**Host Teacher:** James Mott **Student Teacher:** Emily Heyden **Unit**:Fredrick Douglass **Lesson Number**: 5 **Topic**: Modern day slavery **Date**:2/7/13 and 2/8/13 **Grade level**: 11 inclusion **Room Number**: 218 **Period**: 4A and 4B

**Context**

Students have previously read and answered questions about the Fredrick Douglass narrative. We will now be connecting that narrative to a nonfiction piece.

**Objectives**

Short-term Learning Objectives:

Students will be able to determine the major themes of the narrative as well as how they develop over the course of the narrative

Students will be able to comprehend and analyze the narrative and character arc of the narrator

Students will be able to demonstrate the importance of the theme of self-determination in the development of the narrative.

Students will be able to develop several test taking skills as a group, that will correlate to multiple choice questions.

Long- term Learning Objectives:

Students will be able to choose the correct answer in a multiple choice question assessing their ability to interpret the text.

Students will be able to connect the prevailing theme of slavery across multiple narratives.

Students will be able to analyze the development of a theme over the course of a narrative.

**Rationale**

1. Administrator- students will need to be able to read and understand nonfiction texts in various content areas as well as state assessments
2. Students- while the narrative can be boring, connecting the idea of slavery to modern day both reinforces the themes of the narrative, as well as opens their eye to the fact that slavery is still a functioning evil today.

**Background Knowledge and Skills**

Students already know the history of slavery in America. They have read the narrative and gone over reading comprehension skills.

**Standards**

**Summary**

Students be asked to review the themes in the narrative. Then we will begin class by looking at photos of slaves from 1863 as well as from the Sudan today. I will then ask when they think the photos have been taken. We will then begin reading the Africa section. After I ask them what they think, I will show them a video that was posted about a year ago stating that slavery in the sudan is still a problem. As we continue to read the selection I will stop and ask them if they think the products made from slave labor are in the US. We will watch some videos all leading up to a human trafficking video based in the us. We will then have a discussion on if they think the US population knows about this slavery and what they would do to change it.

**Procedure**

**Anticipatory set**

They will be asked to rview what we were doing in class the previous days.

**Instruction**

As an introduction I will show them images of slaves in 1863 and from the Sudan today. We will then discuss if we think slavery is still an issue.

**Guided Practice**

I will begin by asking them to read passages of the text. As we continue I will show them videos that give more information than is provided in the text.

**Independent Practice**

Students will be asked to have a discussion amongst themselves about what industries were pointed out as using slave labor, do we use those products and what can be done.

**Closure**

I will wrap up the class by asking them if they think they specifically can do anything to stop this.

**Materials and Resources needed**

Smart board and InterActive workbooks

**Assessment of Student Learning**

Their responses to the questions I ask, as well as the discussion they lead