

WORLD LEADER RESEARCH PAPER

For this assignment, you will be working with a partner to research a world leader on whom you will write an outline about and give a presentation. One partner will analyze how your world leader was effective and the other partner will analyze how your world leader was ineffective. You and your partner will then write the outline together and present together.

LATE OR HANDWRITTEN WORK WILL NOT BE ACCEPTED. NO EXCEPTIONS!

1. **Research Notes:** You and your partner must find a minimum of **6 sources** to prove the effective and ineffective qualities of your world leader. These points will be earned by thorough annotation of all six articles (treat it like an AoW). Although you and your partner may share some or all of the articles, you **must individually** have access to all copies of the articles (digital or hard copies).
2. **Outline:** Your outline will be a guide for your presentation. You and your partner will turn in **one typed outline** together. It is typed using the format provided and includes a complete **Works Cited** page. Your outline must include direct or indirect quotes from all 6 sources.
3. **Presentation Notes:** As you and your partner complete the outline together, divide up who will say what for the presentation. These notes must be on note cards or typed. You will earn individual points for these notes.
4. **Presentation:** You will give a 5-7 minute presentation about your world leader. Your presentation must demonstrate thorough preparation, and include an interesting attention-getting opener, a clear middle, and ending. No visual will be necessary (we will show a picture of your world leader as you present).

ASSIGNMENT	DUE DATE	POINTS POSSIBLE	EARNED
1. Six Articles	Tuesday, January 14	60	
2. Outline and Works Cited Page	Wednesday, January 22	120	
3. Presentation Notes	Tuesday, January 21	20	
4. Presentation	Dates will vary (January 23-28)	100	
TOTAL POINTS		300	

World Leader Research Paper: Introduction

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."

- John Quincy Adams

Qualities of Leadership

Identifying well-known people who demonstrate effective leadership qualities helps you relate to how others interpret those qualities. Read each of the following leader types and fill in the blanks with the name of a well-known person who shows that quality.

1. A well-known person who is an ACHIEVER: _____

A well-known person who is a CHALLENGER: _____

A well-known person who is a PEACE-MAKER: _____

A well-known person who is an INDIVIDUALIST: _____

A well-known person who is a REFORMER: _____

A well-known person who is a LOYALIST: _____

A well-known person who is a HELPER: _____

2. Before we begin the research process, think about the qualities of leadership. Brainstorm any words, positive and negative, that come to mind when you think of *leadership*. Be sure to list words, not names of people.

Positive (Effective) Character Traits of Leaders	Negative (Ineffective) Character Traits of Leaders
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Defining Leadership

2. One definition of a leader comes from Warren G. Bennis, Ph.D., who many people consider to be the "leadership guru" because of his numerous contributions worldwide to the field of leadership. He defines leadership as "knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential." More simply, leadership is being clear about who you

are and what you care about, and doing what needs to be done. Consider this definition, and any others you know, as you write down your own definition of a leader. You may use the sentence frame below, if you like.

A leader is someone who is _____ but can also demonstrate _____.
(positive/effective traits) (negative/ineffective traits)

or _____

3. Read the article on Malcolm X on the following page and annotate thoroughly. Look specifically for the qualities of leadership that we brainstormed together.

Research Purpose

Now, as you get ready to research your world leader, look for the positive/effective and negative/ineffective qualities of your assigned leader.

My partner: _____

Contact info (cell phone and email): _____

Our world leader: _____

As the nation's most visible proponent of **Black Nationalism**, Malcolm X's challenge to the multiracial, nonviolent approach of Martin Luther King, Jr., helped set the tone for the ideological and tactical conflicts that took place within the black freedom struggle of the 1960s. Given Malcolm X's abrasive criticism of King and his advocacy of racial separatism, it is not surprising that King rejected the occasional overtures from one of his fiercest critics. However, after Malcolm's assassination in 1965, King wrote to his widow, Betty Shabazz: "While we did not always see eye to eye on methods to solve the race problem, I always had a deep affection for Malcolm and felt that he had the great ability to put his finger on the existence and root of the problem" (King, 26 February 1965).

Malcolm Little was born to Louise and Earl Little in Omaha, Nebraska, on 19 May 1925. His father died when he was six years old – the victim, he believed, of a white racist group. Following his father's death, Malcolm recalled, "Some kind of psychological deterioration hit our family circle and began to eat away our pride" (Malcolm X, *Autobiography*, 14). By the end of the 1930s Malcolm's mother had been institutionalized, and he became a ward of the court to be raised by white guardians in various reform schools and foster homes.

Malcolm joined the Nation of Islam (NOI) while serving a prison term in Massachusetts on burglary charges. Shortly after his release in 1952, he moved to Chicago and became a minister under Elijah Muhammad, abandoning his "slave name," and becoming Malcolm X (Malcolm X, "We Are Rising"). By the late 1950s, Malcolm had become the Nation of Islam's leading spokesman.

Although Malcolm rejected King's message of **nonviolence**, he respected King as a "fellow-leader of our people," sending King articles on the NOI as early as 1957 and inviting him to participate in mass meetings throughout the early 1960s (*Papers* 5:491). While Malcolm was particularly interested that King hear Elijah Muhammad's message, he also sought to create an open forum for black leaders to explore solutions to the "race problem" (Malcolm X to King, 31 July 1963). King never accepted Malcolm's invitations, however, leaving communication with him to his secretary, **Maude Ballou**.

Despite his repeated overtures to King, Malcolm did not refrain from criticizing him publicly. "The only revolution based on loving your enemy," Malcolm told an audience in 1963, "is the Negro revolution... That's no revolution" (Malcolm X, "Message to the Grass Roots," 9).

In the spring of 1964, Malcolm broke away from the NOI and made a pilgrimage to Mecca. When he returned he began following a course that paralleled King's – combining religious leadership and political action. Although King told reporters that Malcolm's separation from Elijah Muhammad "holds no particular significance to the present civil rights efforts," he argued that if "tangible gains are not made soon all across the country, we must honestly face the prospect that some Negroes might be tempted to accept some oblique path [such] as that Malcolm X proposes" (King, 16 March 1964).

Ten days later, during the Senate debate on the **Civil Rights Act of 1964**, King and Malcolm met for the first and only time. After holding a press conference in the Capitol on the proceedings, King encountered Malcolm in the hallway. As King recalled in a 3 April letter, "At the end of the conference, he came and spoke to me, and I readily shook his hand." King defended shaking the hand of an adversary by saying that "my position is that of kindness and reconciliation" (King, 3 April 1965).

Malcolm's primary concern during the remainder of 1964 was to establish ties with the black activists he saw as more militant than King. He met with a number of workers from the **Student Nonviolent Coordinating Committee (SNCC)**, including SNCC chairman, **John Lewis** and Mississippi organizer **Fannie Lou Hamer**. Malcolm saw his newly created Organization of African American Unity (OAAU) as a potential source of ideological guidance for the more militant veterans of the southern civil rights movement. At the same time, he looked to the southern struggle for inspiration in his effort to revitalize the moribund Black Nationalist movement.

In January 1965, he revealed in an interview that the OAAU would "support fully and without compromise any action by any group that is designed to get meaningful immediate results" (Malcolm X, *Two Speeches*, 31). Malcolm urged civil rights groups to unite, telling a gathering at a symposium sponsored by the **Congress of Racial Equality**, "We want freedom now, but we're not going to get it saying 'We Shall Overcome.' We've got to fight to overcome" (Malcolm X, *Malcolm X Speaks*, 38).

In early 1965, while King was jailed in Selma, Alabama, Malcolm traveled to Selma, where he had a private meeting with Coretta Scott King. "I didn't come to Selma to make his job difficult," he assured Coretta. "I really did come thinking that I could make it easier. If the white people realize what the alternative is, perhaps they will be more willing to hear Dr. King" (Scott King, *My Life*, 256).

On 21 February 1965, just a few weeks after his visit to Selma, Malcolm X was assassinated. King called his murder a "great tragedy" and expressed his regret that it "occurred at a time when Malcolm X was... moving toward a greater understanding of the nonviolent movement" (King, 24 February 1965). He asserted that Malcolm's murder deprived "the world of a potentially great leader" (King, "The Nightmare of Violence"). Malcolm's death signaled the beginning of bitter battles involving proponents of the ideological alternatives the two men represented.

Example Thesis:

Although Malcolm X was effective in _____, he also demonstrate negative qualities such as _____.

OUTLINE FOR WORLD LEADER PAPER

REQUIREMENTS FOR OUTLINE:

Introduction: Attention-getting opener, Thesis

Body Paragraph 1: Brief biography of your leader.

Body Paragraph 2: What qualities of leadership does your leader demonstrate that show he/she is effective?

Body Paragraph 3: What qualities of leadership does your leader demonstrate that show he/she is ineffective?

Body Paragraph 4:

Conclusion: Legacy of leader. What impact has your world leader had on the world today?

***** Make sure that you include the sources you used at the end of each fact. *****

Title: _____

I. Thesis Statement

- Although _____ was a(n) (effective/ineffective) leader, he/she (changed/ transformed/accomplished) _____ while in power.
- An effective leader and moral, _____'s rise to power was (beneficial/a positive change) for the people of _____.

II. Topic Sentence:

a. Example or Quote

(For example / For instance) _____
_____ ().

1. (This shows) _____

b. Example or Quote

(In addition / Furthermore) _____
_____ ().

1. (This shows) _____

III. Topic Sentence:

a. Example or Quote

(For example / For instance) _____
_____ ().

1. *(This shows)* _____

b. Example or Quote

(In addition / Furthermore) _____
_____ ().

1. *(This shows)* _____

IV. Topic Sentence:

a. Example or Quote

(For example / For instance) _____
_____ ().

1. *(This shows)* _____

b. Example or Quote

(In addition / Furthermore) _____
_____ ().

1. *(This shows)* _____

V. Topic Sentence:

a. Example or Quote

(For example / For instance) _____
_____ ().

1. *(This shows)* _____

b. Example or Quote

(In addition / Furthermore) _____
_____ ().

1. *(This shows)* _____

VI. Conclusion:

WORLD LEADER ASSIGNMENT: PRESENTATION

MY PRESENTATION DATE IS: _____

To prepare for your presentation, use your research notes and any outlines you've made to sketch out what you will be presenting to the class. Choose the most compelling and interesting facts you found about your world leader to prove your thesis to the class.

Your presentation must include an interesting attention-getting opener, a clear middle, and ending. If you read your paper word-for-word, the best you will earn will be a 60%!

Directions: Create presentation notes (or speaking points) to guide you as you speak to the class. It may be on index cards or regular paper. They should not be complete sentences, although you may find it helpful to write out your presentation first and then synthesize that into shorter speaking points.

Requirements:

Content:

- ✓ Capture the audience's attention in the beginning of your presentation.
- ✓ Thesis statement about world leader
- ✓ Evidence to support thesis statement
- ✓ Smooth transitions from one point to the next so the audience can follow along easily
- ✓ Clearly demonstrates the speaker's authority on the topic and demonstrates effective research.
- ✓ No visual aid necessary

Presentation:

- ✓ You have organized your speaking points
- ✓ You must have good eye contact
- ✓ Use of note cards is minimal
- ✓ Use of "verbal ticks" is minimal
- ✓ Clearly articulates and speaks at a good volume (no slurring or mumbling)

Time Requirement:

- ✓ Your presentation **must** be between 3-4 minutes