

**ELA/HISTORY BLOCK- 8TH GRADE**  
**YEAR AT A GLANCE**  
**2016-2017**

**UNIT ONE- FEAR/TERROR**

**Big Idea:** "If we destroy human rights and rule of law in response to terrorism, **THEY HAVE WON.**" -Joichi Ito

**Essential Questions:**

How can the same violent act be construed both as terrorism and an act of revolution by looking at the different perspectives of those involved?

How can groups of people with different beliefs and goals live together as a nation?

How have world leaders used fear/terror to justify and gain support for their goals?

What factors cause people to use terrorism as a tool to affect change?

What is the potential for promoting improved understanding between groups affected by terrorist violence and civil conflict?

<b>READING WORKSHOP</b>	<b>WRITING WORKSHOP/ LANGUAGE WORKSHOP</b>	<b>HISTORICAL CONCEPTS</b>
<p><b>Interactive Read Aloud</b>            -Farewell to Manzanar  <b>Literary Focus:</b>            -Summary writing</p> <p><b>Poetry:</b>  <i>Photograph of a Child,</i>  <i>Japanese-American</i>  <i>Evacuation, Bainbridge Island,</i>  <i>Washington, March 30, 1942</i></p> <p><i>Destination: Tule Lake</i>  <i>Relocation Center, May 20,</i>  <i>1942</i></p> <p><b>Article of the Week</b>-Weekly articles that will be closely read with annotations, vocabulary, and a reflection.</p> <p><b>Independent reading with weekly check ins on "Book Talk Tuesdays"</b></p>	<p><b>Wordly Wise</b>            -vocabulary instruction            -weekly read aloud            -prefix/suffix practice            -sentence writing</p> <p>*Group work on September 11 project.</p> <p>**Students will research different facets of the 9-11 attack and prepare a small group presentation with an emphasis on- <b>Point of view.</b>  <b>(SS.H.2.6-8.MC)</b>  <a href="#">CCSS.ELA-LITERACY.RI.8.6</a>            Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><a href="#">CCSS.ELA-LITERACY.W.8.7</a>            Conduct short research projects to answer a question (including a</p>	<p>-WW2- The rise of Hitler</p> <p>-Japanese Internment camps (follows <i>Farewell to Manzanar</i>)  <b>Historical documents:</b>  <b>Executive Order 9066</b>            --Franklin D. Roosevelt</p> <p><b>Apology, Payment 48 Years in the Making</b>            --(newspaper article) from the <i>Los Angeles Times</i>, by John H. Lee</p> <p>-The Cold War</p> <p>-The Cuban Missile Crisis</p> <p>-September 11, 2001</p> <p>-The war on terror</p>

***(Students will form “Book Clubs” and choose a book about September 11 to read as a group. All reading will go on outside of class.***

***These novels will serve as additional research for the 9-11 project in Writer’s Workshop***

*Potential Books: With their eyes(Annie Thomas); 911:The Book of Help(Michael Cart); Understanding September 11th: Answering Questions about the Attacks on America(Mitch Frank); My Sister Lives on the Mantlepiece(Annabel Pitcher); We Can be Heroes(Catherine Bruton)*

self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

-Rise of Al-Qaeda  
-Rise of ISIS  
(SS.H.1.6-8.MdC)

## UNIT TWO- Dystopia/ Corrupt Government

**Big Idea:** “All tyranny needs to gain a foothold is for people of good conscience to remain silent.” – Thomas Jefferson

### **Essential Questions:**

How do the roles of political, civil, and economic organizations shape people’s lives?(SS.CV.1.6-8.MdC)

Should equality be a priority in the government?

What roles, powers, and responsibilities fall to the average citizen?(SS.CV.1.6-8.LC)  
(SS.CV.1.6-8.MC)

How does the origin, function and structure of government of the United States compare with other governments? (SS.CV.2.6-8.MdC)

How does the division of power among governments, public officials, and bureaucracies influence society and its citizens? (SS.CV.2.6-8.MC)

<b>READING WORKSHOP</b>	<b>WRITING WORKSHOP/ LANGUAGE WORKSHOP</b>	<b>HISTORICAL CONCEPTS</b>
<p><b><u>Interactive Read Aloud</u></b> Primary Documents/Article of the Week/ Wordly Wise Close read the Preamble and other founding documents (SS.CV.4.6-8.MdC)</p> <p><b><i>Literary Focus:</i></b> <i>Setting/ Author’s purpose</i></p> <p><b><i>Short Stories:</i></b> <i>Harrison Bergeron-Kurt Vonnegut</i> <i>There Will Come Soft Rains-Ray Bradbury</i> <i>The Pedestrian- Ray Bradbury</i> <i>The Lottery-Shirley Jackson</i> <i>All Summer in a Day- Ray Bradbury</i> <i>(The Monsters are Due on Maple Street)</i></p>	<p><b><u>Wordly Wise</u></b> -vocabulary instruction -weekly read aloud</p> <p><b>Group Project:(SS.CV.6-8.MC)</b> Create your own Utopia and prevent it- from becoming a Dystopia through the use of laws and amendments.</p> <p><b>5 Limits on Government</b> 1. Constitution 2. Separation of powers 3. Consent of the governed 4. Rule of Law 5. Rights of the minority</p> <p><b>Debates:</b> <a href="#">CCSS.ELA-LITERACY.SL.8.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>Types of Government -Democracy -Monarchy -Theocracy -Dictatorship -Oligarchy -Aristocracy</p> <p>Icivics.org lesson- <b>Who Rules</b></p> <p>The United States Constitution- including the Bill of Rights and the Amendments (State mandated grade school test for high school entrance)</p> <p>What happens when there is no government in control...anarchy</p> <p><a href="https://www.icivics.org/products/curriculum-units">https://www.icivics.org/products/curriculum-units</a></p>

## UNIT THREE- Prejudice & Racism

**Big Idea:** "The Holocaust illustrates the consequences of prejudice, racism and stereotyping on a society. It forces us to examine the responsibilities of citizenship and confront the powerful ramifications of indifference and inaction." - Tim Holden(U.S. Representative for Pennsylvania's 17th Congressional District, 1993-2013)

### **Essential Questions:**

How can a problem manifest itself and what are the challenges and opportunities faced by those trying to address it? (SS.IS.8.6-8.LC)

How did individuals and collective capacities take action to address problems and what were the outcomes? (SS.IS.8.6-8.MdC)

What are the responsibilities of the average citizen when responding to injustice in society? (SS.CV.1.6-8.MC)

What are the connections between interests and civic virtues, and democratic principles when addressing issues in government and society? (SS.CV.4.6-8.LC)

How do the economic decisions affect the wellbeing of individuals, businesses and society?(SS.EC.1.6-8.LC)

<b>READING WORKSHOP</b>	<b>WRITING WORKSHOP/ LANGUAGE WORKSHOP</b>	<b>HISTORICAL CONCEPTS</b>
<p><b><u>Interactive Read Aloud</u></b> -Article of the Week <i>The Life of Emmet Till</i></p> <p>PBS- "A Class Divided" The Brown Eye/Blue Eye Experiment (Video and discussion)</p> <p><b>Literary Focus:</b> <i>Theme</i> <a href="#">CCSS.ELA-LITERACY.RL.8.2</a> <i>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i></p> <p>Novels: <i>To Kill a Mockingbird</i> <i>Roll of Thunder, Hear My Cry</i></p>	<p><b><u>Wordly Wise</u></b> -vocabulary instruction -weekly read aloud</p> <p><b>*Research Paper</b> <b>*Presentations- Ignite</b> <a href="#">CCSS.ELA-LITERACY.RI.8.7</a> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. <a href="#">CCSS.ELA-LITERACY.SL.8.5</a> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>Mini lessons over research paper writing</b></p> <p><b>Multimedia presentation lessons</b></p> <p><b>Revision/ Editing workshops</b></p>	<p>The Great Depression</p> <p>World War II</p> <p>***Variety of topics as determined by teachers for independent research/paper and presentation</p> <p><b>For example:</b> -1929- Stock Market Crash -FDR's New Deal (1st &amp; 2nd) -Hoovervilles -Development of financial regulations (FDIC &amp; SEC) -Hiroshima -Life in Jewish Ghettos -The Dust Bowl -Resentment of Foreign workers -Support for WW 2 at home (rationing, women working) -Ford Motor Strikes</p>

<i>Devil's Arithmetic</i> <i>(The Mighty Miss Malone)</i> <i>(Out of the Dust)</i> <i>(Bud, not Buddy)</i> <i>(Moon Over Manifest)</i>		-Civil Works Administration
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**UNIT FOUR- Everyday Heroes**

**Big Idea: "I think a hero is any person really intent on making this a better place for all people." -Maya Angelou**

**Essential Questions:**

*How can a problem manifest itself and what are the challenges and opportunities faced by those trying to address it? (SS.IS.8.6-8.LC)*

*How did individuals and collective capacities take action to address problems and what were the outcomes? (SS.IS.8.6-8.MdC)*

*What are the responsibilities of the average citizen when responding to injustice in society? (SS.CV.1.6-8.MC)*

*What are the connections between interests and civic virtues, and democratic principles when addressing issues in government and society? (SS.CV.4.6-8.LC)*

<b>READING WORKSHOP</b>	<b>WRITING WORKSHOP/ LANGUAGE WORKSHOP</b>	<b>HISTORICAL CONCEPTS</b>
<p><b><u>Interactive Read Aloud</u></b></p> <p><u>The Outsiders</u> by S.E. Hinton</p> <p><b>Literary Focus:</b> <b>Quotes &amp; Poetry</b> CCSS.ELA-LITERACY.RL.8.3 (Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.)</p> <p>"The Other Wes Moore"</p> <p>"The Freedom Writers"</p> <p>-Maya Angelou -Robert Frost</p>	<p><b>Wordly Wise</b> -vocabulary instruction -weekly read aloud</p> <p><b>Writing Focus: Narrative</b> <a href="#">CCSS.ELA-LITERACY.W.8.3</a> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>What is the biggest obstacle you have had to overcome?</b></p> <p><b>Blackout poetry</b></p>	<p>1960's Assassinations: JFK, MLK, RFK</p> <p>Conspiracy Theories: What do you believe? (ex: Man on the Moon, theory and the debunking of that conspiracy theory) What do you believe...don't fall for just anything.</p> <p><b>Freedom Riders</b></p> <p>Civil Rights Movement</p> <p>Vietnam <a href="http://voiceseducation.org/content/young-adult-fiction-vietnam-war">http://voiceseducation.org/content/young-adult-fiction-vietnam-war</a></p>

