners benefited from spending time with him, learning history and political strategy. Robben Island became known as "Mandela University."

Mandela was an international symbol of the injustice of apartheid. All over the world, people demanded, "Free Mandela!" The white leaders of South Africa began to offer him some form of
50 conditional release as early as 1985. But Mandela was not willing to accept conditions—or return to a country where he and his people still had no political rights. "Your freedom and mine cannot be separated," he told them.

When President de Klerk took office in 1989, negotiations began for South Africa's political future. Mandela was released in February 1990. The two men continued to work together to find a way to end apartheid. In 1993, they won the Nobel Peace Prize for their efforts.

Am I on Track?

Actual Time Spent Reading

SOURCE #3:

SUMMARY

Accomplishments of

Queen Elizabeth I

by Amit Carter

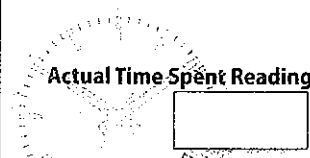
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Queen Elizabeth I has the reputation of being one of the greatest monarchs of England. The Elizabethan era is often referred to as the Golden Age of Britain. But what did "Good Queen Bess" do that made her so beloved of the English people? What were her greatest achievements?

The Major Accomplishments of Queen Elizabeth I

- She was a gifted scholar who was able to speak several languages including Latin, Greek, French, and Italian.
- During her reign there was a widespread increase in literacy and great achievements in the arts. Great poets and playwrights, such as William Shakespeare, Edmund Spenser, Christopher Marlowe, and Sir Walter Raleigh created works that are still greatly admired and enjoyed.
- She greatly expanded the British Empire. She financed the explorations of such great explorers as Sir Francis Drake, Sir Walter Raleigh, Sir John Hawkins, Sir Humphrey Gilbert, and Sir Richard Greenville.
- She encouraged new scientific thinking, and important men such as Sir Francis Bacon and Dr. John Dee emerged during the Elizabethan era.
- She was thought of as a good and wise ruler, who was truly loved by her people. Her early education helped make her highly accomplished in the art of rhetoric and public relations.
- She surrounded herself with highly intelligent, loyal advisors such as Sir William Cecil, Sir Francis Walsingham, and Sir Robert Cecil who gave her sound political advice.
- A small fleet of British navy ships, with the help of some armed merchant vessels, defeated a much larger Spanish Armada.

Am I on Track?



Part 1 Questions

Answer the following questions. You may refer to your reading notes, and you should cite text evidence in your responses. Your answers to these questions will be scored. You will be able to refer to your answers as you write your essay in Part 2.

1. List one achievement that demonstrates good leadership for each of the persons discussed in the three sources. Support your response with evidence from the sources, and be sure to cite each source by number or name.

2. Which of the following claims is **best** supported by information from the sources?

- a. Suleiman was a more successful warrior than builder.
- b. Nelson Mandela had little effect on the movement against apartheid.
- c. Elizabeth I valued the counsel of others.
- d. Elizabeth I confined her reforms to Britain.

3. Which piece of evidence **best** supports your answer to Question 2?

- a. "Under his reign the Ottoman Empire reached its peak both as a military power and as a center of culture." (Source #1, lines 36–37)
- b. "Mandela was an international symbol of the injustice of apartheid." (Source #2, lines 47–48)
- c. "... Sir Robert Cecil who gave her sound political advice ..." (Source #3, lines 24–25)
- d. "She financed the explorations of such great explorers as Sir Francis Drake ..." (Source #3, lines 13–14)

► Part 2 (85 minutes)

You now have 85 minutes to review your notes and sources, and to plan, draft, revise, and edit your essay. While you may use your notes and refer to the texts, your essay must represent your original work. You may refer to your responses to Part 1 questions, but you cannot change the answers. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment

It is time to start writing your informative essay about the characteristics of good leaders for your world history class. When writing your essay, find ways to use information from the three sources to support your thesis. Be sure to present your ideas in a logical order.

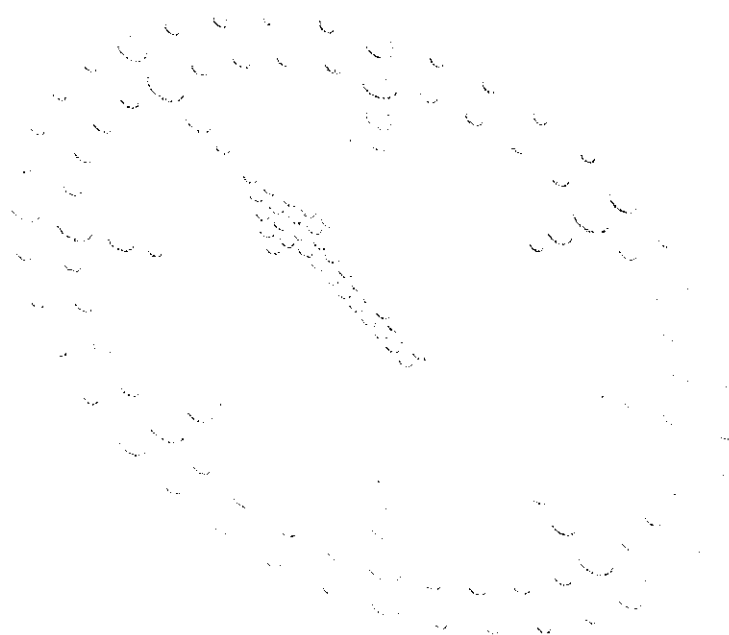
Informative Essay Scoring

Your essay will be scored using the following:

- 1. Organization/purpose:** How well did you state your thesis and support your thesis with a logical progression of ideas? Did you use a variety of transitions between ideas? Was your focus narrow enough to lead to a well-formed conclusion?
- 2. Evidence/elaboration:** How well did you incorporate relevant information from the sources? How well did you provide elaboration for your ideas? Did you use precise language appropriate to your audience and purpose?
- 3. Conventions:** How well did you follow the rules of grammar, punctuation, capitalization, and spelling?

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

- plan your essay, using your notes
- write your essay
- revise and edit your final draft



Informative Essay on Effective Leaders

Introduction Paragraph should include:

1. Grabber- a question to grab the reader's attention. This should be the first sentence of your essay. You may use your prompt for ideas.

- Have you ever wondered what characteristics make a good national leader?

2. Focus Statement- general statement about the topic.

- Many people believe that good leaders...

3. Specific Focus- a more specific statement that includes sources you may be using for your essay.

- We can look at past leaders like _____, _____, and _____ for characteristics of good leadership.

4. Thesis-your opinion on the topic and the main idea of your entire essay.

- Good leaders should.....

Paragraph Two:

Topic Sentence- should include the first characteristic or trait that you are going to write about. Supporting sentences should include reasons why this trait is important and an example(s) from your sources to prove it. Don't forget to paraphrase or include quotes from your sources and give them credit.

- In the article, "...." it stated that "....."

Paragraph Three:

Topic Sentence- should include the second characteristic or trait you are going to write about. Supporting sentences should include reasons why this trait is important and an example(s) from your sources to prove it. Don't forget to paraphrase or include quotes from your sources and give them credit.

Paragraph Four:

Topic Sentence- should include the last and most important trait you are going to write about. Supporting sentences should include reasons why this trait is important and an example(s) from your sources to prove it. Don't forget to paraphrase or include quotes from your sources and give them credit.

Paragraph Five-Conclusion:

1. Restate your thesis from your introduction paragraph in different wording.

2. Restate your three traits for a good leader and why they all are important. (This might be a few sentences)

3. Give suggestions for future leaders.

