

Lesson Description	With its involvement in World War I the United States assumed a greater international presence. President Woodrow Wilson's introduction of his 14 points – principles he offered to guide any negotiated peace to end the war – included a vision of internationalism and humane treatment of the Central Powers. The fourteenth point famously proposed a League of Nations to promote continued peace and to forestall any possibility for another world war. This lesson will focus on Wilson's 14 Points and his vision.
Objectives	Students will be able to: <ul style="list-style-type: none"> • explain the purpose and character of the League of Nations; • explain President Wilson's argument for national self-determination and against empire; and • describe President Wilson's vision of the role of the United States in international affairs, including open dealings between nations, freedom of the seas, free trade, and disarmament.
Essential Questions	Essential Questions: <ul style="list-style-type: none"> • What world events motivated President Wilson to create the League of Nations? • What political forces would not be in favor of the League of Nations? Why? • What were the advantages and disadvantages of open negotiations, free trade, and dispute resolution by international organizations?
Texas Essential Knowledge and Skills (Target standards)	<p>USH (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to: (F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and</p> <p>(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to: (D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States</p> <p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions; (G) identify and support with historical evidence a point of view on a social studies issue or event; and</p>

	(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
Texas Essential Knowledge and Skills (Prerequisite standards)	6 (b) Knowledge and skills. (1) History. The student understands that historical events influence contemporary events. The student is expected to: (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.
Vocabulary	<ul style="list-style-type: none"> • Isolationism • Neutrality • Domestic • Foreign • Disarmament
Time Required	Two 45-minute class lessons
Materials Required	<ul style="list-style-type: none"> • One copy of President Wilson's "Fourteen Points Message" http://www.ourdocuments.gov/doc.php?flash=true&doc=62 • Document analysis from National Archives http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf • Political Cartoon http://ww12.dataformat.com/Document.aspx?doc=31369 • Cartoon analysis from National Archives, http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf • Map of Europe before and after World War I https://sites.google.com/a/pvlearners.net/the-treaty-versailles/r

Engage	<p>Following the study of the events leading up the involvement of the United States, students will study the events bringing an end to the war and the President's efforts to bring a lasting peace to the world with the League of Nations. In a joint session of Congress in January 1918, he outlined fourteen points as a blueprint for world peace that would be used for peace negotiations after World War I.</p> <p>During a Joint Session of Congress on January 8, 1918, President Wilson made the following statement about the beliefs of the people of the United States. Do you agree or disagree? Why or Why not? Write your opinion in your journal and be prepared to defend your answer.</p> <p><i>. . . An evident principle runs through the whole programme I have outlined. It is the principle of justice to all peoples and nationalities, and their right to live on equal terms of liberty and safety with one another, whether they be strong or weak. Unless this principle be made its foundation no part of the structure of international justice can stand. The people of the United States could act upon no other principle; and to the vindication of this principle they are ready to devote their lives, their honor, and everything that they possess. The moral climax of this the culminating and final war for human liberty has come, and they are ready to put their own strength, their own highest purpose, their own integrity and devotion to the test.</i></p> <p>http://ww12.dataformat.com/Document.aspx?doc=30716</p>
Explore	<p>Following the Engage activity and working in groups, students will read President Wilson's "Fourteen Points Message." As they read, students may refer to the map of Europe before and after WWI either online at https://sites.google.com/a/pvlearners.net/the-treaty-versailles/r or on a handout.</p> <p>As they read, students will answer the following questions citing textual support for their answers:</p> <ol style="list-style-type: none"> How does the recommendation in point fourteen form the purpose of the League of Nations? What countries would have disagreed with the last paragraph describing President Wilson's beliefs about Germany? Why? How would you (group) redraw the map of Europe? <p>For differentiation, students may use the <i>Written Document Analysis Worksheet</i> handout from the National Archives.</p>
Explain	<p>Students will present their answers to the entire class and be prepared to defend their answers. Students will make a T chart and record the answers given in b.</p>

Elaborate	<p>Students will connect the opposition to the League of Nations, as depicted in the political cartoon, http://www2.dataformat.com/Document.aspx?doc=31369, to a current event. After completing the Cartoon Analysis Worksheet from http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf students will connect the theme of congressional opposition to a current national debate. Examples include the end of the war in Afghanistan and immigration laws.</p> <ol style="list-style-type: none"> 1. Ask students to form their opinion silently and draw a political cartoon illustrating a political force that would oppose a presidential initiative. 2. Students will present their cartoon to a small group citing textual evidence that supports their assertions in the political cartoon. 3. One cartoon from each group, approved by the teacher, will be selected to be presented to the class.
Evaluate	<p>As a closure activity, the students will answer the following questions in short answer or essay format. It may help to have students discuss these questions in small groups or in pairs first, but each student should come to write their own answer to these discussion and evaluative questions.</p> <p>How would you explain why some countries did not favor all of the resolutions made by President Wilson in the <i>Fourteen Points</i>? What were the opposing views to open negotiations, free trade and dispute resolution by international organizations?</p> <p>President Wilson, especially with regards to the <i>Fourteen Points</i>, is often called an idealist or idealistic. This is often contrasted with being prudent or realistic. Why do you think Wilson was called this? What role should "ideals" play in the relationship between the United States and other nations? What role should "realism" play?</p>