

## The Woodson Principles

### Teacher's Guide

#### Overview:

Robert Woodson Sr. is an American civil rights activist and community development leader. He is also founder of The Woodson Center, an organization that supports neighborhood-based initiatives to revitalize low-income communities.

This lesson covers the 10 Woodson Principles that he has developed in order to uplift and empower anyone struggling to overcome obstacles in life.

This is an appropriate lesson for Black History Month, studies on civil rights, urban development and renewal, social movements, civic ideals and practices, and social-emotional development.

#### Lesson Prompt:

What is your neighborhood like? What are some things that are good about your neighborhood? What are some things that you would like to improve?

Share the prepared PowerPoint presentation on the Woodson Principles. The presentation includes discussion prompts to reinforce the principles discussed.

Select activities from the accompanying Activity Pack according to your time allowance and student appropriateness. Included in the Activity Pack are:

*Multiple Choice Questions (Grades 2-8)*

*Critical Thinking Exercises (Grades K-5 with guidance; 6-8 unassisted)*

*Crossword Puzzle (Grades 4-8; use puzzle with word bank for younger students)*

*Additional Reading: Kimi Gray-An Example of Community Leadership (Grades 4-8)*

## Vocabulary:

Students can look up and define the following vocabulary words:

Competence

Integrity

Transparency

Resilience

Witness

Innovation

Inspiration

Agency

Access

Grace

## Recommended Resources

For further reading, see: [Lessons from the Least of These: The Woodson Principles](#).

## Standards and Learning Objectives

*Mapped to the College, Career and Civic Life (C3) Framework for Social Studies State Standards published by the National Council for the Social Studies*

### Grades K-2

#### English Language Arts:

D1.3.K-2. Identify facts and concepts associated with a supporting question.

#### Civics:

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

#### Economics:

D2. Eco.2. K-2. Identify the benefits and costs of making various personal decisions.

D2. Eco.3. K-2. Describe the skills and knowledge required to produce certain goods and services.

#### History:

D2. His.3. K-2. Generate questions about individuals and groups who have shaped a significant historical change.

#### Communicating and Critiquing Conclusions:

D4.4.K-2. Ask and answer questions about arguments.

D4.5.K-2. Ask and answer questions about explanation.

### Grades 3-5

#### Civics:

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.13.3-5. Explain how policies are developed to address public problems.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

## **Economics:**

D2. Eco.1.3-5. Compare the benefits and costs of individual choices.

D2. Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

## **History:**

D2. His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

## **Communicating and Critiquing Conclusions:**

D4.4.3-5. Critique arguments.

D4.5.3-5. Critique explanations.

D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

## **Grades 6-8**

### **Civics:**

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

### **Economics:**

D2. Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2. Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

## **Communicating and Critiquing Conclusions:**

D4.4.6-8. Critique arguments for credibility.

D4.5.6-8. Critique the structure of explanations.

D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.