

Name: Sony (Lisa) Collins

Course/Grade: English II

Lesson Title: 21st Century Slavery

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>G1 Distinguish among personal, political, and economic rights of citizenship (C-1D-H1).</p> <p>G2 Evaluate and defend a position on a given issue in terms of personal, political, and economic rights of citizens. (C-1D-H1)</p> <p>G3 Assess the difference between personal and civic responsibilities. (C-1D-H2)</p> <p>G4 Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth. (G-1C-H6)</p> <p>G5 Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context.(G-1C –H6)</p> <p>G6 Propose and address alternative</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 – Compare slavery in the US to global human trafficking.</p> <p>T2 – Respect and understand the value and sanctity of human life.</p> <p>T3 – Develop and answer valid questions regarding global issues and competencies.</p> <p>T4 – Develop awareness as global citizens who have a responsibility to all citizens in our global village.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>U1 – Contemporary slavery although illegal in every nation directly impacts global citizens from a variety of cultures.</p> <p>U2 – Personal action is necessary to make an issue a priority to government entities.</p> <p>U3 – All citizens of the world have rights regardless of geographic location, socioeconomic condition, race, gender or ability</p> <p>U4 – The decisions that we make everyday have global impact.</p>	<p>ESSENTIAL QUESTIONS</p> <p>E1 – Is slavery different from human trafficking? How and why?</p> <p>E2 – What is our responsibility to human beings who are subjected to these practices? Why?</p> <p>E3 – How can individuals, groups, and governments create policies to impact and focus global action to inhibit then stop the practice?</p> <p>E4 – Why is this a problem in certain areas and among certain cultures and not others?</p> <p>E5 – How and why does a person’s culture</p>

<p>courses of action to address an historical or contemporary issue, and evaluate their positive and negative impacts. (H-1A-H4)</p> <p>G7 Demonstrate understanding of text using a variety of reasoning strategies. (ELA-6-H4)</p> <p>G8 Solve problems using reasoning skills. (ELA-7-H2)</p>		<p>impact his or her understanding of slavery?</p> <p>E6-What steps can be taken to promote a global environment that prohibits slavery regardless of cultural ideologies? How will you know if they are effective?</p> <p>E7 – How can developing relationships with individuals from various cultures have a direct positive impact on the reduction of contemporary slavery?</p>
(Acquisition)		
<p>G9 Locate, analyze, and synthesize information. ELA-5-H1</p> <p>G10 Analyze the usefulness and accuracy of sources by determining their validity. (ELA-5-H20)</p> <p>G11 Select and evaluate relevant information for a research project. (ELA-5-H1)</p>	<p><i>Students will know...</i></p> <p>K1 – The effects of slavery on the individual in the US South.</p> <p>K2 – The definition of human trafficking including areas where it is most common.</p> <p>K3 – The manner in which humans are “sold” in the contemporary world.</p> <p>K4 – Current global movements to end the practice.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 – Locating information using electronic resources.</p> <p>S2 – Various persuasive tactics of nonfiction literature including bias, the band wagon effect, propaganda, etc.</p> <p>S3 – Citing materials used in research in a designated format</p> <p>S4 – Using various methods of technology to publish research results – PowerPoint, Glogster, Photostory, etc</p> <p>S5 – Write an argument to defend a position of a given issue using information from other sources to support an opinion.</p>
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p>1. Discuss, Evaluate, Respond</p>	<p>TRANSFER TASK(S):</p> <p>1. A Model for Research: Using a list of guiding questions, develop a model for research</p>	

<p>2. Evaluate and Synthesize</p> <p>3. View, Synthesize, and Respond</p> <p>4. Create and Evaluate</p> <p>5. Share and Synthesize</p> <p>6. Dissect and Review</p> <p>7. Create, Respond, Evaluate, Inform, Synthesize, and Publish</p>	<p>that may be used to investigate a global issue.</p> <p>2. Limiting a Topic: Using your model for research, discuss in small groups the topic you have been asked to research, and develop a single guiding question that is researchable.</p> <p>3. Do You See What I See: Access the video “Slavery – A 21st Century Evil” through your Moodle account? After viewing the video, write a one page summary and respond to the forum question, “How did this video make you feel? Why?” By the end of the week write a reply to at least two class members discussing their response to the video.</p> <p>4. Mind over Matter 1: Using the Web 2.0 tool, Mind42.com, create a web of materials you might use as research on your topic.</p> <p>5. Listen to the Voices: In small groups, share at least one video from your Mind42 assignment and have students in your group respond to a list of questions that you created based on your video.</p> <p>6. Mind over Matter2: Take notes on the sources you linked to your research web created on Mind42. Add as many nodes as you need. Evaluate your sources to determine credibility and usability.</p> <p>7. This Glogs for You: Create a glogster (virtual poster) to incorporate your research into a final project. The project should include a compelling video, a statement of personal belief with resources to support your belief, photography that supports the overall theme of your glog, and a bibliography. You may also include one activity of your choice – video, music, photo, paper, etc.</p>
<p>Evaluative, Insightful, Supported, Collaborative, Purposeful, Proficient, Detailed, Standard Achievement</p>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 1. Moodle forum responses. 2. Traditional writing assignments. 3. Observations and assessment of individual learning and large group discussion. 4. Oral presentations with developed criteria graded by rubric.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Hook: Students will read and discuss *The Narrative of the Life of Frederick Douglass, an American Slave*. Teacher led discussion will include a “What Happened to Mr. Douglass Next” summary. The novel is available for free online at www.gutenberg.org. G5, G7, T1

Inquiry as Learning: Working in small groups students will respond to a teacher created list of questions focusing their attention on slavery as an issue in the 21st century. Students will discuss and record their responses including differing opinions and beliefs as generated by the activity. G1, G2, G3, G5, G6, U2, U3, T3, E2, E5

Food Chain Slaves: After viewing “Slavery – A 21st Century Evil”, create a list of products that are created by slave labor. In a brief essay of no more than 250 words, discuss how your decisions to buy certain products have a direct impact on current slavery practices. Determine how you as an individual can affect a change in your purchasing practices as a global citizen to inhibit the practice of slavery. This will be graded by a rubric. G7-11, U1-4, T1-4, and E1-7

A Slice of Life: View the BBC audio slideshow “Sudan ex-slave.” In an essay of no more than 250 words, compare and contrast **Arek Anyiel Deng’s** experiences with the experiences of Fredrick Douglass. This will graded by a rubric. G1-11, U2-4, T1-4, E2, E3, E5-7

Well, What do you know?: Prepare a speech of 3 – 5 minutes discussing 21st century slavery including a definition, at least two examples of current slavery practices, and your emotional response to the issue. This will be graded by a rubric. G2, G3, G6, U1-4, T1-4, E1-7