



Eighth 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 emphasized during the presentation, other areas listed may possibly be addressed.*

Social Studies Frameworks

Era 6: Development of the Industrial United States 1870-1900

1. Students will analyze the development of the industrial United States and the economic and cultural transformation that led to modern America.

- Era6.3.8.1 Analyze economic, geographic, and technological growth associated with the Second Industrial Revolution and its impact on American society
- Era6.3.8.2 Examine the effects of immigration after 1870 (e.g., social patterns, national unity, cultural diversity, conflicts)
- Era6.3.8.3 Analyze the historical significance of individuals, groups, and events
- Era6.3.8.4 Examine government policies and laws that addressed the escalating labor conflicts and the rise of labor unions using primary and secondary sources

English Language Arts Frameworks

Comprehension and Collaboration

- SL.8.1 Engage effectively in a range of collaborative discussions with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1.B **Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.**
- SL.8.1.C **Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.**

- SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Language Standards

- L.8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking as appropriate for Grade 8.

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