

8th grade Unit 2

Alternate Specialized LEADS Unit

Theme Overview:

"Do the Right Thing" was selected for an eight-week interdisciplinary study of the Holocaust and Civil Rights Era. In the Holocaust portion of this unit, students will read, write, and reflect on the plight of Jews and other victims of the Holocaust, and on the lessons this period of history holds for their generation. In the Civil Rights portion of this unit, students will read about and identify the constitutional rights guaranteed to American citizens. They will consider historical precedents and the on-going struggle as Americans attempt to define exactly what those civil rights are and who is entitled to them. Students will work as individuals, on teams, and in small groups. Please refer to LEADS Unit 8-2 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.

Language Arts Materials (Contributions to Society)

Teachers can read aloud from the CORE novel in the general education units to expose all students to the background knowledge and vocabulary in the 8th grade curriculum. Or teachers can use the lower level novels as a CORE. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

Core: Snow Treasure (DRA 40) by Marie McSwigan
Through My Eyes (DRA 60) by Ruby Bridges
Shipwreck (DRA 40) by Gordon Korman

NOTE:** **If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story.

Guided Reading: The Boy Who Dared (DRA 50)
Overdrive (DRA 30-34) by Eric Walters
Teammates (DRA 24-28) by Peter Golenbock

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

Social Studies Materials

American Reading Company's Civil Rights Collection (2nd-4th grade level)

The baskets of single titles are used for teacher read alouds, independent reading and group/individual research for project-based learning tasks. Lessons focus around the driving questions and the standards as listed below:

Nonfiction Social Studies Texts:

Current Events subscription

Time for Kids magazine

Up Front magazine

USA Today newspaper

Junior Scholastic magazine

Time frame for units: Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

The following pages contain the LEADS Unit 8-2 "Do the Right Thing" including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

Eighth Grade Unit 2

Theme Overview

"Do the Right Thing" was selected for an eight-week interdisciplinary study of the Holocaust and Civil Rights Era. In the Holocaust portion of this unit, students will read, write, and reflect on the plight of Jews and other victims of the Holocaust, and on the lessons this period of history holds for their generation. In the Civil Rights portion of this unit, students will read about and identify the constitutional rights guaranteed to American citizens. They will consider historical precedents and the on-going struggle as Americans attempt to define exactly what those civil rights are and who is entitled to them. Students will work as individuals, on teams, and in small groups.

Driving Questions

- What were the conditions in Germany during the 1920s that led to the rise of Adolf Hitler? How did Nazism use science to legitimize racism? What role did the geography of Europe play in Hitler's plan to take over Europe?
- What were the cultural, societal, and personal pressures on young people during this time that may have influenced their response to the growing power of Nazism?
- What were the racial, political, and economic issues central to the Civil Rights Era?
- How did the cultural and physical geography of the South prolong the hardships of African Americans before and during the Civil Rights movement?
- What organizations were influential during the Civil Rights struggle? Do they impact American society today? How did prejudice and propaganda influence attitude and actions during the Holocaust and in the struggle for civil rights in America?
- Who were some of the individuals who resisted societal pressures to participate in the Holocaust, genocide and other discriminatory practices? How and why did they resist?
- How did prejudice and propaganda influence attitude and actions during the Holocaust and in the struggle for civil rights in America? **What can citizens do today to prevent genocide and persecution?**

New Jersey Core Curriculum Content Standards specific to this unit:

Language Arts Teachers:

Next to certain novels in this guide are notations about the geographical location of the settings. It is appropriate and meaningful to address the geographical location on maps. For students, this will provide reinforcement for similar topics in social studies.

Social Studies Standards

*Note that geography is embedded across all grade levels and units. It should be addressed within the topic of study rather than in isolation. The geography standards are highlighted, but mapping the location of any standard when appropriate enhances learning for students. *

- 6.1.8.D.1.d. Explain how the dissemination of American ideals and values due to new printing technologies contributed to the development of an American heritage.
- 6.1.8.D.1.e. Explain how Africans living in North America drew upon their African heritage and adapted elements of different cultures to develop a distinct African-American culture.
- 6.1.8.D.1.g. Determine how cultural transmission from different ethnic groups has impacted the development of the American culture.
- 6.1.8.A.3.c. Explain why the Declaration of Independence, the United States Constitution, the Bill of Rights and the New Jersey Constitution have become a model for other nations.
- 6.1.8.A.3.e. Analyze the effectiveness of the United States Constitution to establish a federal government and allow for growth and change over time.
- 6.1.8.A.3.f. Compare and contrast the role of state and federal governments to meet the needs and wants of its citizens, to manage conflict and provide security.
- 6.1.8.A.3.h. Analyze the effectiveness of the Civil Rights amendments from multiple perspectives.
- 6.1.8.B.3.b. Explain how the Land Ordinance of 1785 supported America's belief in public education.
- 6.1.8.D.3.b. Explain the purpose of the Bill of Rights and determine its impact on current day issues.
- 6.1.8.D.3.c. Relate Horace Mann's education reforms to the model of free public education.
- 6.1.8.D.4.a. Relate the social and political impact of the institution of slavery to past and present race relations in the United States.
- 6.1.8.D.4.c. Analyze the evolution of the American narrative during times of conflict and peace through analysis of primary and secondary source documents.
- 6.1.8.D.4.f. Compare and contrast the challenges faced by individuals and groups as they fought for fundamental rights such as liberty, justice and equality for all.
- 6.1.8.A.5.a. Relate the function of each branch of government to protecting individual rights and promoting the common good.
- 6.1.8.A.5.b. Analyze the structure, organization and powers of government at the local, state and national level to determine how individual rights are protected and public issues resolved.
- 6.1.8.A.5.c. Explain how individuals and non-governmental organizations can influence legislation and policies at the federal, state and local levels.
- 6.1.8.A.5.e. Evaluate the effectiveness of the New Jersey Constitution in resolving past and present conflicts from multiple perspectives.
- 6.1.8.D.5.e. Determine actions that citizens can take to prevent incidences of discrimination, persecution, and genocide, similar to the Holocaust, from happening in the United States or world.'

Science

5.2.8A. Cultural considerations

1. Recognize that scientific theories:
 - Develop over time

- Depend on the contributions of many people; and
- Reflect the social and political climate of the time.

2. Know that scientists are men and women of many cultures who often work together to solve scientific and technological problems.

3. Describe how different people in different cultures have made and continue to make contributions to science and technology.

5.5.8B2 - Discuss how changing environmental conditions can result in evolution or extinction of a species.

5.5.8C1 - Describe how the sorting and recombining of genetic material results in the potential for variation among offspring of human and other species.

5.6.8B1 - Show how substances can chemically react with each other to form new substances having properties different from those of the original substances.

Materials

Possible core novels and/or authentic readings: (geographical location noted when appropriate)

Glory Field by Walter Dean Myers (E) – South Carolina, Chicago, New York

Chernowitz by Fran Arrick (E)

Diary of Anne Frank by Francis Goodrich & Albert Hackett (A) – Europe, Amsterdam

Warriors Don't Cry by Melba Pattillo Beals (A) -- Arkansas

Malcolm X by *Any Means Necessary* by Alex Haley (C) – NY, Boston, Milwaukee, Chicago, Saudi Arabia (Mecca)

Social Studies textbook – *Civics: Responsibilities and Citizenship*: “What is Civics?” P.2-17, “Roots of American Democracy” P. 26-44 “The Constitution” P.52-92, “The Citizen and the Community” P.124-137, “Public Opinion and Interest Groups” P.186-200, “Legal Rights and Responsibilities” P.374-390, “International Relations” P. 534-547.

Science Module – *Interactions of Matter*

Guided Reading:

Rosa Parks by Kenneth Davis (E)

Summer of My German Soldier by Bette Greene (E)

Devil's Arithmetic by Jane Yolen (A) -- Poland

Farewell to Manzanar by Jeanne Wakatsuki Houston (A) – California

The Boy in the Striped Pajamas by John Boyne (C) (2009-1010)

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ILA Anthology (Prentice Hall): "Thank You M'am P.86-93, "A Retrieved Reformation" P. 252-257, "Choice: A Tribute to Dr. Martin Luther King, Jr." P.370-375, "The American Dream" M.L King, Jr. Speech P. 689-691, "Sharing the American Dream" P.694-695, "Brown vs. Board of Education" P.241-246, "Saving the Wetlands" P. 276-281, "Barbara Frietchie" P.311-313.

Social Studies Textbook-*Civics* - American Reading Company Civil Rights Collection

Science Module- *Interactions of Matter, Environmental Science*

Expository text - Articles from *Encarta* and/or *Grolier*, *Newsweek*, *Time*

Scott Foresman leveled readers:

Title	F&P	DRA	Lexile Level
Winston Churchill	W	44+	960
Churchill and the World at War	X	44+	920
Winston Churchill: England's Lion Y	Y	44+	1010

Independent Reading/Research:

American Reading Company leveled readers - Civil Rights Collection

Teacher Resources:

Holocaust Museum - www.ushmm.org

Other good Holocaust sites - www.jewishvirtuallibrary.org

www.remember.org

www.historyplace.com

www.wiesenthal.com/library/service.cfm

www.museumoftolerance.com

www.annefrank.com/1_exhibitions.htm

Civil Rights - www.voicesofcivilrights.org

www.school.discovery.com/lessonplans/programs/freeatlast/

www.library.thinkquest.org/J0112391/index.htm

www.socstrp.org/issues/PDF/2.1.5/pdf

Audio Visual-Videos

Holocaust

Liberation of the Camps

Hate Hurts Everyone

The Devil's Arithmetic - movie version of guided reading novel

Anne Frank - made for TV movie featuring Ben Kingsley (It provides information about Anne's life before going into hiding and what happened after her diary entries end.)

Civil Rights

Mighty Times - The Legacy of Rosa Parks

Separate but Equal

Roots

Remember the Titans

Teaching Tolerance - A project of the Southern Poverty Law Center

A Place at the Table - Struggles for Equality in America

Colored Taxicab Stand – The Era of Segregation: A Personal Perspective

Suggested Student Activities

Theme Introduction activities:

Show a film clip depicting a moral dilemma and discuss with class.

Brainstorm students' knowledge of the Holocaust and the Civil Rights Era.

Core Text activities:

1. Listen to daily read alouds and select key vocabulary words.
2. Emphasize and adjust predictions.
3. Critique and appraise decisions made by the characters citing specific examples from the text.
4. Write in response to a picture from the Holocaust or Civil Rights era.
5. Make inferences using textual information and provide supporting evidence.

Short term projects that could result in a long term PBL of a "Do the Right Thing" Website

1. Preview the field by reading widely about the Civil Rights era and the Holocaust.
2. Select Civil Rights era and Holocaust personalities to research.
3. Research organizations such as NAACP, Black Panthers, SCLC, CORE, and SNCC, which emerged out of the Civil Rights movement that served to promote and assist in civil rights goals.
4. Research Holocaust resistance organizations including, but not limited to, The White Rose, ZOB (Jewish Combat Organization), and research Warsaw Ghetto Uprising.
5. Create a timeline that shows milestones in the Civil Rights movement from 50's to today.
6. Create a timeline that shows events leading up to the rise of Adolf Hitler and the subsequent Holocaust.
7. Find information from a variety of sources on research personalities and record in note form citing sources.
8. Create a layout sheet choosing appropriate format for the group website. (Font, style, color, audio/visual add-ons)
9. Organize information into individual graphic organizer, one per page. (See concept map)
10. Combine layout and information (from #8 & 9) to create web pages.
11. Revise website to ensure clear focus, sufficient content, logical organization, effective use of detail, and appropriate style.
12. Edit website to ensure use of standard English conventions, e.g., sentence structure, grammar and usage, punctuation, capitalization, and spelling.
13. Use illustrations, graphics, and other features of informational e-texts to make web pages compelling to a reader.
14. Complete a works cited page.
15. Present websites to the class.

Short term projects that could result in a long term PBL of a multi-media presentation

1. Investigate "favored" scientists of the Nazis.
2. Research factual theories of these scientists.
3. Examine the difference between the actual theories and the enhancements of these theories by the Nazis for political gain.
4. Compare and contrast through the use of a Venn diagram.
5. Report on the true science of sorting and recombining genetics material resulting in the potential for variation .

6. Using power point or any other multi-media presentation format, report on (provide details, describe, reveal, disclose...) the potential dangers of using science to support a political agenda. Connect to current events.

Short term projects that could result in a long term PBL of an oral presentation

1. Investigate the ravages of war on the European eco-system.
2. Make a list of what was destroyed and to what degree as a direct result of World War II.
3. Investigate and summarize how the destruction of the eco-system suppressed the development of Europe after World War II. Explain the potential repercussions.
4. How has Europe recovered since the post World War II era and what economic policies have been successful?
5. Present all of the above through oral presentations with visual and graphic support.

Geography PBLs for the novels:

The Glory Field-- Students can use a map of the United States and trace the journeys of the Lewis members through six generations. They can highlight the map with the names of specific streets, landmarks, or other features pertinent to each chapter or group of characters.

The Diary of Anne Frank-- Students can investigate the canal system in Amsterdam. They can research the history of the influence of the water in the history of The Netherlands. Students can also use maps to trace the progress of the battles or campaigns of World War II.

Other Possible Long Term Projects

1. Write a research paper comparing and contrasting prejudices and propoganda that fueled events during the Holocaust and Civil Rights Era.
2. Publish a graphic novel that dramatizes the story of a person faced with a moral dilemma who does the right thing.
3. Create a bulletin board focusing on the stories of people who have "done the right thing".

Assessments

Informal daily observations

Writing conferences

Anecdotal notes (guided reading and guided writing)

Rubrics:

Writing rubric

Speaking rubric

Oral presentation-dramatization

Open-ended scoring rubric

Final project