

KPBSD Standards

- Explore contemporary global issues from their historical contexts.
- Compare and contrast how groups, societies, and cultures address similar needs and concerns (e.g., Western Movement, slavery, Cajuns, Native American cultures: Plains, West Coast, Southwest). (B1, B2)
- Identify the changing patterns of society, such as slavery, gender roles, migration, American Indians, social class, immigration. (A8, B1 e)

Objective: To create a visual and oral presentation on one aspect of modern slavery in a specific global location.

Learning Targets:

1. *I can* describe the experiences of slaves including the process of enslavement and quality of life for the slaves.
2. *I can* explain vulnerabilities to being enslaved including economic factors that contribute to enslavement.
3. *I can* explain resistance efforts by slaves and modern abolitionists and describe their effectiveness.
4. *I can* describe how and why my topic is an example of slavery by providing details about the topic.

Process:

Step 1 – Choose one form of modern slavery and one location in which to focus your research.

- *Examples of modern slavery:* bonded labor, forced labor, trafficking, child labor, sexual exploitation
- *Examples of locations:* states or countries

Step 2 – Research the topic you have chosen specific to the location you have chosen. You will investigate causes of vulnerability, resistance efforts by both slaves and abolitionists, and details of slave experiences that make the situation one of slavery. **Use the “learning targets” above to guide your research.**

Step 3 – Create a visual with at least 4 and no more than 10 appropriate images that support your research and the information you will present. These images can be in any form (Prezi, SmartNotebook, Powerpoint, individual images at each desk, etc. Get creative!) **NO WORDS NEED TO BE INCLUDED WITH THE IMAGES!**

Step 4 – Plan and practice an oral presentation that you will give to the class during the last week of school. You will be the expert! You must have enough information about the topic that you can speak freely and confidently. You will be asked questions by the class. The more prepared you are the more confident you will be in answering the questions. Your presentation should be between 4 and 5 minutes long and should address the topics included in the learning targets.

Rubric

	4	3	2	1
<i>I can</i> explain vulnerabilities to being enslaved including economic factors that contribute to enslavement.	Economic factors of enslavement are included and are related specifically to the location and type of slavery. Factors that make people vulnerable are included. Student elaborates with some details.	Economic factors of enslavement are included and are related specifically to the location and type of slavery. Factors that make people vulnerable are included. Information provided without much elaboration or details	Economic factors of enslavement are included and are related specifically to the location and type of slavery. Or Factors that make people vulnerable are included.	Student either does not include economic factors and vulnerabilities or the information has significant errors.
<i>I can</i> describe the experiences of slaves including the process of enslavement and quality of life for the slaves.	Student provides a general explanation of the life of a slave and elaborates on the description with details.	Student provides a general explanation of the life of a slave.	Student identifies what it is like to be a slave but does not offer an explanation.	Student does not address what slave like is like or the description has significant errors.
<i>I can</i> explain resistance efforts by slaves and modern abolitionists and describe their effectiveness.	Student explains/describes resistance actions by slaves or abolitionists (either covert or overt)	Student identifies resistance actions by slaves or abolitionists (either covert or overt)	Student makes reference to resistance actions by slaves or abolitionists (either covert or overt) but does not elaborate or demonstrate proficient understanding.	Student demonstrates weak understanding of resistance efforts by slaves or abolitionist.
<i>I can</i> describe how and why my topic is an example of slavery by providing details about the topic.	Student demonstrates strong understanding of what makes a person a slave and can specifically and clearly explain how the situation of their topic is one of slavery.	Student demonstrates understanding of what makes a person a slave and can explain how the situation of their topic is one of slavery.	Student mentions that their situation is one of slavery and may describe how it is one. Description may be flawed or very vague.	Student demonstrates weak understanding of slavery and what makes a person a slave.

You will be graded as you present to the class.

30 points total

For Mrs. Liljemark's use only

Student _____	Notes:
Overall grade _____/30	
Letter/% Grade _____	