

CURRICULUM GUIDE

COURSE NAME: Historical Literacy II

GRADE LEVEL: 8th

TIME FRAME	FOCUS	CONTENT / SOURCE	ACTIVITIES	SKILLS	ASSESSMENTS	ELIGIBLE CONTENT/ STANDARDS
1st Trimester	<p>Social Movement</p> <p>Essential Question:</p> <p>1. Compare the English Bill of Rights in 1689 to the rights that the English took from their colonial subjects in America, India. Also, integrate how Germany took away rights from the Jewish-German citizens that were protected for non-Jewish citizens. Explain the importance of identifying hypocrisy in policies in their infancy.</p> <p>2. Identify the pressures imperialism can cause on the colonist, indigenous people, and/or suppressed group.</p> <p>3. How does</p>	<p>Pyramid of Hate</p> <p>English Bill of Rights 1689</p> <p>American:</p> <p>Taxation (Stamp Act, Sugar Act, Quartering Act, Townshend Acts, Tea Act), lack of representation, and strain on liberty. Sons of Liberty, Daughters of Liberty (cloth protest)</p> <p>Boston Massacre, Intolerable Acts (Boston's Martial Law), Lexington and Concord</p>	<p>Pyramid of Hate Lesson Pyramid of Hate</p> <p>Join or Die: Foundations of Unity</p> <p>DBQ - Causes of the American Revolution</p> <p>Analysis and Timeline of Excise Taxes</p> <p>TLAH: Stamp Act -1765 Bostonians Paying the (Excise (Tax) Man TLAH: Boston Massacre - 1770 TLAH: Battle of Lexington - 1775</p> <p>Range of activities ranging from 1st/2nd Continental Congress, DOI, Intolerable Acts, Lexington, Concord,</p>	<p>Classifying events through history.</p> <p>Identifying escalating behaviors</p> <p>Cause and effect</p> <p>Using corroboration to support claims</p> <p>Claim Evidence Reasoning</p> <p>Thinking/Writing</p> <p>Identifying Primary vs. Secondary Sources</p>	<p>Case studies in Genocide/Survivor Testimony</p> <p>Stamp Act DBQ</p> <p>Boston Massacre TDA</p> <p>Battle of Lexington DBQ</p> <p>Dec. of Ind. DBQ</p>	<p>CC.8.6.6-8.G. CC.8.5.6-8.A. CC.8.5.6-8.G. CC.8.5.6-8.B.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D CC.8.5.6-8.F CC.8.5.6-8.H. CC.8.5.6-8.J. CC.8.6.6-8.A. CC.8.6.6-8.C. CC.8.6.6-8.D. CC.8.6.6-8.G. CC.8.6.6-8.H.</p>

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	<p>nationalism transform into Ultranationalism? What impact can that have on society and the world?</p> <p>Phase 1:</p> <ul style="list-style-type: none"> a) Pressures <ul style="list-style-type: none"> i) Conflicting parties ii) Disagreements iii) Legislation iv) Social division v) Persecution b) Initial Reactions <ul style="list-style-type: none"> i) Comparison of violent versus non-violent 	<p>India: British Policies, lack of representation, and Sepoy Rebellion</p> <p>Holocaust: Pressures of the Treaty of Versailles, Nuremberg Laws, Annexation of Austria Removal of</p>	<p><u>etc.</u></p> <p><u>A Revolutionary War Soldier's Perspective</u></p> <p>Pressures to declare independence chart Yellow book chapter 6 page 182 (great for drawing conclusions)</p> <p><u>Boston Massacre</u> <u>The Boston Massacre: You Be the Judge</u></p> <p><u>Committee of Correspondence (role in unifying colonies and shaping public opinion of Britain leading up to the war)</u></p> <p>Building context? <u>White Man's Burden</u> <u>Non-violent roots of American Revolution</u></p> <p><u>Intro to Colonialism</u> <u>British Policies Chart</u></p>	<p>Analyzing visual information</p> <p>Analyzing primary sources</p> <p>Reading and annotating</p> <p>Bias and perspective extraction</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Loaded Language</p>	<p><u>Colonized India Comprehension Check using India as a Colony</u></p> <p>Sepoy Rebellion TDA</p> <p><u>Treaty of Versailles Simulation</u></p> <p><u>Germany's Reaction to Treaty</u></p> <p><u>Weimar Republic</u> <u>Weimar Republic II</u> <u>iWitness Prewar Relationships</u></p> <p><u>They Might Have Had a Good Idea</u></p>	<p>CC.8.5.6-8.B. CC.8.6.6-8.H.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D CC.8.5.6-8.F CC.8.5.6-8.H. CC.8.5.6-8.J. CC.8.6.6-8.A. CC.8.6.6-8.C. CC.8.6.6-8.D. CC.8.6.6-8.G. CC.8.6.6-8.H.</p> <p>CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.5.6-8.A. CC.8.5.6-8.F. CC.8.6.6-8.A.</p>
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		<p>citizenship Evian Conference</p>	<p>Colonized India Text (Illustrating Lack of Representation) TLAH: The Sepoy Rebellion Imperialism Case Study: India</p> <p>Causes and Effect</p> <p>Evaluating the Treaty of Versailles Nuremberg Laws</p>	<p>Nuremberg vs Jim Crow Law Anti Semitism Nazi Propaganda Evian Conference</p>	<p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-8.G.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-8.G.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-8.G.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-8.G.</p>
2nd Trimester	Intensifying Social Suppression Resistance	<p>American: Second Continental Congress, Loyalist vs Patriots, Confederation Era, Declaration</p>	<p>TLAH: Dec. of Independence -1776 Analysis of the Declaration of Independence TLAH: Shay's Rebellion - 1787 Justification of Declaration</p>	<p>TLAH: Dec. of Independence -1776 TLAH: Shay's Rebellion - 1787</p>	<p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D</p> <p>CC.8.5.6-8.F CC.8.5.6-8.H. CC.8.5.6-8.J. CC.8.6.6-8.A.</p>

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	<p>of Independence, Bill of Rights Issues with in the country (Yellow book page 331 Chart)</p> <p>Indian: British Raj, Amritsar Massacre, Gandhi's Conformity versus separation from Government, Stages of Resistance</p> <p>Holocaust: Propaganda, Kristallnacht, Development of the ghettos, Model concentration</p>	<p>of Independence to Separate from England</p> <p>Note Taking Civil Disobedience Satyagraha Presentation including Homespun Campaign</p> <p>Amritsar Massacre - Annotation</p> <p>Tone</p> <p>Gandhi's Letter to the Viceroy (1930)</p> <p>Indian Independence Movement</p> <p>Response to Imperialism: Sepoy Rebellion</p>	<p>Continuation of Textbook</p> <p>Amritsar Massacre</p> <p>Can Non-Violence Be powerful?</p> <p>Gandhi Fasts Today Webb Miller Langston vs Gandhi</p> <p>Kristallnacht Activity</p> <p>Kristallnacht Perspective of a Nazi Youth</p> <p>Role of the Ghetto</p>	<p>CC.8.6.6-8.C. CC.8.6.6-8.D. CC.8.6.6-8.G. CC.8.6.6-8.H.</p> <p>CC.8.5.6-8.A., CC.8.5.6-8.A.</p> <p>CC.8.5.6-8.A., CC.8.5.6-8.B., CC.8.6.6-8.D</p> <p>CC.8.5.6-8.A., CC.8.5.6-8.B.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B.</p> <p>CC.8.5.6-8.H.</p> <p>CC.8.6-6.8.G.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B.</p> <p>CC.8.6.6-8.H. CC.8.6-6.8.G.</p>
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		camp, failure of population transfer --> Final Solution Active/versus Cultural Resistance		Ghetto Reading Notes I Never Saw A Butterfly Again Armed Resistance Model Concentration Camp Final Solution Intentionalist Versus Functionalist TDA Resistance Research	CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-8.G. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-8.G. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-8.G. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-8.G.
3rd Trimester	Success/Failures Legacy	American: Constitution (Pros and Cons), Indian Removal,	TLAH: Louisiana Purchase - 1803 Analysis of the Louisiana	Compare the three different outcomes and methods of the three	CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D CC.8.5.6-8.F

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		<p>Expansion/Manifest Destiny (Louisiana Purchase), Treaty of Paris 1783, War of 1812 (global view of nationality, and determining isolationism), Missouri Compromise, Monroe Doctrine</p> <p>India: Dharasana Salt</p>	<p>Purchase - Jefferson's Motivations</p> <p>Map analysis of the Louisiana Purchase</p> <p>Louisiana Purchase: Persuasive Letter Writing</p> <p>Louisiana Purchase iCivics Map Lesson</p> <p>Treaty of Paris EDSITEment (interactive Map, slideshow, lesson plan)</p> <p>TLAH: Lewis & Clark - 1810</p> <p>Lewis and Clark Journey Impact on Native Americans</p> <p>Lewis and Clark NPS Lesson Activities</p> <p>Impact of the Erie Canal</p> <p>Causes and Effects of the War of 1812</p> <p>Impact of Revolutionary War on the marginalized</p>	<p>movements.</p> <p>Salt March</p>	<p>CC.8.5.6-8.H. CC.8.5.6-8.J. CC.8.6.6-8.A. CC.8.6.6-8.C. CC.8.6.6-8.D. CC.8.6.6-8.G. CC.8.6.6-8.H.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.5.6-8.D</p> <p>CC.8.5.6-8.F CC.8.5.6-8.H.</p> <p>CC.8.5.6-8.J. CC.8.6.6-8.A. CC.8.6.6-8.C. CC.8.6.6-8.D. CC.8.6.6-8.G. CC.8.6.6-8.H.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B.</p>
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		Works, Failed Unified Independence, Partition of India, Creations of Pakistan and tensions	Expansion of Slavery in the early 1800's Analysis of the Monroe Doctrine			CC.8.6-6.8.G.
End of Year:	Nobel Prize Project/Memorial Project/Final Exam	Holocaust: Liberation Process, Swiss Banks, Nuremberg Trials, Nazi Hunters, Creation of Israel, Functionalist vs. Intentionalist (Could it have been prevented?), Declaration of Human Rights;	Model annotating for Webb Miller APPARTS Webb Miller Reading - practice APPARTS TLAH: Partition of India TDA Investigating Pakistan			

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		United Nations Liberation Liberation Activity iWitness Liberation Nuremberg Trials Swiss Bank Activity Nazi Hunter Universal Declaration of Human Rights Declaration of Human Rights II Human Rights Violations		
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