

Title: “The Ivy Hero” The Brave Life of Sergeant William Shemin

Author: Sara Shemin Cass and Dan Burstein

Lesson Created by T. Elisha Mele

Topic: Medal of Honor recipients William Shemin and Henry Johnson

Time Frame–1-3 weeks

Grade/Unit: 3-8

Background: William Shemin was an American soldier who fought in WWI and saved many lives. Henry Johnson also saved many lives and showed unprecedented acts of valor. William Shemin and Henry Johnson were passed over for the Medal of Honor. William Shemin was not considered for the medal because he was Jewish and Henry Johnson because he was African American. But, on June 2, 2015, William Shemin and Henry Johnson were posthumously awarded the Medal of Honor by President Barack Obama.

NJSLS - Social Studies:

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

- 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

- 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

Essential Questions:

1. What is a hero?
2. How does a person overcome adversity?
3. What characteristics do heroes embody?
4. What challenges do heroes face?
5. What values and beliefs does a hero need?
6. How are heroes defined?
7. What factors that led the United States to enter WWI?
8. How does William's early life affect his abilities in WWI?

Enduring Understandings:

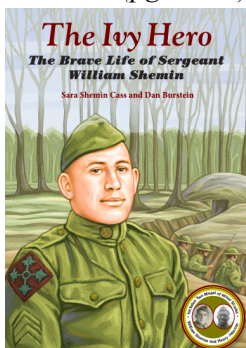
1. Understand who William Shemin was as a Jewish American, and how he posthumously earned the Medal of Honor.
2. Understand how discrimination affects William Shemin's life and how his family overcame the discrimination.
3. Understand the circumstances during WWI in which William Shemin became a hero.
4. Understand Henry Johnson's contributions to WWI and the contributions of the Harlem Hellfighters.

Objectives:

1. To research the Pogroms and the effect they had on the Shemin family.
2. To better understand William Shemin's early life and the circumstances that led him to join the Army.
3. To understand William Shemin's role in WWI and why he deserved the Medal of Honor.
4. To understand why Henry Johnson is a hero.
5. To better understand discrimination in WWI.
6. To research Semi-Pro Baseball in the early 1900s (Bayonne Sea Lions;1912).
7. To develop a better understanding of "Newsies" and their importance.
8. To research and think critically about President Woodrow Wilson and his decision to enter WWI.
9. To research The Lusitania and the importance of this ship contributing to the US entering WWI.
10. To learn about Henry Johnson and his contributions to WWI.
11. To research Harlem Hellfighters and their contributions to WWI.
12. To understand the importance of "Ivy" throughout William Shemin's life.

Click on the images below to access the lessons for "The Ivy Hero" or scan the QR code with your phone to access the documents.

Lesson 1 (pgs. 1-26)



Lesson 2 (pgs. 27-36)



Lesson 3 (pgs. 37-54)



Lesson 4 (pgs. 55-62)



Lesson 5 (pgs. 63-72)



Lesson 6 (pgs. 73-78)



Lesson 7 (pgs. 79-84)



Lesson 8 (pgs. 85-102)

In Honor of Two United States Army World War One Medal of Honor Heroes
These Japanese Maple Trees were planted

| | |
|--|--|
| Sgt. William Shemin | Sgt. Henry Johnson |
| Final Resting Place Baron Hirsch Cemetery | Final Resting Place Arlington National Cemetery |

ALMOST 100 YEARS AFTER "THE GREAT WAR"
EACH RECEIVED THE MEDAL OF HONOR FROM
PRESIDENT BARACK OBAMA
AT THE WHITE HOUSE ON JUNE 2, 2015

THE DELAY IN THEIR BEING HONORED WAS DUE TO
RELIGIOUS DISCRIMINATION FOR SGT. SHEMIN WHO WAS JEWISH AND
RACIAL DISCRIMINATION FOR SGT. JOHNSON WHO WAS AFRICAN AMERICAN.
HAVING NO FAMILY, THE SHEMIN FAMILY HAVE PROUDLY EMBRACED
SGT. JOHNSON INTO THEIR FAMILY'S LEGACY.

MAY THEIR STORY OF BRAVERY BE A BLESSING AND INSPIRATION
TO BE REMEMBERED BY ALL
FROM GENERATION TO GENERATION.
L'DOR V'DOR



Final Projects



Accelerated Activities



Extended Reading

1. "Immigration to the United" States by Michael A. Signal
2. "America and I" by Anzia Yezierska
3. Army Code Talkers

Suggested Technology:

● Device, Film application (FlipGrid, iMovie, Screencastify, etc.), Smart Board, Meet application (Google Meet, Zoom, etc.) Digital whiteboard application, Camera and microphones as needed, Kami-PDF annotations- document camera where applicable, Google Meets, Breakout Rooms:

- Facing History
- Schoology
- Schoology Discussion Board
- Slidesmania link for free virtual interactive notebooks
- Prezi
- TedED Talks
- Padlet
- Peardeck

Assessment(s)--formative &/or summative:

Formative Assessments:

- Diagnostic Assessments
- Pre-Writing/Pre-Assessments
- Quizzes
- Entrance/Exit Tickets
- Daily/Weekly Student Reflections
- Quizzes that mirror multiple-choice questions on the NJSLA exam. Each question will contain both Part A and Part B, as well as multiple sources (video, text, and articles). Checking for understanding activities during and after reading (Exit Slips, 321 strategies, Reflection Journals)
- Daily writing tasks linked to the text
- Four Corner Strategy Discussions.

- **Nearpod**
- **Commonlit**
- **Edpuzzle**
- **Quizlet**
- **Kahoot**
- **Blogs**
- **Wikis**
- **Podcasts**

- Virtual: Google Meet Polls/Zoom Polls, etc.,
- Think/Pair/Share
- Peer/Self Assessments
- Conferencing

Summative Assessments:

- Unit Assessment
- Essay
- Assessment of standards taught
- Presentations
- Peer/Self Evaluation
- Cumulative Reflection/Growth Mindset
- Benchmark Assessments
- End of Unit/ Chapter Tests
- Final Projects
- Video Presentations

Interdisciplinary connections—including to Active Citizenship and/or State Mandates:

- Research African Americans in WWI/Harlem Hellfighters/Henry Johnson/

Modifications/Differentiation—add to what is below or highlight the specific Modifications/Differentiation:

Special Education: Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake

English Language Learners: Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.

Students at Risk of School Failure: Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, and repeat instructions as needed.

Gifted Students: Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.