



## Sixth Grade Hope, Endurance, and Justice

Students will consider The Anne Frank Tree installation and examine four historical episodes – the Holocaust, the Indian Removal Act of 1830, the internment of Japanese Americans during World War II, and the Little Rock Central High School desegregation crisis of 1957 – which serve as poignant and painful reminders of the complicated journey toward social justice in Arkansas and around the world. Following the guided lesson, students will participate in a moderated discussion of topical issues of the day, reflecting on the themes of hope, endurance, and justice.

*\*\* The items in **bold** within each framework standard are areas that will be primarily emphasized during the presentation, other areas listed may possibly be addressed.*

### Social Studies Frameworks

#### Civics/Government

2. Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.
  - C.2.6.1 **Compare ways in which various *civilizations* foster social responsibility and *civic virtue***
  - C.2.6.4 **Examine *civic virtues* that guide government, society, and communities over time**
3. Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.
  - C.3.6.2 **Analyze ways rules and laws change society and reasons why people change rules and laws over time**
  - C.3.6.3 **Explain the development of policies to address public problems in various *civilizations* over time**

#### Geography

11. Global Interconnections - Students will compare global places and regions and the connections between them.
  - G.11.6.2 **Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war)**

## English Language Arts Frameworks

### Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.2 Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.

### Conventions of Standard English

- L.6.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking as appropriate for Grade 6.

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