

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: 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) 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 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>citizenship</p> <p>Evian Conference</p>	<p>Colonized India Text (Illustrating Lack of Representation)</p> <p>TLAH: The Sepoy Rebellion</p> <p>Imperialism Case Study: India</p> <p>Causes and Effect</p> <p>Evaluating the Treaty of Versailles</p> <p>Nuremberg Laws</p>		<p>Nuremberg vs Jim Crow Law</p> <p>Anti Semitism</p> <p>Nazi Propaganda</p> <p>Evian Conference</p>	<p>CC.8.5.6-8.A.</p> <p>CC.8.5.6-8.B.</p> <p>CC.8.6.6-8.H.</p> <p>CC.8.6-6.8.G.</p> <p>CC.8.5.6-8.A.</p> <p>CC.8.5.6-8.B.</p> <p>CC.8.6.6-8.H.</p> <p>CC.8.6-6.8.G.</p> <p>CC.8.5.6-8.A.</p> <p>CC.8.5.6-8.B,</p> <p>CC.8.6.6-8.H.</p> <p>CC.8.6-6.8.G.</p> <p>CC.8.5.6-8.A.</p> <p>CC.8.5.6-8.B.</p> <p>CC.8.6.6-8.H.</p>
2nd Trimester	<p>Intensifying Social Suppression</p> <p>Resistance</p>	<p>American: Second Continental Congress, Loyalist vs Patriots, Confederation Era, Declaration</p>	<p>TLAH: Dec. of Independence -1776</p> <p>Analysis of the Declaration of Independence</p> <p>TLAH: Shay's Rebellion - 1787</p> <p>Justification of Declaration</p>		<p>TLAH: Dec. of Independence -1776</p> <p>TLAH: Shay's Rebellion - 1787</p>	<p>CC.8.5.6-8.A.</p> <p>CC.8.5.6-8.B.</p> <p>CC.8.5.6-8.D</p> <p>CC.8.5.6-8.F</p> <p>CC.8.5.6-8.H.</p> <p>CC.8.5.6-8.J.</p> <p>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. CC.8.6.6-8.H. CC.8.6-6.8.G.</p> <p>CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-6.8.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.8.6-6.8.G. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-6.8.G. CC.8.5.6-8.A. CC.8.5.6-8.B. CC.8.6.6-8.H. CC.8.6-6.8.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 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.A. CC.8.5.6-8.B. CC.8.6.6-8.H.</p>
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<p>End of Year:</p>	<p>Nobel Prize Project/Memorial Project/Final Exam</p>	<p>Works, Failed Unified Independence, Partition of India, Creations of Pakistan and tensions</p> <p>Holocaust: Liberation Process, Swiss Banks, Nuremberg Trials, Nazi Hunters, Creation of Israel, Functionalist vs. Intentionalist (Could it have been prevented?), Declaration of Human Rights;</p>	<p>Expansion of Slavery in the early 1800's</p> <p>Analysis of the Monroe Doctrine</p> <p>Model annotating for Webb Miller APPARTS</p> <p>Webb Miller Reading - practice APPARTS</p> <p>TLAH: Partition of India TDA</p> <p>Investigating Pakistan</p>			<p>CC.8.6-6.8.G.</p>
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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			