How did World War 1 effect the United States?

Grade Level: 7

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Thematic Unit Planning Matrix

**Complete each column for three subject areas/content areas

Content or Subject Area	Essential Questions	Centers (Activities) What do you want the students to do/achieve?	Technology Integration (Must include at least 2 technology tools that you have used in this class for each subject area)	Assessment and/or Rubric Scale - How are you going to evaluate your student's work	Student Work or product (What is the final product? i.e. presentation slides, WordCloud, newsletter, Reflective Essay?	TEKS and Technology Standards: Identify the relevant TEKS and ISTE Standard for Teachers and Students
Social Studies	-How did World War I have an impact on the United States? - Who was negatively impacted by World War I?	Students will understand and be able to explain how the United States economy, people and land were impacted by World War I. -Students will be able to explain the main	-Students will create their own timeline that will include the main events that occurred throughout World War I. -Students will Create a mind map for things and people that were affected during World War I.	Students will be assessed on the accuracy and detail that their timelines include. Students will be assessed on their understanding of the negative effects World	The timeline must include at least 10 important events that occurred throughout World War 1. Students mind map must include at least two negative ways that the land, people and economy were affected.	TEKS: 7.7E Analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas. ISTE Standard for Teachers: 2.7.a Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

		events of World War I.		War I had on the United States.		ISTE Standard for Students: 1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ELAR	What were the events that caused World War I to arise? Can you infer how World War I will end?	Students will read different newspaper clipping to be able to understand the events that led up to World War I. Students will infer how they think World War 1 will end.	Students are going to create their own newsletter and will include some of the knowledge that they gained from reading the newspaper clippings that were provided. Students will create their own digital story book about World War I.	Students will be assessed on the accuracy of the newsletter they created grammar and if the events included are accurate. Students will be assessed on their storybook by exchanging storybooks with their partners and inferring what they think will happen at the end of the story.	The newsletter created by the students must include at least 3 headlines on how World War I arose. The students will create storybooks to share with their partner and their partner will have to infer what they think is going to happen at the end of the World War I digital storybook.	TEKS: 7.7.A The student is expected to infer multiple themes within and across texts using text evidence; ISTE Standard for Teachers: 2.5.b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. ISTE Standard for Students: 1.4.a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
Fine Arts	Who/ what started	Students will be able to reenact how World	Students will create a Multimedia poster	The students will be assessed based	The final product for this will be that the students will use their	TEKS: 7.2.B

World War I? How did World War I end?	War one was started and how it ended.	to use as a prop for the scene they are assigned. Students will use Google slides to present their characters that they are assigned for their skit and they will turn the slides into the teacher prior to performing their scene.	on how much detail they apply to their poster and how well it portrays their scene. Students will be assessed by how well they research their character and if the mini autobiography is accurate.	multimedia poster that they used Canva to create as a prop for their scene and as and assignment to turn in they will provide the teacher with a copy of their Google slides.	The student is expected to : define characters by what they do, what they say, and what others say about them. ISTE Standard for Teachers: 2.4.a Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. ISTE Standard for Students: 1.6.d Students publish or present content that customizes the message and medium for their intended audiences