

# P R O J E C T D E S I G N : O V E R V I E W

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| <b>Name of Project: FLIGHT TO FREEDOM</b>                       |   | <b>Duration: 1 1/2 MONTHS</b>  |  |
| <b>Subject/Course: HISTORY AND ENGLISH</b>                      |   | <b>Teacher(s): JOE NAFTALY AND TIKVAH WIENER</b>   |  |
| <b>Other subject areas to be included, if any:</b>              |   |  |  |
| <b>TORAH; MAKER SPACE; ART</b>                                  |   |  |  |
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| <b>Significant Content</b><br>(CCSS and/or others)              | <b>HISTORY UNIT: AN EXPLORATION OF THE INDUSTRIAL REVOLUTION, WITH A FOCUS ON EXPLOITATION OF THE WORKER</b>  |  |  |
|   | <b>ENGLISH: NON-FICTION ARTICLES ON SLAVERY; WEBQUEST ON THE HISTORY OF SLAVERY; INDEPENDENT READ ON FLIGHT TO FREEDOM, FROM A SELECTION OF WORKS</b>   |  |  |
| <b>21st Century Competencies</b><br>(to be taught and assessed) | Collaboration<br>STUDENTS INVESTIGATE A COMPANY TODAY AND ITS MANUFACTURING METHODS TO DETERMINE WHETHER THE COMPANY ENGAGES IN FAIR TRADE PRACTICES  | Creativity and Innovation<br><i>MAKER SPACE</i> : STUDENTS LEARN TO SOLDER; USE LEDS; MAKEY MAKEY<br><i>ART</i> : STUDENTS CREATE A “PAGE” IN A MODERN HAGGADAH IN THE STYLE OF AN ILLUMINATED MANUSCRIPT; THE PAGE WILL REFLECT THEIR INVESTIGATION OF SLAVERY IN THE PAST AND PRESENT<br><i>VIDEOGRAPHY</i> : STUDENT-CREATED VIDEOS |  |
|   | Communication<br>STUDENTS WILL PRESENT THEIR WORK IN A PRESENTATION OF LEARNING ON MARCH 25, 2015; POSSIBILITY: STUDENTS CREATE VIDEOS ON A COMPANY’S MANUFACTURING PRACTICES OR GEOGRAPHIC REGIONS WITH HIGH LEVELS OF SLAVERY | Other:   |  |
|   | Critical Thinking<br>STUDENTS WILL DETERMINE WHETHER MANUFACTURING PRACTICES TODAY ARE ANY DIFFERENT THAN THEY WERE IN THE ANCIENT WORLD AND, MORE SPECIFICALLY, IN THE INDUSTRIAL REVOLUTION                                   |  |  |

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| <b>Project Summary</b><br>(include student role, issue, problem or challenge, action taken, and purpose/beneficiary) | THE AIM OF THE PROJECT IS TO MAKE STUDENTS AWARE OF HOW RAMPANT SLAVERY IS IN THE WORLD TODAY AND TO ASK WHAT THEY CAN DO TO ERADICATE SLAVERY. STUDENTS WILL EXPLORE HOW ANCIENT HIERARCHICAL ECONOMIC STRUCTURES AND MORE MODERN ONES, SUCH AS THE ONES EMPLOYED DURING THE INDUSTRIAL REVOLUTION, TREATED THE WORKER. STUDENTS WILL SEE THAT ANCIENT SYSTEMS RELIED ON SLAVERY, THAT THE INDUSTRIAL REVOLUTION RELIED ON THE EXPLOITATION OF THE WORKER, AND THAT SLAVERY IS RAMPANT TODAY. STUDENTS RESEARCH COMPANIES' MANUFACTURING PRACTICES THEN AND NOW; GEOGRAPHIC AREAS WITH HIGH LEVELS OF SLAVERY AND WHY SLAVERY IS SO RAMPANT THERE |  |
| <b>Driving Question</b>  | WHAT CAN I AS AN INDIVIDUAL DO TO ELIMINATE SLAVERY?   |  |
| <b>Entry Event</b>   | BRING LABELS FROM DIFFERENT PRODUCTS AND HAVE EACH STUDENT RESEARCH THE TRADE PRACTICES OF THAT COMPANY; CREATE A BULLETIN BOARD WITH FINDINGS FOR THE SCHOOL (BEGINNING OF AWARENESS CAMPAIGN)  |  |
| <b>Products</b>  | <b>Individual:</b><br>1) READING OF ARTICLES ON SLAVERY THROUGHOUT THE AGES; RESPONSE<br>2) PRODUCT BOARD AS ENTRY EVENT<br>3) "ILLUMINATED MANUSCRIPT PAGE" IN CLASS HAGGADAH<br>4) MAKER SPACE PRODUCT<br>5) PERSUASIVE ESSAY ON WHY STUDENTS NEED TO BE MORE<br>6) READING JOURNAL ON INDEPENDENT READ  | <b>Specific content and competencies to be assessed:</b><br>1) READING COMPREHENSION AND VOCABULARY BUILDING; DEVELOPMENT OF WRITING SKILLS<br>2) RESEARCH AND APPLICATION<br>3) APPLICATION AND CREATION<br>4) APPLICATION AND CREATION<br>5) APPLICATION AND CREATION; READING COMPREHENSION AND VOCABULARY BUILDING; DEVELOPMENT OF WRITING SKILLS<br>6) READING COMPREHENSION AND VOCABULARY BUILDING; DEVELOPMENT OF WRITING SKILLS |
|  | <b>Team:</b><br>1) RESEARCH OF COMPANY OR GEOGRAPHIC AREA ASSESSMENT OF MANUFACTURING PRACTICES OR TYPE AND NATURE OF SLAVERY<br>2) CREATION OF VIDEO BASED ON RESEARCH  | <b>Specific content and competencies to be assessed:</b><br>1) RESEARCH SKILLS<br>2) APPLICATION AND CREATION  |
| <b>P R O J E C T   D E S I G N :   O V E R V I E W</b>   |  |  |
| <b>Public Audience</b><br>(Experts, audiences, or product users students will engage with during/at end of project)  | 1) SCHOOL COMMUNITY<br>2) ORGANIZATIONS THAT WORK TO END SLAVERY, SUCH AS NOT FOR SALE   |  |

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| <b>Resources Needed</b>   | On-site people, facilities:                                     |  |                     |
|   | MAKER SPACE   |  |                     |
|   | Equipment: SOLDERING KITS, MAKEY MAKEYS                         |  |                     |
|   | Materials: ARTS AND CRAFTS MATERIALS FOR ILLUMINATED MANUSCRIPT |  |                     |
|   | Community Resources:  |  |                     |
|   | NOT FOR SALE  |  |                     |
|   |   |  |                     |
| <b>Reflection Methods</b><br>(Individual, Team, and/or Whole Class) | Journal/Learning Log  |  | Focus Group         |
|   | YES, MULTIPLE   |  |                     |
|   | Whole-Class Discussion  |  | Fishbowl Discussion |
|   | YES, MULTIPLE   |  |                     |
|   | Survey  |  | Other:              |
|   |   |  | ARTWORK             |
| <b>Notes:</b>   |   |  |                     |

## PROJECT DESIGN: STUDENT LEARNING GUIDE

**Project:**

**Driving Question:**

| <b>Final Product(s)</b><br>Presentations,<br>Performances, Products<br>and/or Services | <b>Learning Outcomes/Targets</b><br>content & 21st century competencies<br>needed by students to successfully<br>complete products | <b>Checkpoints/Formative Assessments</b><br>to check for learning and ensure<br>students are on track | <b>Instructional Strategies for All Learners</b><br>provided by teacher, other staff, experts; includes<br>scaffolds, materials, lessons aligned to learning<br>outcomes and formative assessments |
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| (individual <b>and</b><br>team)  |  |   |  |
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