**Leadership in the First Global Age**

**1450-1750**

**Rationale**: World history in the period 1450-1750 gave way to very different models of leadership with the rise of nation-states in the West, the continued existence of land based empires in the East, as well as more traditional regional kingdoms throughout Sub-Saharan Africa

**Objective**: Students will examine the various methods employed by leaders throughout the First Global Age to better understand the development of World History and the different trajectories taken by the various regions, states and empires.

**Task**: In small groups, you will

* Be assigned a specific leader from the period 1450-1750
* Generate a statement that captures the way in which your assigned leader defined the proper use of power
* Consider issues confronting your respective leader, this includes: religious diversity, trade opportunities, social organization and order, intellectual and artistic pursuits, and global trends.
* Assess the impact of your leader’s reign and account for the inconsistences in contemporaries’ interpretation of his/her rule.

**Possible Leaders**:

* Akbar the Great
* Shah Abbas I
* Queen Nzinga
* Tokugawa Ieyasu
* Emperor Kangxi
* Louis XIV
* Suleiman the Magnificent
* Peter the Great
* Elizabeth I

**Assessment**: The extent of your research and comprehension will be assessed through a **presentation** given to the class. Your presentation should contain three elements:

1. *(Thesis)* A clearly articulated statement of your leaders’ interpretation of the proper use of power
2. *(Historical Context)* Specific examples that provide evidence from the life and work of your assigned leader in support of the position outlined in step 1
3. *(Recognizing Point of View)* A ‘mini-skit’ which illustrates the impact of the individual from a point of view different than the assigned leader

**Grading Criteria**: Your final grade will be a holistic account of the following

* **Discovery Component**: Proper use of class time, extent and quality of research, identification of appropriate contrary points of view
* **Presentation Component**: Clarity of statement, mastery and accuracy of appropriate historical evidence for steps 2 and 3, creativity as it affects desired learning outcomes

**Presentation Reminders**:

* Visual appeal is important. It should help to establish for the audience a framework for historical understanding. Think visual learner!
* Limited text is essential. If the text is too dense, the audience will become overwhelmed and miss what is really significant.
* Text needs to be paraphrased so that presenters have ownership of the information, and are clearly able to articulate their points.
* Expansive discussion and examples must accompany points made via the presentation. While the text is limited, information is not!
* Purposeful expression of key ideas/concepts should be obvious. Consider a closing slide to highlight significance and tie everything together.