

Thursday, January 4th, 2018

World War I Curriculum

Lesson 1: Introduction to President Woodrow Wilson

Standards

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. *Common Core State Standards*

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. *Common Core State Standards*

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. *Common Core State Standards*

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *Common Core State Standards*

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. *Common Core State Standards*

WHST.9-10.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. *Common Core State Standards*

WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. *Common Core State Standards*

WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. *Common Core State Standards*

Objective

Students will be able to analyze the two-term presidency of the twenty-eighth President of the United States, Woodrow Wilson, by examining his social beliefs, political stances, and navigation in and out of conflict during World War I.

Engage

How will you capture the students' interest? What questions should students ask themselves?

- I will seek to understand President Wilson's personal background as it relates to his approach to Civil Rights, the Federal Government, and the U.S. Military.
 - I will question whether Wilson's progressivism was at odds with his views on race, anti-corruption, unethical business practices and the overall condition of society.
 - I will examine why after campaigning and winning a second term on the slogan "He kept us out of war" President Wilson was ultimately unable to avoid U.S. entry into WWI.
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Explore

Describe what kind of hands-on/minds-on activities students will be doing.

- Students will view a **Presentation** on President Wilson; the social, economic, and political conditions of the United States in the lead-up to WWI; and the emerging foreign policy of the president and country at the time.

- Students will then complete the following activities:
 - **Activity 1: Guided Notes**
 - Directions: Download and print *Guided Notes* for students to complete while viewing the brief video clip of President Wilson embedded in the Lesson 1 Presentation. After viewing the clip, pause the presentation and ask students to raise their hands and volunteer to read each line, allowing appropriate time for all learners to complete their *Guided Notes*.
 - **Activity 2: T-Chart**
 - Directions: After viewing and discussing the information on President Wilson's first term in office, students will compare and contrast the Progressive Ideals versus Regressive Policies of Wilson's time in office.
 - **Activity 3: Graphic Organizer**
 - Directions: After viewing and discussing the information on President Wilson's second term and emerging foreign policy focus, complete the graphic organizer provided. Utilizing the graphic organizer provided, ask students to define the term "Wilsonianism" then outline the four main ideas that encapsulate this idea.
 - **Activity 4: Post Lesson Quiz**
 - Directions: Print copies of the quiz and distribute to students. Allow students 10 minutes to complete quiz, then collect.

📎 WWI- Lesson 1, Activity 1- Guided Notes.pdf

📎 WWI- Lesson 1, Activity 2- T-Chart.pdf

📎 WWI- Lesson 1, Activity 3- Graphic Organizer.pdf

📎 WWI Lesson 1- Quiz.pdf

Explain

List higher order thinking questions that teachers will use to solicit student explanations and help them to justify their explanations.

- Question 1: Evaluate how President Wilson's personal background influenced his domestic policy views.
 - Question 2: Define "Progressivism," then compare and contrast what was traditional and innovative about this particular ideological perspective.
 - Question 3: Describe the key features of Wilson's foreign policy and how it differed from the foreign policy of previous American presidents.
 - Question 4: Identify and outline the four major points of "Wilsonianism" including spreading democracy, open markets, international peacekeeping organizations, and the emerging global role of the United States in foreign policy.
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Extend– The Military Lens

Describe how students will develop a more sophisticated understanding of the concept.

- Students will research segregation within the U.S. military during Woodrow Wilson's presidency from 1913–1921 and the effect it had on soldiers.
- Students will view the [Extension Activity: The Military Lens Presentation](#).
- [Activity: Journal of a WWI African American Soldier](#).

📎 WWI- Lesson 1, Project- Student Journal.pdf

Evaluate

How will students demonstrate that they have achieved the lesson objective?

- Students will submit [Activity 1: Guided Notes](#), [Activity 2: T-Chart](#), and [Activity 3: Graphic Organizer](#) to their teacher for review.
 - Students will complete [Activity 4: Post Lesson Quiz](#).
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Homework

Students may view the PDF at home and complete the assigned activities.

Students may conduct a research project on President Wilson.

Accommodations & Modifications

Allow students to view and explore Lesson 1 Presentation on their own in class or as homework.

- **Activity 1: Guided Notes**
 - *DIRECTIONS*: Download and Print *Guided Notes* for students to complete while viewing the brief video clip of President Wilson embedded in the Lesson 1 Presentation. After viewing the clip, pause the Presentation and ask different students to raise their hands and volunteer to read each line, allowing appropriate time for all learners to complete their *Guided Notes*.
 - *MODIFICATIONS*: The students may complete an optional or additional free-writing assignment summarizing in 1–2 paragraphs the Presidency of Woodrow Wilson using their guided notes and recalling information from the video.
 - *ACCOMMODATIONS*: The teacher may read the answers aloud to the class without asking for volunteers.
 - **Activity 2: T-Chart**
 - *DIRECTIONS*: After viewing and discussing the information on President Wilson's first term in office students will compare and contrast the Progressive Ideals vs Regressive Policies of Wilson's time in office.
 - *MODIFICATIONS*: Ask students to write a letter to the editor discussing how the general public at the time may have perceived President Wilson's domestic policy views to be in conflict with his foreign policy initiatives using the student prompt: Dear Mr. Editor...
 - *ACCOMMODATIONS*: Allow students to work in pairs to engage in a think, pair, share activity where students take turns identifying and sharing the Progressive Ideals and Regressive Policies with their partner.
 - **Activity 3: Graphic Organizer**
 - *DIRECTIONS*: After viewing and discussing the information on President Wilson's second term and emerging foreign policy focus, complete the graphic organizer provided. Utilizing the graphic organizer, ask students to define the term "Wilsonianism" then outline the four main parts that encapsulate this idea.
 - *MODIFICATIONS*: Students may complete a four quadrant poster or four page powerpoint with visuals to depict the four main parts of Wilsonianism.
 - *ACCOMMODATIONS*: Ask four students to come up to the board or overhead projector and each outline one of the four main parts of Wilsonianism alone or with assistance from other students/teacher.
 - **Activity 4: Post Lesson Quiz**
 - *DIRECTIONS*: Print copies of the quiz and distribute to students. Allow students 10 minutes to complete quiz then collect.
 - *MODIFICATIONS*: When finished with the quiz students may turn it over to the back side and complete a bonus activity of the teachers choosing. Examples are: a 1–2 paragraph student reflection on what they would have done if they were President Wilson regarding segregation in the federal government and military, a 1–2 paragraph reflection on how Wilson's progressive policies were in contrast to his domestic views on segregation, or a 1 paragraph reflection on how Wilson's foreign policy views changed from his first term in office to his second term.
 - *ACCOMMODATIONS*: Allow students additional time to complete the quiz.
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Reflections