

Mano Koa Enterprises AP US History Curriculum

Lesson: 7.1: Wilson Administration

Stage 0: Before the Lesson:

- Peruse the Express Notes Key to bridge any content gaps.
- Calibrate the Reading Check slide on the PowerPoint to match the appropriate chapter(s) in your assigned text.
- Print out:
 - LEQ Paper (CollegeBoard stationery)
 - LEQ Rubric (TomRichey.net has a good one)
 - 7.1 LEQ Prompts (equipped with Questions 1, 2, 3)
 - Period 7 Express Note Packets for the Students
 - Election of 1912 handouts
 - Election of 1912 scripts (as spares, preferably you have assigned the three roles before the lesson)
 - Scavenger Hunt Stations (Only one set hung up in the classroom)
 - Scavenger Hunt Handouts (for the whole class).

Stage 1: Warmup

This lesson calls for an LEQ quiz. The following slide should be visible on the board:

“QUIZ TODAY: Please take **an official piece of AP LEQ Stationery from the front table**. You will have five minutes to **quietly** review your notes from last class.

HINT: The Quiz is an LEQ CCOT.

If your teacher sees a cell phone or hears people talking about non-history related things, **he/she/they will assume you are ready and the quiz will begin.**”

Stage 2: Quiz (Slide 2)

Before giving the quiz out, review the following Quiz CHAMP protocol with the kids.

“C: No conversations **at all**. Ask Teacher for help.

H: Ask Teacher directly.

A: 7.1 Quiz

M: Remain in your seats, **when finished** go to food table and staple LEQ rubric to your essay and indicate whether you did long or short game where it says “LEQ.”

P: **In 35 minutes** write an LEQ CCOT using either short or long game strategy. “

CELL PHONE POLICY: After giving the quiz out, give students ten seconds to make sure their cell phones are off and put in their pocket or backpack. Reiterate to them that if their cell phone goes off during the quiz, they will lose 20 percent. If it goes off again, it's another 20 percent and you reserve the right to take the phone.

LEQ Quiz Mechanics: Give out the quiz and set a timer on the board for 35 minutes.

Stage 3: Reading Check (Slides 3-4)

For Lesson 7.1, hand out ALL Period 7 Express notes. Tell the students that today's lesson will discuss all the materials on the Lesson 6.1 section. The lesson will cover most of the listed information. **Whatever the instructional method does not cover, the students must research on their own time.**

Finish this stage with reading slide 4 which reads "Where are we in the Space-Time Continuum?" This gives students the appropriate context for the lesson.

BEFORE TRANSITIONING TO STAGE 3: Distribute the Historical Theater scripts for Lesson 7.2 (The Treaty of Versailles) Students can either volunteer or teacher can assign them to students for points.

If a student volunteers and a teacher decides to award extra credit points, here are the criteria for which students can earn extra credit.

- 1/2 - 1 Point: Participation
- 1/2 - 1 Point: Ad-libbing their class appropriate argument (including using the blackboard or maps to prove a point).
- 1/2 - 1 Point: Committing to character by wearing a class appropriate costume or bringing a prop.
- 1/2 - 1 Point: Students write their own script (TEACHER MUST APPROVE BEFOREHAND)

Giving students the scripts one lesson earlier will give them sufficient time to hit all four of the mentioned criteria.

Stage 4: Historical Theater (Slides 6-9)

In this activity, three of your classmates will play the roles of Theodore Roosevelt, William Howard Taft and Woodrow Wilson: the three major candidates who ran for president in the election of 1912. (See FAQs about Historical Theater for better clarification on this process)

The CHAMP for Historical Theater (Slide 7)

C: (Conversation) (ACT 1) characters will act out their life without interruptions.

(ACT 2) Students will ask historical figures questions on their worksheet. Characters are then free to debate each other. (ACT 3) Closing statements Teacher will moderate. When teacher says “scene,” the discussion/debate is over and the “play” will move on.

H: (Help) Ask Teacher directly.

A: (Activity) Historical Theater: Election of 1912

M: (Movement) Historical figures are free to move and express themselves in whatever **class appropriate way.**

P: (Participation) Ask historical figures questions from your worksheet.

Question: “It’s the election of 1912, who should be president: Roosevelt, Taft or Wilson? ”

Slide 8: Class Discussion on who should be President: poll the class. If someone didn’t vote for a candidate ask a random student why they didn’t vote for him.

Slide 9: The end result

Wilson (blue) easily won the election with 435 electoral votes. Roosevelt (yellow) came in second with 88 electoral votes.

Taft (red) came in third with 8 electoral votes.

Stage 5: Wilson Administration Scavenger Hunt

Advance to slide 10, read the following off the board.”

“Now that Wilson is President, we will take a brief look at all his actions during his tenure. American culture changes enormously during the course of his administration.”

Advance to slide 11: read off the CHAMP:

C: (Conversation) Work with your classmates to find the information. 4/10

H: (Help) Ask 3 people before asking Teacher

A: (Activity) Wilson Administration Scavenger Hunt

M: (Movement) Go to one of **THREE** stations in the classroom/hallway. Once finished, go to the next one. **Return to your seat when completely finished.**

P: (Participation) Go to the **THREE** stations in the classroom. Write answers down on your scavenger hunt sheet.

Management Note: While the students are engaged in this activity, you can grade any previous materials that you handed out. For example, since Period 7 just started, you may want to grade the notes from Period 6 or the 6.5 DBQ from the previous unit. Usually, assignments can take two days to grade. Have this be the first day. After the second day, if a student fails to give you the materials, put it in as a zero for “bookkeeping purposes.”

Stage 6 Debriefing: All the classroom to order with an attention grabber. Then, discuss the students' findings. This is the time where students discuss their questions, comments or concerns.

After reviewing the questions, if time allows, advance to slides 12 and 13 and discuss how WWI transformed America's national symbol from Columbia/Lady Liberty to Uncle Sam thereby masculinizing American culture. (If time runs out, this is a good carry over to lesson 7.2 at the beginning of class, after the warmup).

End the lesson by advancing to the end of the PowerPoint and saying "Observe the Sign." This keeps students at their desks until the bell rings. It keeps students from congregating at the door.