

Character and Leadership in the Civil War



Advanced Placement Curriculum by the Civil War Preservation Trust September 2008

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About the Civil War Preservation Trust

The Civil War Preservation Trust is America's largest non-profit organization (501-C3) devoted to the preservation of our nation's endangered Civil War battlefields.

Our mission is the preservation of America's significant Civil War battlefields by protecting the land and educating the public about the vital roles those battlefields played in directing the course of our nation's history.

CWPT has helped to save more than 23,200 acres of Civil War battlefields. That's land at more than 93 Civil War battlefields in 18 states. Some of our preservation accomplishments include:

- 565 acres at Resaca, Georgia
- 475 acres at Perryville, Kentucky
- 495.12 acres at Champion Hill, Mississippi
- 142 acres at Wilson's Creek, Missouri
- 480.76 acres at Bentonville, North Carolina
- 591 acres at Gettysburg, Pennsylvania
- 299.6 acres at Ft. Donelson, Tennessee
- 250.6 acres at Chancellorsville, Virginia
- 962 acres at Malvern Hill, Virginia
- 1301.4 acres at Trevilian Station, Virginia
- 595 acres at Harper's Ferry, West Virginia

A complete list of sites is at www.civilwar.org/landpreservation/landpreservation_accomplishments.htm.

Why Study the Civil War?

The Civil War was perhaps the greatest turning point in American history. The dual themes of slavery and power deeply divided the growing nation during the first half of the 19th century.

Your students will be making important decisions about the fate of our Civil War battlefields. Remember, you are educating the future leaders and decision-makers of America. Your students will decide whether to preserve - or throw away - the sites that changed the face of America forever.

Most Americans who care about battlefields do so for one of three reasons: they had an ancestor who fought in the war, they read a great book or watched a great movie about the Civil War, or they had a great teacher. ***You are that great teacher.***

Purpose of the Advanced Placement Curriculum

Gifted and Advanced Placement students also have special needs within the schools. One of those needs is to be challenged beyond the regular curriculum. It is our hope that this module will provide that extra challenge. The curriculum provides the framework for teacher-monitored individual study projects that may be completed within – or beyond – the regular curriculum. The goal is for students to examine what it means to be a “person of character” and/or a “leader” – and what characteristics they would like to incorporate into their own lives – while also learning Civil War history. The program is recommended for advanced placement students in middle school and up, or, with teacher adaptation, the curriculum may also be used with the entire class at the high school level.

Recognition of the Advisory Committee

The Civil War Preservation Trust is grateful to the following teachers for their invaluable assistance and feedback in creating this curriculum. Without their help this project would not be possible.

James Akenson	Tennessee Council for the Social Studies	Cookeville, TN
Ken Akin	David Brainerd Christian School	Chattanooga, TN
Jim Alberston	Clover Hill High School	Midlothian, VA
Mike Alvino	Massabesic Jr. High School	Waterboro, ME
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Robert Rinehart	Southampton Middle School	Bel Air, MD
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Mike Short	Williamstown High School	Williamstown, NJ
Kevin Wagner	Carlisle High School	Carlisle, PA
David Wege	Waucousta Lutheran Grade School	Campbellsport, WI

Special Recognitions

The Civil War Preservation Trust is grateful to the Josephson Institute and the Greenleaf Center for Servant Leadership for granting permission to incorporate their materials into this curriculum. CWPT appreciates their generosity and kind assistance.

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www.charactercounts.org

“Nine Characteristics of Effective, Caring Leaders” by the Greenleaf Center for Servant Leadership
Based on “The Servant as Leader” by Robert K. Greenleaf,
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Further information about servant leadership can be found at www.greenleaf.org.

CWPT would also like to thank you, the teacher, for choosing this resource for your students. We welcome you to share your feedback.

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Cover: Detail "American Brand Pen Point Labels". LC-USZ62-58081
Color Image: Detail of "Two Standard Bearers the Day after the Battle." LC-USZC2-3775

Biographies

- 40—54 CS. Col. Santos Benavides
- 55—72 Cherokee Chief John Ross
- 74—94 Clara Barton
- 96—117 CS Gen. Patrick R. Cleburne
- 118--140 US Gen. George H. Thomas
- Robert Smalls, Captain of the *Planter*
- US Gen. Winfield Scott Hancock
- CS. Lt. George Dixon (Commander of the *H.L. Hunley*)
- CS Lt. Gen. James Longstreet
- Sarah Emma Edmundson
- Susie King Taylor
- (Teacher's Choice)

How to Use This Curriculum

Outside the Regular Curriculum

This module may be used in either a traditional class setting or in the context of a “gifted” or “advanced placement” program. However, due to normal curriculum time restraints, our vision is that the student will conduct a majority of the work outside the classroom, with monitoring, feedback and direction from the teacher.

Introductory Investigations

Start by asking your students to investigate the meaning of “character” and “leadership”. Ask your students to record their thoughts – either in a journal or on the **enclosed student worksheet**. When students begin to investigate their chosen Civil War “leader”, they will have the opportunity to revise and build upon their initial thoughts. You will find that leadership studies do mesh with the NCSS strands – and [probably] with your state standards as well.

Do students think a person with character is “popular” or “well-liked”? Do they think a leader is an autocrat or someone who can “motivate people to act in concert – something that requires an internalized social identity” (Reicher 26)?

In-Depth Biographical Investigation

Nine biographies are provided; at least two more will be added. The biographies present a variety of research opportunities.

The first part of the biography is the “teaser”, including nicknames, interesting information and quotes from *and* about the historical figure. The second part is an in-depth timeline. The third part includes a look at the figure through the Six Pillars of Character from CHARACTER COUNTS!sm. The fourth part looks at the person through the Nine Characteristics of Effective, Caring Leaders from the Robert K. Greenleaf Center for Servant-Leadership. After this, primary sources are included.

==> Note that you can give your students as many – or as few – parts of the enclosed biographical information as you want.

Ask your students to skim each figure’s “teaser” and timeline. Complete the **Historical Person Selection Worksheet**. Which people do your students find interesting, and why? What surprises them? What would they like to know more about?

Ask students to select 2-3 people who interest them the most. Give each student the **Potential Project** worksheet. Before the next meeting, students should use their worksheets to decide which person they would like to investigate. Remind the students that their final project will involve a real-life audience – not just teacher evaluation. (Real-life audiences may include the local arts council, historical society, historical or arts journal, National History Day, Civil War Round Tables, theater groups, historic sites, peer groups, etc.)

Teachers will need to know how much experience students have in using research methods and independent study. You will also need to know how motivated your students are – will they need frequent conferences or are they more capable of working independently?

You may also encourage your students to keep a journal while they are investigating their historical person. What are their feelings about events in the person's life? About the person's reactions to these events? What intrigues them? What turns them off?

Student Contracts

Student contracts will keep your independent learners on track. A **sample contract** is included. You may adapt it to suit your needs. Set the standards for research, type and quality of project, methods to be used, length of time allotted, and so on. Schedule regular meetings to advise and assist your students.

Agree on Student Project

With your students, discuss the format and type of final project. Complete the **Potential Project Worksheet**. Ask students to include primary sources and interviews in their research.

You and your student should brainstorm together, if possible.

Student projects should mimic real-life models. For example, if a student interviews a descendent of Robert Smalls, they should know how to conduct a good interview. If a student creates a documentary, what makes a good documentary? Can a mentorship with someone in the community be arranged? If the student plans to create a memorial, can they work with a sculptor, designer, or historic society? If the student writes period newspaper articles, can they interview a reporter? If they are writing "during" the Civil War or Reconstruction, students should read period newspapers to get a feel for language use and writing style.

NCSS Strands

NCSS (National Council for the Social Studies) strands are provided to guide both the teacher and the student. Teachers will be able to demonstrate how each student project fits into the national social studies standards. Students will be able to see aspects of each person's life broken down into several researchable subject areas.

Six Pillars of Character from CHARACTER COUNTS!sm

The Six Pillars of Character are provided to give each student a framework with which to 1) revise their definition of "good character"; and 2) determine where their person fits within that framework. Does the student agree that their person demonstrated good overall character – or not? What character traits surprise them? For example, students of Clara Barton might be surprised that while she demonstrated incredible caring and citizenship, at times she was not very responsible. On a personal level, students can decide what pillars of character – demonstrated by their historical person -- to incorporate or improve in their own lives, and may even evaluate their own personal strengths and weaknesses.

Nine Characteristics of Effective, Caring Leaders from the Greenleaf Center for Servant-Leadership

New studies are showing that some of the best leaders are servant-leaders: skilled listeners who use persuasion over power and have the best interests of the group in mind. The Ten Characteristics of Servant-Leadership are included so that students can examine their person within the context of servant-leadership, as well as revise their own definitions of leadership. For example, some people might consider Cherokee Chief John Ross to be a failure because he was unable to 1) prevent the Trail of Tears and 2) keep his Nation out of the Civil War. But in the context of servant-leadership John Ross might be considered a truly great leader.

Examples: Students Integrating NCSS, Character & Leadership

An example of a project utilizing the NCSS strands, Six Pillars of Character and Nine Characteristics of Servant-Leadership might be as follows:

A student has never heard of Santos Benavides. She finds him to be a strong and interesting person of upright character (Six Pillars of Character) and is interested in his role in Mexican-American relations (NCSS Strand IX: Global Connections). She decides to investigate Benavides' pre-Civil War experiences and upbringing, his role during the Civil War, and how he used his influence to help keep the peace in the region (Servant Leadership). The student decides to tie her project into this year's National History Day theme and creates a panel exhibit for display.

Another student is surprised that Robert Smalls, who escaped to freedom on the Confederate ship *Planter*, later became a Republican Congressman representing South Carolina (NCSS Strands X: Civic Ideals & Practices, II: Time, Continuity and Change, and III: Power, Authority and Governance). He explores Smalls' life and finds that while Smalls was a politician during a time of terrible political corruption, he was a good servant-leader and a man of upright character. He is disturbed by a particular incident in Smalls' life – when Smalls was (wrongly) jailed for corruption and then released as part of a political bargain – if the United States would drop all charges of voting fraud in South Carolina, the state would release Robert Smalls. He decides to create a documentary on Robert Smalls as an example of the gains – and losses – of African American political and social rights during Reconstruction. He presents his documentary to a local African-American museum.

Monitor and Assist Students

Regular student-teacher meetings will keep students focused and determine student weaknesses. Younger students who are unused to working independently will need their project to be broken down into smaller, bite-sized tasks. Older students will be able to work more independently, but you will want to guide their research, ask questions, provide pointers, brainstorm, and help with fine-tuning.

Preservation and National Memory

As we approach the 150th anniversary of the Civil War, we need to ask ourselves the following questions: Who decides what becomes part of the national memory, and why? Why are some people well known, like Clara Barton, while others are unknown, like Santos Benavides (the highest ranking Hispanic Confederate officer in the Civil War)?

Students should be encouraged to visit a site associated with their person if at all possible. How does this visit enhance the student's understanding of their person? What sites associated with the student's person can be visited today? What memorials exist?

Why is it important to preserve our nation's historical sites? What would the nation lose if no sites associated with this person were still in existence?

Evaluation

The teacher should decide what types of evaluation to use with this study.

Student reflection is an important part of the learning process. Not only should students be encouraged to keep a journal during their learning process, but they should also complete a **self-evaluation**.

Other useful evaluations include peer and mentor evaluations. If your student presents their final project to a historical society, museum, art council, etc., you may ask these groups to conduct an evaluation.

Teacher evaluation should be based on the teacher-student contract.

Program Goals

- 1) Challenge Advanced Placement Students by providing opportunities for advanced study. In the school without a “gifted” or “advanced placement” program, this module can be very useful for advanced students who need extra challenge. Students will be pushed beyond names and dates, essays and standardized tests. The program is also a useful tool for existing “gifted and talented” programs.
- 2) Nurture Student Interest by providing self-directed study for a real audience. Students will pursue topics they find interesting, while also learning how to narrow their field of study. By preparing a project for a real audience, students will need to demonstrate in-depth knowledge as well as presentation skills.
- 3) Encourage In-Depth Study of Notable Civil War Figures. Students are encouraged to look at their person’s pre- and post-Civil War career as well as their activities during the war.
 - How did their pre-War experiences impact their activities and beliefs during the Civil War?
 - How did the war impact their post-war activities and beliefs?
 - What legacy did their figure leave to future generations?
 - What themes relate to their person?
 - What lessons can be learned from their life?
- 4) Encourage Thoughtful Consideration of Character and Leadership. Students will consider the meaning of character and leadership. They will ask themselves how character and leadership traits develop. They will also consider what character and leadership traits they admire the most.
 - They will also consider the following:
 - Is my person a good leader with character flaws?
 - Or a person with good character but not a good leader?
 - How has the public perception of my figure’s character and leadership changed over time, and why?
- 5) Encourage Discussion of Preservation and National Memory. Students will consider the following questions:
 - What should we remember? Why?
 - How should these memories be preserved?
 - Who makes these decisions? How?
 - How has time altered our perception of past events?
 - How might time alter perception of present events?
 - How does visiting a historical site connected with my person affect my perception of this person?

Student/Teacher Contract

Name:		Teacher:
Class Time:		
Conference Schedule:		
Due Date	Points	Character & Leadership Pre-Study
Date Due:		Historical Person Selection Worksheet
Date Due:		Review 6 Pillars of Character Review Servant Leadership Review NCSS Thematic Strands Review Preservation & National Memory
Date Due:		Pre-Research Meeting (Integrate 6 Pillars, Servant Leadership & NCSS Strands)
Date Due:		Potential Project Worksheet Completed
Date Due:		Project Type Selected
Date Due:		Primary Source Worksheet
Date Due:		Research Meeting
Date Due:		Research Meeting
Date Due:		Research Meeting
Date Due:		Project Meeting
Date Due:		Project Meeting
Date Due:		Project Meeting
Date Due:		Completed Project
Date Due:		Presentation of Project to Audience
Date Due:		Self-Evaluation
Date Due:		Journal Completed
Date Due:		Teacher Evaluation

Weekly Progress Check

Date of Last Meeting:

Today's Date:

Goals from Last Meeting:

1)

Progress:

2)

Progress:

3)

Progress:

Notes:

Date of Next Meeting:

Goals for Next Meeting:

1)

2)

3)

Approaching Due Dates:

Character and Leadership: Pre-Study Worksheet

⇒ Answer these questions in your journal or on this worksheet. Use as many pages as necessary. Keep your answers: you will refer to them again at the end of the unit.

- 1.) What does the phrase “CHARACTER COUNTS!_sm” mean?

- 2.) What does it mean to demonstrate “good character”?

- 3.) List at least five ways a person can demonstrate “good character”:

- 4.) Name one person who has been in the news for demonstrating good character, and explain why you chose this person

- 5.) What does the term “leadership” mean to you?

- 6.) What does it mean to be a good leader? How does a good leader “lead”?

- 7.) Name at least five traits or abilities of a good leader:

- 8.) Name one “good leader” in the news, and explain why you selected this person:

Name of Historic Person Studied:

Character and Leadership: Post-Study Worksheets

⇒ **Answer these questions in your journal or on this worksheet. Use as many pages as necessary. You'll want to look at your pre-study answers to evaluate your growth during this project.**

1. Now that you have studied character, leadership and your famous person, how would you revise your definition of "character? Of leadership?
2. Do you think our culture places more value on character or personality? Why?
3. Please name one present-day person who demonstrates both good character and good leadership. Why did you select this person?
4. Is a person born with good character? If not, how are the traits developed?
5. What good character traits did my historical person possess? What character weaknesses did they possess? Do you share any of the same strengths and weaknesses? (Be honest.)
6. What good character traits would you like to share with your person? Which weaknesses would you like to improve in your own life? (Again, be honest.)

7. What is a servant-leader? How do they differ from the traditional idea of leaders? Are servant-leaders born, trained, or both? Why?

8. How does character help one be a good servant-leader? Was my figure a good servant-leader? Why or why not?

9. Review your pre-study selection of a “good leader” in the news. Do you still agree with your choice? Why? If you don’t agree with your choice, whom would you select now? Why?

10. What good leadership traits did my historical figure possess? What leadership weaknesses did they possess? Do you share any of the same strengths and weaknesses? (Be honest.)

Historical Person Selection Worksheet

Person Number One:	<p>Facts that are new to me:</p> <p>Facts I'd like to know more about:</p> <p>Interesting quotes by or about this person:</p> <p>Things I don't like about this person:</p>
Person Number Two:	<p>Facts that are new to me:</p> <p>Facts I'd like to know more about:</p> <p>Interesting quotes by or about this person:</p> <p>Things I don't like about this person:</p>

Person Number Three:	Facts that are new to me: Facts I'd like to know more about: Interesting words from or about this person: Things I don't like about this person:
Person I Would Like to Study in More Detail:	Why I chose this person:

Potential Project Worksheet

Student:	Project Due Date:
Person I am Researching:	
1.) What interests me the most about this person:	
2.) NCSS thematic strands that connect to my person:	
3.) Strengths & weaknesses from the Six Pillars of Character:	
4.) Strengths & weaknesses from the Nine Characteristics of Servant-Leadership	

5.) What connections can I make using parts 2, 3 and/or 4?

6.) What are my interests?

- Creating a memorial** (mural, sculpture, other artwork)
- Creating a panel display** (for National History Day or another group)
- Making a presentation** (for a historical society or museum)
- Creating original music** (collection of songs)
- Creating a performance** (theater, musical, movie trailer, movie script)
- Creating a documentary** (film or computer)
- Research writing** (research paper, new biography)
- Creative writing** (diary entries, series of poems, short story)
- Scientific research** (Civil War medicine, technology, etc, related to my person)
- Creating Internet resources** (web pages, web quest related to my person)
- Teaching** (peer group, community college, or a younger group)
- Crafts** (creating a quality "1st person life scrapbook"; mural or series of artwork)
- Social Action** (acting on a topic of interest to my person; preservation of historical sites)
- Brainstorming** (what if their life had been different? What if two of these people met? How would my person react to current events?)
- Psychology** (what made my person "tick"?)
- Other** (Explain):

7.) What groups might also be interested in my person? (Check any who apply. Circle your choice of audience.)

Peers

Civil War Round Table

Name: _____

Reenactor Group (Military or Civilian)

Museum

Name: _____

Name: _____

Historical Society

Art Council

Name: _____

Name: _____

National History Day

Theatrical Group

Name: _____

Community College

Classroom

Name: _____

Name: _____

Medical or Technology Specialists

Kiwanis or other Community Group

Name: _____

Name: _____

Park Service Unit or Historic Site

Town or County Leaders

Name: _____

Name: _____

Community Action Group

Webmaster

Name: _____

Name: _____

Local Public Radio or Public TV

Local TV

Name: _____

Name: _____

Local Music Performance Night

History, Psychology or other Scholarly Journal

Name: _____

Name: _____

Other (Explain)

8) Using what interests you about the person you are researching, your interests and your potential audience(s), what project ideas would you like to explore? Explain your project as well as the materials and people you would need to work with.

What I would like to explore:

Project explanation:

9) Teacher Conference. Suggestions, guidelines, and shared teacher/ student brainstorming:

Primary Source Worksheet

Type of Primary Source	Name of Primary Source	Location of Primary Source
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

Reason for Selecting Primary Resource:
1)
2)
3)
4)
5)
6)
7)
8)

National Council for the Social Studies (NCSS) Thematic Strands

**Put a star next to concepts that apply to the person you are studying.

I. Culture

We are individuals and members of groups with beliefs, knowledge, values, and traditions.

What do cultures have in common?

How do language and beliefs influence culture?

How does culture make room for different ideas and beliefs?

Why might cultural conflicts occur?

II. Time, Continuity and Change

What happened in the past?

What was life like? How has the world changed? What might happen in the future?

How do social issues change?

How can we learn from the past to make better choices?

How do experience, values and culture affect how we see history?

III. People, Places and Environments

Where are things located and why?

What is a region?

How do places and environments affect people – including historic sites?

How can knowledge of environment help people make informed decisions?

IV. Individual Development and Identity

How do people learn, understand, and grow?

How do people meet their basic needs?

How do people relate to others, or fit into society and culture?

How do ethical principals and self-identity affect our actions?

V. Individuals, Groups and Institutions

How do schools, churches, families, government agencies, courts, etc. help us organize around common needs, beliefs and interests?

How are institutions formed? How are they maintained or changed?

What forces influence institutions? How do institutions influence us?

What happens when institutions and groups experience conflict?

VI. Power, Authority and Governance

What is power, and what are some different types of power?
Who holds power? How is it gained, used, and justified?
How are governments created, maintained, and changed?
How do we keep governments accountable to the people?
How can individual rights be protected within majority rule?
How do groups solve conflicts and create order and security?

VII. Production, Consumption and Distribution

How do we deal with unequal access to good and resources?
What is produced? How are goods and services distributed?
What is the best use of land, labor, capital, and management?
How does one person's economic experience differ from others?

VIII. Science, Technology and Society

Is new technology always better?
How are new technologies created?
How can technology bring unforeseen change?
How can we cope with the pace of change, while preserving our values and beliefs?
How can we manage technology so that the most people benefit?

IX. Global Connections

What relationships exist within and among nations (past and present)?
What are some examples of international economic competition and dependence, ethnic conflicts, and political and military alliances (past and present)?

X. Civic Ideals and Practices

What is civic participation?
How has the meaning of citizenship evolved?
What are our rights and responsibilities as citizens?
What is the role of the citizen in the community, the nation and the world?
How can we support both individual dignity and the common good?

(This is a simplified version of the NCSS strands.
The full NCSS strands are available online at www.ncss.org/standards.)

Six Pillars of Character

From “CHARACTER COUNTS! _{sm}” by the Josephson Institute of Ethics

- ◆ Put a plus sign where your person has strengths and a minus sign where they have weaknesses. If they are strong at times and weak at others, put a “+/-” (but be prepared to explain).

Trustworthiness

Be honest
Don't deceive, cheat or steal
Be reliable — do what you say you'll do
Have the courage to do the right thing
Build a good reputation
Be loyal — stand by your family, friends and country

Respect

Treat others with respect; follow the Golden Rule
Be tolerant of differences
Use good manners, not bad language
Be considerate of the feelings of others
Don't threaten, hit or hurt anyone
Deal peacefully with anger, insults and disagreements

Responsibility

Do what you are supposed to do
Persevere: keep on trying.
Always do your best
Use self-control; Be self-disciplined
Think before you act — consider the consequences
Be accountable for your choices

Fairness

Play by the rules; Take turns and share
Be open-minded; listen to others
Don't take advantage of others
Don't blame others carelessly

Caring

Be kind
Be compassionate and show you care
Express gratitude
Forgive others
Help people in need

Citizenship

Do your share to make your school and community better
Cooperate
Get involved in community affairs
Stay informed; vote
Be a good neighbor
Obey laws and rules; Respect authority
Protect the environment

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Nine Characteristics of Effective, Caring Leaders by the Greenleaf Center for Servant Leadership

- ◆ Put a plus sign where your person has strengths and a minus sign where they have weaknesses. If they are strong at times and weak at others, put a “+/-“(but be prepared to explain).

The Servant-Leader is someone who is a “servant” first and a “leader” second. They may knowingly choose to lead through serving others, or they may choose to serve – and emerge as a leader. A servant-leader is a “service-first” person. The traditional leader, however, has often been a “leader-first” person (“*you follow me*”). How do you tell if someone is a “Servant-Leader”? According to Robert K. Greenleaf, “the difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served”(Greenleaf p.15).

- 1. Listening:** When there is a problem, traditional leaders often react first, listen second (possibly). Servant-leaders respond to a problem by *listening first*. With discipline, a non-servant can become a servant by disciplining themselves to listen until it is second nature.
- 2. Imagination:** Servant-leaders are able to dream great dreams. And they are able to help others see the great dream – without saying too much. They don’t, however, force others to stay within a narrow definition of that dream because that would limit the growth of everyone involved – including the servant-leader.
- 3. Withdrawal:** A servant-leader knows how to pace his or herself, and they also know how to determine what is urgent and what is less important. This allows the servant-leader to have the energy and resilience to cope with emergencies.
- 2. Acceptance and Empathy:** The servant-leader *wants* to understand and empathize with others, and they have true interest in their followers. They don’t automatically reject a person, even though they are sometimes forced to refuse to accept bad behaviors or bad performance. Every human being is imperfect, and the servant-leader recognizes this fact. Servant-leaders are committed to the growth of the people they serve.
- 5. Foresight:** This is a skill servant-leaders develop in order to sense what will happen in the future and when it will happen. They learn to look at the present, compare it with the past, and make a fairly good prediction for the future. The process continues constantly, allowing the servant-leader to make choices – and not just react to events as they unfold.
- 6. Awareness and Perception:** Servant-leaders are highly alert and open to new opportunities. They are also able to see “the big picture” and how it affects everyone around them. A servant-leader is also able to stand back from a high-pressure situation and compose his or herself so as to work more effectively.
- 7. Persuasion:** Rather than using their authority to force people to follow, a servant-leader uses persuasion. They are clear and persistent. And while some leaders take on huge institutions, others lead by persuading one person at a time or by taking one small action at a time.
- 8. Conceptualizing:** Servant-leaders think beyond day-to-day realities. They love the people or institutions they serve; they have a clear *vision* of what must be done; they are passionate and dedicated; and most importantly, they have faith in the ability of the people they serve to accomplish great goals.
- 9. Healing:** Our society has moved from face-to-face communities to large, faceless institutions. In this process, people have been hurt in any number of ways – including the loss of love and ethical behavior. According to Robert K. Greenleaf, servant-leaders help rebuild communities, “face-to-face groups” so that “the liability of each [person] for the other ... is unlimited, or as close to it as it is possible to get. Trust and respect are highest in this circumstance and an accepted ethic that gives strength to all is reinforced.” He further states that without community “trust, respect [and] ethical behavior are difficult for the young to learn and for the old to maintain.” Servant-leaders help build community so that these damages and hurts can be healed as much as possible.

Based on “The Servant as Leader” by Robert K. Greenleaf

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Further information about servant leadership can be found at www.greenleaf.org

Student Evaluation: Civil War Figures as Examples of Character & Leadership

==> Please answer the following questions. Use extra paper if necessary.

1. What is the most important thing you learned from this project? What was the most rewarding experience you gained from the project?

2. How did your understanding of character and leadership evolve over the course of this assignment?

3. How did you begin to view your person differently over the course of this assignment?

4. Do you share any character and leadership strengths / weaknesses with your person? How could you best use your strengths, and/ or improve your weaknesses?

5. How does your project demonstrate your subject's character and leadership qualities?

6. In what ways does your project provide a balanced, unbiased view of your subject?

7. Were you able to access materials that were new to you? What kind, and how?

8. Did you use a variety of resources? Are there other resources that you could have explored?

9. Which primary sources did you use? How did you use them?

10. Is your project well planned and carefully thought out? Could you make improvements?

11. Did you meet the goals set by yourself and your teacher? If not, which ones and why?

12. To whom did you present your final project?

13. Was your audience interested in your project? If yes, explain the strengths or items that interested your audience. If your project was not well received, how could you improve your project? Or, could you have selected a different audience (and which one)?

14. Explain your product's strengths and weaknesses.

6. Does the student demonstrate a balanced, unbiased view of their person?

5 4 3 2 1

Notes:

7. Did the use a variety of materials and resources?

5 4 3 2 1

Notes:

8. Did the student conduct adequate research on their subject(s)?

5 4 3 2 1

Notes:

9. Did the student use primary sources? Were they used effectively?

5 4 3 2 1

Notes:

10. Is the project well planned and carefully thought out?

5 4 3 2 1

Notes:

11. Did the student meet all of the goals set by yourself and the student?

5

4

3

2

1

Notes:

12. Did the student work with an outside audience?

Yes (5 Points)

No (0 Points)

13. Was the project appropriate for the student's audience? Was it presented in a professional manner?

5

4

3

2

1

Notes:

Total Points: _____ **out of 65** **Grade:** _____

Teacher Comments:

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