## Goals & Objectives

Students will learn about key historical persons who contributed to the abolition of slavery campaign. Students will understand the transatlantic slave trade as well as the efforts put forth to end it.

## California State Content Standard

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Lesson Introduction (Anticipatory Set)

The teacher will begin the lesson by playing this song as students walk in the classroom. Student will be handed the form below and will be asked to fill it out. Once everyone has arrived to class the teacher will continue to play the video until it times out. The teacher will instruct students to complete their handout. The teacher will then call on students to share out their responses with the class. This song will allow students to connect to culture and concept that will be taught.

### Vocabulary (Content Language Development)

Students will define the following key terms as well as connect them to industrialization by making a 3-column chart to organize their key terms.

Key Terms: Reform, Abolition, Slavery, and Women’s Rights

### Content Delivery (Simulation)

Students will have already read the section on abolition in their textbooks prior to this lesson. Students will use computers to access the internet to read about different components of abolition in Britain. Students will be paired up and will be assigned a topic in which they will read and analyze together.

### Student Engagement & Critical Thinking

### Students will be grouped into 18 groups of 2 pairs. Students will be given a directions on how to access the BBC website. Once students are on the website they will follow the directions read out-loud by the teacher. Each pair of students will go to a specific section of the website and will read out a specific aspect of abolition. Students will have approx. 20 minutes to read their section and note important facts. Once all students have finished reading their assigned section the class will return to the classroom. Once in the classroom each pair of students will be asked to share about their findings on their section by placing their handout under the elmo to allow the class to see their notes. While each pair is presenting their information the rest of the students will be filling in the information on their sheets.

### Demonstrated Learning (Formative & Summative Assessments)

Formative-The teacher will assess the students informally as he/she walks around the computer lab assessing student’s comprehension of the content that they are reading. Student will also be assessed on content knowledge as they present their information to the class. The teacher will be able to assess which students completed their assignment thoroughly and which students might need assistance in the future.

Summative-Students will be assessed on one particular concept that they learned during their simulation activity by writing down one important fact about abolition on a post-it note as they walk out the door. This will allow the teacher to assess what concepts students grasped during the lesson. If the responses are poor then the teacher will need to revisit the concept of abolition the following day before moving on.

### Lesson Closure

Once all students have presented their information the teacher will give each student a post-it note. The teacher will ask the students to write down one particular concept that they learned about the abolition movement through their research. Students will then post their notes in the designated space as they leave the classroom. The teacher will then assess for student understanding of abolition by reading the post-it notes and possibly reviewing them the following day.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

The teacher will accommodate for student by providing them with key vocabulary terms as well as by grouping them with appropriate students for the simulation activity. Students will be given extra time if needed to complete the assignment with their partner.