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| 1   | Introduction to the World War I unit | • Review over the causes and events that made the U.S. a world power.  
• Discuss how the Spanish-American War, imperialism and U.S. expansionism led the U.S. to become a world power.  
• Also discuss how Henry Cabot Lodge, Theodore Roosevelt, and Sanford B. Dole contributed to establishing the U.S. as a world power.  
• After the lecture, students are to construct a one page paper about whether they support or reject U.S. imperialism.  
• If not finished, the paper will be homework. | 1. TLW evaluate and review information that has been covered before, and from my lecture.  
2. TLW construct a one page paper discussing their stand on imperialism and U.S. expansionism.  
3. TLW identify major figures who contributed to establishing the U.S. as a world power. | (§113.41.C) 2(A), 2(B), 2(C), 2(D), 4(A), 4(B), 12(B), 15(C), 15(D), | • PowerPoint.  
• Textbook Chapter 10 pgs. 352-375.  
• Pen and Paper.  
• Notebook. |
| 2   | Causes of World War I | • Turn in one page paper that was completed for homework.  
• Show this video introducing some causes of World War I.  
• After the video, lecture and identify the causes of World War I.  
• Include nationalism, imperialistic rivalry, militarism, and alliances.  
• Students take notes.  
• Complete Chapter 12 Section 1 Assessment on pg. 419 (1-4). | 4. TLW identify the causes of World War I through video interpretation, and writing down notes from my lecture.  
5. TLW evaluate data from the textbook and answer questions from the section assessment.  
6. TLW list the Allies and Central Powers. | 2(B), 2(D), 4(B), 4(C), 4(F), 15(D) | • [http://www.history.com/videos/causes-of-world-war-i#causes-of-world-war-i](http://www.history.com/videos/causes-of-world-war-i#causes-of-world-war-i).  
• Graphic Organizer.  
• Textbook.  
• Notebook.  
• Pen and Paper. |
| 3   | Weapons of World War I | • Turn in Chapter 12 Section 1 Assessment.  
• Show video on weapons used during World War I.  
• Show pictures technological innovations of World War I such as machine guns, gas masks, u-boats, tanks, aircrafts, | 7. TLW interpret a video on weapons used in WWI.  
8. TLW compare and contrast weapons of WWI and weapons today. | 2(D), 4(E), 15(D), | • [http://www.history.com/topics/world-war-i/videos#wwi-firsts](http://www.history.com/topics/world-war-i/videos#wwi-firsts)  
• WWI weapons slideshow. |
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<td>artillery, flamethrowers, mustard gas, and grenades.</td>
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<td>• Students take notes during the slideshow of weapons.</td>
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<td>• Pen and Paper</td>
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<td>• Students have to compare and contrast weapons of WWI to weapons of today on a sheet of paper.</td>
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<td>4</td>
<td>Modern Warfare and Trench Warfare</td>
<td>• Discuss and show maps military strategy and movement in WWI.</td>
<td>9. TLW identify strategy and movement in WWI.</td>
<td>2(B), 2(D), 4(E), 4(G)</td>
<td>• Maps and Pictures.</td>
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<td>• Include the Schiefflen Plan, and how it turned into a stalemate.</td>
<td>10. TLW evaluate life of soldiers in WWI.</td>
<td></td>
<td>• <a href="http://www.firstworldwar.com/features/trenchlife.htm">http://www.firstworldwar.com/features/trenchlife.htm</a></td>
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<td>• Discuss trench warfare, and describe what the battlefield was like.</td>
<td>11. TLW summarize an article discussing trench warfare life.</td>
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<td>• Afterwards students will read this article over Trench Warfare, and summarize it.</td>
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<td>• Pen and Paper</td>
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<td>5</td>
<td>Causes of U.S. entry in World War I</td>
<td>• Lecture over the causes of U.S. entry in World War I.</td>
<td>12. TLW observe primary documents from WWI.</td>
<td>2(B), 2(D), 4(C), 4(F), 12(B)</td>
<td>• Word document that has causes of U.S. entry</td>
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<td>• Provide pictures of unrestricted submarine warfare (Sussex pledge), and the Zimmermann Note.</td>
<td>13. TLW construct a flow chart about causes of U.S. entry in WWI.</td>
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<td>• Pictures</td>
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<td>• Students will make a flow chart leading to Wilson asking Congress to declare war on Germany.</td>
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<td>• Flow chart sheet</td>
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<td>6</td>
<td>Americans on the European Front</td>
<td>• Discuss the American Expeditionary Force (AEF) and Gen. John Jay Pershing. Also talk about the role of Americans in the war.</td>
<td>14. TLW examine the roles of Americans on the European front.</td>
<td>2(D), 4(D), 4(G), 15(D)</td>
<td>• PowerPoint</td>
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<td>• Students are to complete Chapter 12 Section 3</td>
<td>15. TLW identify the answers to the Section 3 assessment by looking through the textbook.</td>
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<td>• Notebook</td>
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| 7   | Americans on the Home Front | • Discuss roles of Americans back home during the war.  
     • Provide posters of U.S. propaganda advertising Liberty Bonds and enlisting in the army.  
     • Students are to draw their own U.S. propaganda poster. They can choose a topic from Chapter 12 Section 4.  
     • Due on Thursday (Day 9). | 16. TLW observe roles of Americans back home from a PowerPoint.  
17. TLW interpret and examine U.S. propaganda posters from the WWI era.  
18. TLW draw their own U.S. propaganda poster. | 2(D), 4(D), 23(C) | • PowerPoint  
• Pictures  
• Textbook  
• Blank sheet of paper  
• Colored pencils |
| 8   | End of the war and the world after the war | • Lecture over Wilson’s Fourteen Points, The League of Nations, and the Treaty of Versailles.  
• Divide students into two groups and have a mock trial. One group is for the treaty and the other against. | 19. TLW analyze Wilson’s Fourteen Points and the Treaty of Versailles.  
20. TLW conduct a mock trial over the Treaty of Versailles. | 2(B), 2(D), 4(F), 15(D) | • PowerPoint  
• Notes |
| 9   | Secrets of World War I video | • Students will watch a World War I video that goes over everything they have learned in the unit.  
• Students will present their U.S. propaganda poster that is dues today.  
• After, students will pick a topic from a list I have.  
• For homework, they will prepare to describe it and put a picture on the activity for tomorrow. | 21. TLW evaluate a WWI video, and review over material we have covered.  
22. TLW present their poster.  
23. TLW prepare a topic to present tomorrow. | 2(B), 2(D), 4(A-G), 12(B), 15(C), 15(D) | • [http://www.youtube.com/watch?v=x_FAOk4uMp8](http://www.youtube.com/watch?v=x_FAOk4uMp8)  
• [http://www.youtube.com/watch?v=jJWP-SqEaq4&feature=related](http://www.youtube.com/watch?v=jJWP-SqEaq4&feature=related)  
• List I have prepared  
• Paper and Pen |
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| 10  | Interactive Timeline of World War I | • Pull up an interactive timeline on dipity.com.  
• Students will put their event on dipity in chronological order.  
• Once finished, students will use this as a review to study for their test. | 24. TLW present their topic they have prepared.  
25. TLW describe their topic to the class.  
26. TLW review the timeline for their test next week. | 2(B), 2(D), 4(A-G), 12(B), 15(C), 15(D) | • Dipity.com  
• Homework they have prepared for today |
| 11  | Review Day for Test | • Divide students into three groups where they will compete for 2 extra points on their test tomorrow.  
• Also, provide a list of topics that may or may not be on the test tomorrow. | 27. TLW recall information they have learned in the review game.  
28. TLW collaborate with other students in order answer questions. | 2(B), 2(D), 4(A-G), 12(B), 15(C), 15(D) | • Paper and pen  
• Review sheet |
| 12  | Test Day | • Students will test over the World War I unit.  
• If they finish early, they will sit in their seat quietly until everyone is done.  
• This test will be used as an assessment for the whole unit, and will be the conclusion of the unit. | 29. TLW display knowledge, comprehension, and evaluation on a World War I unit test. | 2(B), 2(D), 4(A-G), 12(B), 15(C), 15(D) | • Pen/Pencil  
• Test |


Video are used as initiated activities.