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| **Class/Subject: World History “B”** | **Day 8: Coerced Labor** |
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| **Objective(s)**  **SWBAT…evaluate the role coerced labor played in the growing global economy of the 15th-18th centuries.** | **GLCE/CCS**  **Topic:** *WHG 5.2.2:* Trans-African and Trans-Atlantic Slave Systems - Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by   * using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage * Comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, coerced labor, and wage labor). |
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| **Materials:**   * **Film clip, “Amistad” and film clip from Discovery Schools** * **WDYK quiz** * **PowerPoint** * **All materials found on day 8 of my Moodle page** | **Procedure/Activities:**   * **News/This Day in History** * **Prior knowledge- coerced labor “quiz” using Kahoot.it** * **Film Clips, from, “Amistad”** * **Pair-up, primary source evaluation and writing** * **PowerPoint/notes** * **Summation** |
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| **Strategies (check all that apply)** | |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: This material will be assessed on the MC3 Unit III Examination** | **Notes** |