
> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students research modern slavery as a group activity and deliver presentations supported by evidence. Individual students then write persuasive essays compelling readers to do their part to end slavery in the world today.

STANDARDS:

- The patterns and networks of economic interdependence on Earth's surface. (*National Council for Geographic Education, Geography Standards, Human Systems, Grade 6, Standard 11*)
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. (*National Council of Teachers of English, Standards for the English Language Arts, Grade 6, Standard 7*)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. (*California Content Standards, Grade 6, English/Language Arts, Writing Applications Standard 2*)
- Students write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counter arguments. (*California Content Standards, Grade 6, English/Language Arts, Writing Applications Standard 2.5*)

ASSESSMENT:

Assessment #1 (group): Students will deliver informative presentations about slavery in the world today after researching authoritative sources. Students will be divided into four groups to research modern slavery in the United States, India, Sudan, and Mauritania. The web site www.iabolish.com has easy links to information about these four countries. (This is only a starting point, and students may decide to research further on their own. The web sites mentioned below are excellent resources.) Students will use the following three questions to organize their presentation: What? (What are the basic facts?), So what? (What are the students' thoughts and feelings about the information?), and Now what? (What actions can we take for social justice?)

Assessment #2 (individual): Students will write a persuasive essay convincing readers to do their part to stop modern slavery. The essay will be organized, include detailed evidence, and anticipate reader concerns with counter arguments.

RUBRIC

Use grade level appropriate rubrics for oral presentations and expository essays, located on the Museum of Tolerance Teachers' Guide web site: <http://teachers.museumoftolerance.com/mainjs.htm?s=3&p=3>

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Students read and discuss slavery and human trafficking in the world today. Students will likely be surprised that slavery occurs today and is not just an institution of the past. The outcome of the unit will be increased knowledge about modern slavery leading to informative oral presentations and persuasive essays. (1 week)
2. Brainstorm and create a cluster of thoughts associated with the term "slavery." Students should start individually, share with their group, then share with the class. Write the class's ideas on chart paper that will be posted in the classroom. Most terms will probably apply to slavery in America.
3. Read the poem "Questions from a Worker Who Reads" by Bertold Brecht. Have volunteers read to the whole class. Students then reread silently, using active reading strategies and writing notes in the margins about their thoughts, feelings, questions, and connections. At the end of the poem, students write a meaningful question that will spark discussion in a class discussion, such as "Are these people mentioned in our ancient history textbook? Why or why not?" In the class discussion, students should mention the important part slaves had in building the ancient civilizations students are studying this year. (50 to 60 minutes)
4. Students answer the question: "To what extent does slavery exist today?" This should spark some good small group and class discussion. Most students will answer, "No." Others may mention that today's slaves are low-wage workers such as those who work in restaurants, car washes, and clothing sweatshops. (20 minutes)
5. Read "Modern Day Slavery" by Rodrigo De Haro out loud in class. Student volunteers read one each of the eight paragraphs. This is an essay about the experience that De Haro had in meeting Francis Bok, a former slave from Sudan. This is also a good time to show the students the book "Dream Freedom" by Sonia Levitin (Harcourt, Inc., 2000). This book tells how a group of American students learns of the atrocities in Sudan where ten and thousands have been captured, taken from their homes and families, and forced into hard labor. The students begin to make a difference by raising money to redeem slaves and educating others about the dire situation. (30 minutes)
6. Read about the four countries where slavery still occurs today--the United States, India, Sudan, and Mauritania. (Students should probably be divided by the teacher in advance to make the process easier.) Students will use computers to access the web site: www.iabolish.com to do research. This web site has information about all four of these countries. (50 to 60 minutes)
7. Discuss in small groups how to present the information to the class. Create an oral presentation with a visual component such as a poster with both writing and drawing to present to the class. Allow time for questions and feedback for the groups. Discuss with the whole class any next steps that could be taken for social justice. Presentations will be given a group grade using the oral presentation rubric. (available on MOT web site). (60 minutes)
8. Read the "Kinds of Citizens" (Table 1) from "What Kind of Citizen? The Politics of Educating for Democracy" by Joel Westheimer and Joseph Kahne. Under the Sample Action section, students write the example of modern slavery. Discuss what it would mean for someone to be a participatory citizen or justice-oriented citizen regarding the issue of modern slavery. (20 minutes)
9. Write a persuasive essay convincing readers to do their part to stop modern slavery. The essay should be organized, include detailed evidence, and include reader concerns with counter arguments. Have students share their first draft with a peer for peer editing. Students will then write final drafts that will be graded using the expository essay rubric (available on MOT web site). Publish final copies on the class bulletin board. Time frame: two to three nights of homework for first draft. One class period for peer editing and sharing drafts out loud with the class. One or two nights homework for the final draft.

SOCIAL ACTION APPROACH (Level 4 of James A. Banks' "Approaches to Multicultural Curriculum Reform"): Students make decisions on important social issues and take actions to solve them. Students may share their papers in different forums, such as an assembly for the student body, a presentation to a group of local businesspeople, etc. Students may also write storybook versions of their presentations geared toward grade school children that they could read to kids in the feeder elementary schools.

MUSIC EVOKES MEMORIES AND EMOTIONS

TIME ELEMENT: 2-3 Weeks

- MATERIALS/RESOURCES:**
- "Questions from a Worker Who Reads (poem by Bertold Brecht)
 - "Modern Day Slavery" (college newspaper article by Rodrigo De Haro)
 - "Dream Freedom" (Young adult novel by Sonia Levitin, copyright 2000)
 - Web Sites:
 1. Coalition to Abolish Slavery and Trafficking
This organization assists people trafficked for the purpose of forced labor and slavery-like practices and to work toward ending all instances of such human rights violations.
 2. Amnesty International
Amnesty International (AI) is a worldwide movement of people who campaign for internationally recognized human rights.
 3. Global Exchange -- Global Exchange is an international human rights organization dedicated to promoting environmental, political, and social justice.
 4. www.iAbolish--The Anti-Slavery Portal
This group is dedicated to abolishing slavery worldwide within our lifetime. Based in Boston, the historic center of American abolitionism, the group builds public awareness, leads advocacy campaigns, and mobilizes grassroots activism.

AUTHOR: Kristine Haenschke



SIMON WIESENTHAL CENTER
MUSEUM OF TOLERANCE

9786 WEST PICO BOULEVARD
LOS ANGELES, CA 90035

310.553.8403
WWW.MUSEUMOFTOLERANCE.COM

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