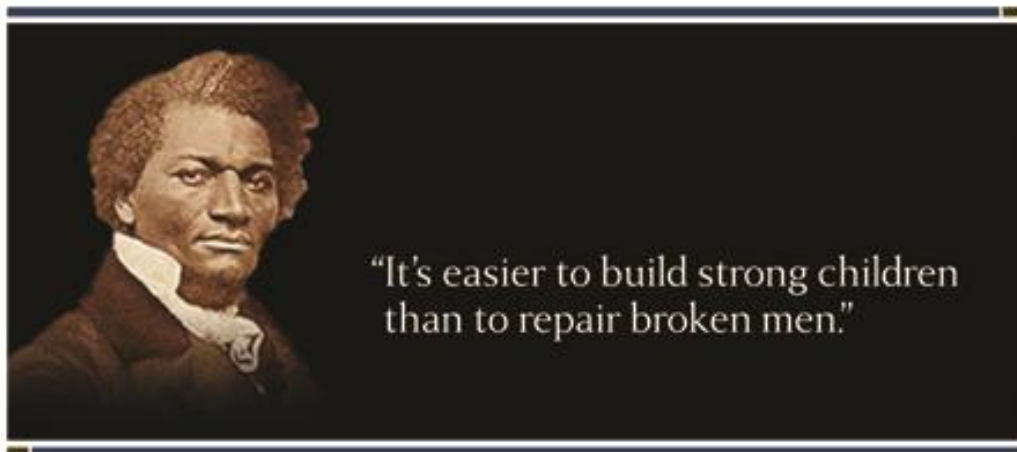


FREDERICK DOUGLASS FAMILY INITIATIVES presents



HISTORY, HUMAN RIGHTS
and the POWER of ONE™

2013-2014 Human Trafficking Education Program

Human Trafficking: Modern-Day Slavery in the United States



LIVING HISTORY BEHIND THE PROGRAM



The Frederick Douglass Family Initiatives (FDFI) was co-founded in June 2007 by Nettie Washington Douglass, her son, Kenneth B. Morris, Jr. and Robert J. Benz. FDFI exists to honor and preserve the legacy of Frederick Douglass and to create awareness about the issue of modern-day slavery in an effort to expedite its demise.

The founders represent a remarkable living history. Ms. Douglass and Mr. Morris are direct descendants of Frederick Douglass, the man called “the father of the civil rights movement” and Booker T. Washington, the famed educator and founder of Tuskegee Institute.

Through the union of Ms. Douglass’ mother, Nettie Hancock Washington (granddaughter of Booker T. Washington), and her father, Dr. Frederick Douglass III (great grandson of Frederick Douglass), the founders unite the bloodlines of two of the most

important names in American history.

A few years back, the founders were confronted for the first time with solid facts about modern-day slavery: millions are still enslaved in every country of the world, including the United States, in conditions as bad or worse than those suffered by their ancestors. They decided that this was not something from which they could walk away especially considering the platform granted to them by their lineage.

Based on their experience and the opinions of leading experts in the field, FDFI founders believe that education and awareness are the first step to ending human trafficking in our lifetimes. The foundation has, therefore, made it their business to educate the public about this veiled crime with the starting point being young people.

“When we work with students,” says Ms. Douglass, “we can accomplish several things at once: provide an interesting narrative about an important period in our history that is often overlooked; inspire modern abolitionists; provide timely information that may prevent young people themselves from becoming victims and help create better world citizens.”

[Who was Frederick Douglass?](#)

[Who was Booker T. Washington?](#)

[Nettie Washington Douglass](#) - Chairwoman

[Kenneth B. Morris, Jr.](#) - President

[Robert J. Benz](#) - Founder & Executive Vice-President

[Contact Us](#)





Not everything that is faced can be changed, but nothing can be changed until it is faced.

James Baldwin, born August 2, 1924 in Harlem, New York

Young people play critical roles on both sides of the human trafficking spectrum: at one end, they are the most vulnerable to becoming its victims and, at the other, the most qualified to lead its demise. Solutions that will be championed by students involve both controlling the wild fire of human trafficking and permanently extinguishing the long-smoldering embers of slavery. It is this auspicious mission upon which we embark with young voices and minds at the forefront, guided by teachers, within the framework of the lessons contained here. Let history and its heroes -- both celebrated and suppressed -- remind us how best to prevail over injustice.

Human trafficking is modern-day slavery and it occurs when one or more individuals (the victims) are controlled and exploited by others (the traffickers). The trafficker uses intimidation, lies, threats, physical restraint and attacks or drugs in order to control the victim. Trafficking victims may include children involved in the sex trade, adults age 18 or over who are coerced or deceived into commercial sex acts as well as anyone forced into different forms of "labor or services," such as panhandling, domestic workers held in a home, farm workers forced to labor against their will, people forced to fight in wars and even those incarcerated systematically for profit or other motives. Modern-day slavery is illegal and those who control and exploit others in this way are criminals. Educating young people about these crimes is an important step in addressing them.



What People Are Saying About: History, Human Rights and the Power of One

"Douglass himself could not have imagined a better use of his own life's work." Professor David Blight, Yale University

"More than a century ago my famous ancestor said, "Talk! Talk! Talk! That will never free the slaves. What is needed is action—action." I know that the students using this curriculum will prove him correct – action is what we need, and action is what the students will provide, as they continue the fight to eradicate slavery and its many horrors."

Alice Keesey Mecoy

Great-great-great granddaughter, John Brown
Board Member of John Brown Lives! Human Rights Project

"History, Human Rights and the Power of One," a school curriculum produced by the Frederick Douglass Family Initiatives, is one of the best uses of the legacy of the abolition in America that I have ever seen. As a Frederick Douglass biographer, as well as a former public high school teacher in Flint, Michigan in the 1970s, I can attest to both the dedication of the Frederick Douglass Family Initiatives and to the care and substance of this program. To take the story of slavery and abolition to young people, and then to connect it to current-day practices of human trafficking, is simply one of the best ways to get our youth invested in the meaning of the deeply informed material, and teachers will be very lucky to have it in their hands. I strongly encourage adoption of this program in New York City and in as many other cities as possible. Douglass himself could not have imagined a better use of his own life's work."

David W. Blight

Class of '54 Professor of American History, and Director,
The Gilder Lehrman Center for the Study of Slavery and Abolition,
Yale University



Human Trafficking: Modern-Day Slavery in the United States

Focus: Slavery in History and in the United States Today
Subjects: English, Social Studies, Humanities, Drama
Keywords: Human Trafficking; Coercion; Social Justice; Lesson Plan; Literacy; Slavery; Challenging Societal Perspectives; Common Core Standards

COURSE SUMMARY:

No one understands the reality of slavery better than its victims. Famous slave narratives written in the 18th and 19th centuries by authors such as Harriet Tubman, Harriet Jacobs and Frederick Douglass, helped inspire the Abolitionist Movement as they gave readers an insight to the inhumane realities of slavery. Stories told by today's survivors of trafficking will also help inform students about the cruelty of modern slavery. Encountering both will allow them to compare and contrast the exploitation of individuals in different eras.

In this module, students will be introduced to guarantors of freedom--the 13th Amendment of the U.S. Constitution, the Universal Declaration of Human Rights, and the U.S. Trafficking Victims Protection Act. These laws and covenants provide a coherent framework for understanding slavery as a human rights abuse, and will allow students to articulate in ethical and legal terms the abuses of human trafficking.

By exploring legal documents and treaties alongside stories from survivors of slavery, from the past and present, students will understand how slaves were/are controlled through coercion manifested both physically and/or psychologically. They will identify the various effects of slavery (physical, emotional, and economic) and explore the similarities in feelings and experiences between enslaved individuals today and enslaved people from the past. And, they will understand the human rights and ethical dimensions of exploitation of human lives for commercial purposes.



MODERN DAY SLAVERY - Three Units

History - In Unit One, students will glean information from slave narratives and other resources about historical slavery. They will especially gain insight into what it meant physically, economically, and psychologically to be enslaved under the system of legalized slavery in the United States before the Civil War and before the implementation and enforcement of the 13th Amendment to the Constitution.

Human Rights - In Unit Two students will view testimonies that describe the exploitation of individuals caught in what is now called Human Trafficking or Modern-Day Slavery. As in Unit One, they will identify the physical, economic, and psychological effects of slavery. They will discuss how slavery in the past is similar and dissimilar from slavery today.

The Power of One - Students will conclude, in Unit Three, by planning and engaging in a project or projects that help give voice to the victims of modern-day slavery in the United States. Students will, through their understanding of the analogy between antebellum slavery and modern-day human trafficking, seek ways to build awareness amongst their friends, neighbors, and families regarding their findings about today's human trafficking and yesterday's slavery.

COMMON CORE STANDARDS

Human Trafficking: Modern-Day Slavery in the United States is designed to meet requirements of numerous Common Core State Standards categories. The curriculum includes cross-disciplinary readings, critical analysis of primary and secondary texts, comparisons of issues presented in various media (film and print), careful textual readings, and collaborative discussions of topics of immediate concern and interest to the students. Examples of the CCSS rubrics met for 9th and 10th grades are provided at the end of the module. **Human Trafficking: Modern-Day Slavery in the United States** is readily adaptable to accomplish CCSS requirements at all secondary grade levels.



MODULE OBJECTIVES

Students will:

- *Become familiar with basic concepts of human rights and three important human rights documents: the Universal Declaration of Human Rights, the Thirteenth Amendment to the U.S. Constitution, and the U.S. Trafficking Victims Protection Act (TVPA);*
- *Gain a deeper understanding of the institution of historical slavery in the U.S. and the multiple ways in which it violated enslaved people's human rights;*
- *Understand that slavery still exists in the United States today;*
- *Draw comparisons between antebellum slavery and modern day slavery;*
- *Understand the perceived helplessness, anger, frustration, fear, and other profound emotions involved in being enslaved; and,*
- *Develop and implement ideas to challenge current societal perspectives of human trafficking.*

EXPECTED OUTCOMES

Students will be able to understand and communicate the reasons why modern day slavery is a human rights crisis, endangering people's most important human right: the right to live with dignity. Students will also be able to identify, interpret, and respond to some accepted (but false) social perceptions surrounding modern-day slavery. Finally, through knowledge of modern-day slavery students will be able to protect themselves and others from becoming victims of traffickers.

[Continue to Unit One](#)



Unit One—History

Focus Question: What did it mean to be a slave in pre-Civil War America?

In his memoir, *The Narrative of the Life of Frederick Douglass, an American Slave* (1845), Frederick Douglass described in graphic detail his daily life and experiences as a slave in the pre-Civil War United States. Douglass wrote: "I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed."

Purpose: This session will provide an introduction to historical slavery in the United States, and to the lives of enslaved people.

Duration: One to three (45 minute) class sessions

Unit Objectives:

Students will:

- *Learn about the everyday life of a person who was enslaved in the United States before the Civil War--from the writings of a person who escaped slavery and became a great fighter for freedom: Frederick Douglass;*
- *Learn that the most basic human right is dignity;*
- *Analyze slavery's essential elements—and the effects of slavery on an enslaved person's way of life, ways of thinking and feeling, and struggles to survive.*

Materials:

- Excerpts from the *Narrative of the Life of Frederick Douglass, An American Slave*, by Frederick Douglass, 1845 – ([Handout #1](#))
- Universal Declaration of Human Rights (UDHR) -- ([Handout #2](#))
- U.S. Constitution, Article 13

Expected Outcomes:

- Increased understanding of the meaning and importance of human rights guaranteed by the 13th Amendment to the U.S. Constitution and by the Universal Declaration of Human Rights.



- Increased understanding of the meaning and tragedy of historic slavery in the United States and the realities of enslavement as the ultimate denial of human rights and dignity.

Lesson Guide:

1) Read together excerpts from Frederick Douglass's autobiography. ([Handout #1](#))

Using [Worksheet #1](#), students should take notes while reading —making a list of the ways in which enslaved men, women, and children were made to feel trapped and less than human by slavery.

Discuss the following questions. Encourage students to support their statements with specific examples from the text:

- Where do you see elements of force or coercion exerted by slave owners over Frederick Douglass and the other enslaved people he writes about?
 - How did Frederick Douglass feel about this? Did his feelings change after he grew to be a young man?
 - What evidence is there that the slave masters considered the slaves to be property versus human beings with full human rights?
 - Share and discuss how enslaved individuals were made to feel trapped and less than human (from Worksheet #1).
- 2) The 13th Amendment of the U.S. Constitution abolished legal slavery in the United States on December 6, 1865. Provide a copy to students and have them read aloud.

AMENDMENT XIII: SECTION 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Explain (or remind) students that the U.S. Constitution is the highest law in the country. Ask what it means that "slavery" or "involuntary servitude" (forced labor) is made illegal--for the entire country--by our Constitution. Why was this amendment necessary? How important do students feel this law is for the way the U.S. is governed and run today? Is this amendment still relevant?

3) The Universal Declaration of Human Rights [UDHR] was created by the United Nations and functions as a "constitution" for the entire world. Read excerpts from



the UDHR with students [[Handout #2](#)]. What are the most important concepts of the UDHR from these excerpts? What are human rights? Why is the UDHR important? Can a person lose his or her human rights? What is the most important human rights guarantee? What do each of the Articles (1-5) guarantee?

- 4) According to what students learned about life as a slave from the Douglass *Narrative*, in what ways did slavery in the United States violate the principals of the 13th Amendment and the UDHR (which were created later)? Was slavery a human rights violation? Did it harm people's dignity as human beings? Did it cause them to think of themselves as less than human? If the underlying principal of human dignity in the UDHR is violated, and any group of people are considered to be less than human--what dangers does that pose? Is it easier to enslave, torture, or hurt a person who you don't consider to be human?
- 5) **EXTRA:** Ask students to write a diary entry or a poem, or to draw a picture, from the perspective of a child enslaved in pre-Civil War America. They may choose, for instance, to write about an incident that occurred during the child's day; about missing members of his or her family; about being hungry, scared or angry and why; thinking about what might happen if he or she tried to escape. Allow students to share these reflections or pictures if they feel comfortable doing so.

Further Resource Materials on the History of Slavery in the United States:

Pre Civil-War Slave Narratives from the United States:

- [Transcripts of interviews of ex-slaves](#)
- [Slave Narratives](#)
- [Frederick Douglass, *My Bondage and My Freedom*](#)
- [Narrative of the Life of Frederick Douglass, An American Slave. Written By Himself](#)
- [Incidents in the Life of a Slave Girl. Written by Herself, Harriet Jacobs](#)

Online Audio/Video Resources:

- [Slavery and the Making of America—audio recordings](#)
- [Audio recordings of ex-slaves](#)
- [America's Journey through Slavery in 4 parts, with Historical Narratives, Resources, and Teacher's Guides](#)



- [Yale's Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Teacher Resources](#)
- [Slavery and the Making of America—Historical Readings: Primary Sources](#)

SALES AT AUCTION.

This Day, (9th instant,)
At 11 o'clock, at the Lower End of the Market,
WILL BE SOLD,
A LIKELY NEGRO GIRL
About 11 years of age.
A. J. M'Connico, V. M.
may 9. 1t

To-Morrow, (10th inst.)
At 11 o'clock, at our Office,
WILL BE SOLD,
A small Invoice of Hardware,
1 case Men's Willow Hats,
1 case London Pins, and
A Variety of DRY GOODS.
Also,
3 casks Tamarinds,
12 boxes Soap,
15 do. Windsor Soap,
And at Private Sale,
2 pipes choice Cognac Brandy,
1 do. Hollands Gin,
1 cask Cream of Tartar,
Prunes, Sweet Oil, Capers, Olives & Anchovies.
By
Maurice & Lee, Auc'rs.
may 9. 2t

[Continue to Unit Two](#)



Unit Two—Human Rights

Focus Question: Does slavery still exist in the United States? How does it look today?

Purpose: To introduce students to the psychological and social dynamics of slavery as it is perpetrated today, in what is called "human trafficking." Students will compare modern-day slavery to historical slavery to understand the effects of exploitation on vulnerable people. This unit will ask students to think about such commonly asked questions as, "Does slavery still exist?" and "Why don't modern-day slaves just leave?" Students will examine differing perspectives on how to answer these questions, and will dispel the common myth that people "choose" to be enslaved.

Duration: One to three (45 minutes) class sessions

Unit Objectives:

Students will:

- *Study case examples of slavery in the U.S. today;*
- *Compare dynamics and effects of historic slavery and modern-day slavery;*
- *Articulate thoughts and feelings about modern-day slavery;*
- *Read primary source documents to analyze and think critically about a modern-day social issue affecting youth in the United States;*
- *Discuss human rights implications of modern-day slavery.*

Expected Outcomes:

- Increased awareness of a human rights issue affecting students and their peers;
- Increased ability to discuss modern-day slavery in terms of human rights and dignity;
- Increased ability to articulate the human rights and ethical dimensions of one of the most important human rights abuses occurring in the United States at this time;
- Increased ability to think in abstract and general terms, as well as personal ones, about the law and principles involved in human rights abuses.



Lesson Guide:

Teacher Background:

DEFINITION: *Under the U.S. Trafficking Victims Protection Act (TVPA) (first passed in 2000 and reauthorized several times since then) human trafficking is a form of modern-day slavery where people profit from the control and exploitation of others. Victims of human trafficking include:*

- *children (under 18) involved in the sex trade,*
- *adults (age 18 or over) who are coerced or deceived into commercial sex acts, and*
- *anyone forced or tricked into different forms of "labor or services," such as domestic workers held in a home, farm-workers forced to work against their will, traveling sales teams, and other people who are promised good work, only to be given unhealthy and unsafe jobs without pay and without a chance to leave.*

An **adult** is considered to be trafficked if she or he has been forced, tricked or coerced into providing labor or services (including sex) in exchange for any kind of benefit such as food, shelter, protection gifts, clothes, etc.

A **child** (person under the age of 18) is considered to be sex trafficked if someone has induced him or her to perform a commercial sex act. According to the TVPA, there does not need to be force, fraud, or coercion for a child—because a child is considered too young to consent to any form of commercial sex. For a child to be considered a victim of labor trafficking, he or she must have been forced, defrauded or coerced.

What is Force?

Beating with fists or objects (bats, tools, chains, belts, hangers, cords, etc.), slapping, burning, sexual assault, torture, and other forms of physical violence.

What is Fraud?

False promises (like, "I'll be your boyfriend." "We'll get married soon." "We'll have a better life.") Also, lying about working conditions (like, "I will make you a model." "If you'll come with me we can be partners in my business." "You will have everything you need and want." "I will take care of you.")

What is Coercion?

Threats of serious harm with or without weapons; intimidation; humiliation; emotional abuse; threatening family members, etc.

Also see: [Human Trafficking Fact Sheet](#)



Classroom Activities:

- 1) Give a brief presentation on the TVPA and modern-day trafficking.
(For further resources see [U.S. Department of Education Fact Sheet](#))

- 2) As a class, watch [Invisible Chains](#), about Holly, a girl who was tricked into a life of being trafficked.
What made Holly vulnerable to being trafficked?
Discuss Sgt. Fassett's statement that "[p]imps are like any other criminal. . . except they steal souls." Do you agree with Sgt. Fassett? Why or why not?

- 3) Watch the video [Not My Life](#) (from 10:40 to 15:40--Angie's and Sheila's stories)
 - Ask students to discuss their reactions to these young women's stories.

 - Using [Worksheet #2](#), ask students to take notes—making lists of the ways in which these enslaved women and girls were made to feel trapped and less than human.

 - Ask students to compare Angie's and Sheila's experiences with those of Frederick Douglass. What are the similarities related to how they were treated by someone in control of their lives? How could you tell that both Angie and Sheila were being forced to do something they didn't want to do?

 - In what ways were Angie's and Sheila's human dignity compromised by their traffickers? Do students think what happened to Angie and Sheila was slavery? Did the traffickers violate the TVPA? the 13th Amendment? The UDHR? In what ways?

- 4) Conclude with a discussion of the focus question: "Does slavery exist in the United States today?" Why don't people talk about it? If people talk about sex trafficking, is it usually misunderstood? Is it a glamorous life, or a human rights violation? Who are the victims? Who are the perpetrators?



Further Resource Materials:

- [Human Trafficking Fact Sheet](#)
- [Sex trafficking in the U.S. fact sheets](#)
- [FBI Web Page with current stories](#)
- [Internet Based Trafficking](#)
- [Human Trafficking in the United States: A Fact Sheet for Schools](#)

Victim/Survivor Narratives for Teachers:

- [Holly Austin Smith Survivor Story](#)
- [Survivor Stories—Washington Times](#)
- [Tina Frundt Survivor Story](#)
- [Poems by Survivors](#)
- [Girls Like Us, Excerpt from GEMS](#)

Online Audio/Video Resources for Teachers:

- [Defenders USA \(PSA\) We Can End Demand](#)
- [What is Freedom?](#)
- [Polaris Project Transforming Individual Lives Video](#)

[Continue to Unit Three](#)



Unit Three--The Power of One

Focus Question: What can students do about modern-day slavery?

Purpose: Students will use their understanding of the dynamics of modern-day human trafficking/slavery to seek ways to: a) build awareness among their friends, neighbors, and families regarding human trafficking, b) think of creative ways to help others understand trafficking and c) protect themselves, their friends and family members from trafficking.

Duration: One to three (45 minute) sessions

Unit Objectives:

Students will:

- *Continue to reflect on some of the psychological and social dimensions of being enslaved in modern-day slavery—and how Pre-Civil War slavery and today's slavery are comparable;*
- *Strategize to prevent trafficking in their own communities by taking their knowledge of modern-day slavery to their friends, families, and communities—through writing, art, conversations, programs, and political action;*
- *Learn where to turn to report trafficking or suspected trafficking.*

Materials (for Teacher Background):

[What is Service Learning?](#)

Expected Outcomes:

- Ability to recognize human trafficking, talk about the facts relating to it, and recognize social myths about it;
- Ability to articulate why modern day slavery is a human rights crisis;
- Empowerment and skills to protect others from trafficking through education and through knowledge of adult resources (teachers, administrators, law enforcement, hotlines) to report trafficking confidentially;
- Empowerment and skills to take political action against trafficking.



Lesson Guide:

- 1) Ask students to talk about whether the ways in which the media presents modern-day slavery are accurate or misleading. Talk about examples—especially examples that seem to make being trafficked glamorous and fun. Ask them to talk about movies, video games, music, and graphic novels where pimps and prostituted women play an important role—how would they describe these people? [Examples: *Pretty Woman*, *Orchid* (a comic book where the heroine is described as a "street prostitute"); *Grand Theft Auto* (a video game which—in several versions—allows players to purchase and kill prostituted women); examples from music they know.] How do those images contrast with what they have learned about the actual lives of women and girls who are trafficked?
- 2) Ask students to brainstorm about what kinds of things they think need to be done to end modern-day slavery. How can they change how people think about trafficking? [What words are typically used for trafficked women? Why are these words incorrect? Why does it matter what words are used? Is education about trafficking important? Who needs to learn? How can they influence the leaders in their communities about this? How can they be leaders?]
- 3) Assist them to begin to plan anti-trafficking projects (either those listed below under “Service Learning Ideas,” or ones they conceive themselves) to create awareness of modern-day slavery in the United States.

Service Learning Ideas:

- Talk with school officials and counselors to formulate a strategy for reporting suspected human trafficking within their schools. Talk about how to make a confidential report. See the Polaris Tip Line: [Report a Tip](#). Students can text: BE FREE (233-733). Ask students to strategize ways of letting their friends and peers know about how to report trafficking safely.
- Plan ways in which they can continue learning about modern-day trafficking and the abolitionist movement—through inviting guests from law enforcement, the F.B.I. Innocence Lost Project, and social service agencies that work to end trafficking, to give presentations in their school.
- Learn about [Safe Harbor Laws](#), what they are and why they are important for children (under age 18) who are trafficked.



- Talk to representatives from local non-profit organizations such as Sanctuary for Families or Safe Horizon to learn what kinds of laws New York has to protect minors and adults from being trafficked. Write their representatives in the New York State Legislature, representatives in Congress, and President Obama to ask for laws that decriminalize being victimized by pimps and traffickers.
- Write to celebrities, advertising companies, and local leaders to educate them about modern-day slavery and also about the importance of not glamorizing a criminal industry that victimizes children and women.
- Review the [Human Trafficking Fact Sheet](#) and their own notes from Units One and Two about what it means to be enslaved. Make cards or leaflets (credit card size) to pass out to their friends and colleagues with facts about how to identify trafficking victims and the National Human Trafficking Hotline Number.



or Text: Be Free (233-733)

- Write a letter to the editor of a local newspaper from the class. Write an editorial for the school newspaper. Or, write a newsletter with information on trafficking for the school.
- Create a short video, art project, poem, piece of music, etc. to dramatize the problem of modern-day slavery. Post online, present/display to the school, or present to other organizations to which they belong—to educate others so they will not be victimized.

[Continue to Common Core Standards](#)



COMMON CORE STANDARDS

COMMON CORE STANDARDS FOR GRADES 9 – 10

Met By History, Human Rights, and the Power of One—Human Trafficking: Modern-Day Slavery in the United States

I. ENGLISH LANGUAGE ARTS STANDARDS >> READING >> LITERATURE

Key Ideas and Details

- **CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- **CCSS.ELA-Literacy.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
-

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
-

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.RL.9-10.10**
-

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.



By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

II. ENGLISH LANGUAGE ARTS STANDARDS >> SPEAKING & LISTENING

Comprehension and Collaboration

- **CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - **CCSS.ELA-Literacy.SL.9-10.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - **CCSS.ELA-Literacy.SL.9-10.1c** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - **CCSS.ELA-Literacy.SL.9-10.1d** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - **CCSS.ELA-Literacy.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - **CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
-



Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
 - **CCSS.ELA-Literacy.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - **CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
-

III. ENGLISH LANGUAGE ARTS STANDARDS >> HISTORY/SOCIAL STUDIES

Key Ideas and Details

- **CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 - **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **CCSS.ELA-Literacy.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.
-

Craft and Structure

- **CCSS.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
-



- **CCSS.ELA-Literacy.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **CCSS.ELA-Literacy.RH.9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
-

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author’s claims.
 - **CCSS.ELA-Literacy.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
-

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.RH.9-10.10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
-

[Continue to Human Trafficking Fact Sheet](#)



“What is Human Trafficking?”

HUMAN TRAFFICKING FACT SHEET

DEFINITION: *Human trafficking is a form of modern-day slavery in which people profit from the control and exploitation of others. Victims of human trafficking include:*

- *children (under 18) involved in the sex trade,*
- *adults (age 18 or over) who are coerced or deceived into commercial sex acts, and*
- *anyone forced or tricked into different forms of "labor or services," such as domestic workers held in a home, farm-workers forced to work against their wills, traveling sales teams, and other people who are promised good work, only to be given unhealthy and unsafe jobs without pay and without a chance to leave.*

COMMON MISCONCEPTIONS ABOUT TRAFFICKING:

MYTH: *No U.S. citizens are trafficking victims, only very poor international immigrants.*

Reality: There are both U.S. citizens and international victims of trafficking in the United States; trafficking victims come from situations of both poverty and affluence. What they all have in common is that they are vulnerable—through not being educated, being previously abused, or they are just looking to fulfill their dreams for better lives.

MYTH: *Trafficking victims must be transported from place to place.* **Reality:** If a person under 18 is used in commercial sex, he or she is being trafficked—no travel is necessary. In fact, minors are sometimes trafficked from their own homes by family members.

MYTH: *Force/bodily restraint must be present in trafficking.* **Reality:** The legal definition of trafficking does not require physical restraint, bodily harm, or physical force. Psychological means of control, such as threats and lies, used to force someone to work or be prostituted are just as powerful, and count as trafficking.

MYTH: *If a trafficking victim consented (or agreed) to be trafficked one time, he or she is not a victim, because he or she made their choice and should have known better.*

Reality: Minors under the age of 18, cannot legally agree to be sexually trafficked—even if they are not forced or tricked, and even if they are paid.

MYTH: *Girls who are prostituted have glamorous and fun lives and earn a lot of money.*

Reality: Girls and women who are prostituted by traffickers (or pimps) usually have to hand over all the money to their pimps. They are often emotionally abused, beaten, tortured, branded, brainwashed, and sometimes even killed by their pimps.



WHAT IS SERVICE LEARNING?

Service-Learning Resources for Educators from The National Youth Leadership Council (NYLC)

The **NYLC** spearheads programs and initiatives that engage young people as leaders by using the community as a classroom, and local and global needs as the subject matter. The resources described below are available for free to young people, teachers, schools, and community partners who aim to solve real-world problems using service-learning.

Lift: Raising the Bar for Service-Learning Practice. Whether you're a new or experienced service-learning practitioner, this free interactive, multimedia website explains the eight K-12 Service-Learning Standards for Quality Practice in a way that's easy to understand and share. The Lift also has many PDF documents pertaining to each of the standards, including planning documents and research summaries.

» Explore the Lift and the K-12 Service-Learning Standards for Quality Practice at: <http://lift.nylc.org>

Getting Started in Service-Learning. This easy-to-use teachers' guidebook covers the basics of service-learning, from assessing community needs to using multiple reflection strategies. Purchase this and other NYLC publications in the NYLC bookstore.

» Visit the NYLC bookstore at: <http://www.nylc.org/store>

Recorded Webinar: Getting Started in Service-Learning. This webinar is perfect for practitioners who work with youth at the elementary to high school level and are new to service-learning as a methodology. It follows the *Getting Started in Service-Learning* handbook published by NYLC.

» View this webinar at: <http://vimeo.com/34101870>

Recorded Webinar: Increasing Student Voice, Ownership, and Leadership. This webinar invites you to explore your current perceptions and opportunities for shared decision-making with youth and gain techniques and resources to strengthen youth voice in your work.

» View this webinar at: <http://vimeo.com/33557190>



True Voices: Understanding Slavery Through Survivor Narratives

Created by:

- Patricia H. Davis, Ph.D., J.D., Frederick Douglass Family Initiatives
- Robert J. Benz, Frederick Douglass Family Initiatives

With special thanks to:

Norma Abbene, Office of the Mayor; National Youth Leadership Council (NYLC); Holly Smith; Sgt. Byron Fassett, Dallas Police Department; Robert Bilheimer, Heidi Ostertag, and Amy Detweiler of Worldwide Documentaries; U.S. Aid for UNICEF; Yale University's Gilder Lehrman Center and its Director, Dr. David Blight; Gray Haven; GEMS, and AMBER Alert, especially Phil Keith and Jim Walters.



FREDERICK DOUGLASS
FAMILY INITIATIVES

Use of Sensitive Material:

The subject matter contained in the *History, Human Rights, and the Power of One* curriculum relates (in an open, honest, and descriptive manner) to real human rights violations—both historical and modern. It also relates to actual people (historical and living) and the circumstances of their victimization. Because of this, teachers must be even more careful than normal to teach with sensitivity and compassion—always upholding the dignity of the teaching profession, the dignity of their students, and the dignity of the victims and survivors of the terrible crime of slavery portrayed.

Copyright Notice:

All materials contained in *History, Human Rights, and the Power of One* are solely owned by Frederick Douglass Family Initiatives (FDI) and protected by United States copyright law. They may not be reproduced, distributed, transmitted, displayed, published, broadcast or revised and incorporated into any other materials without the prior written permission of FDI or in the case of third party materials, the owner of that content. You may not alter or remove any trademark, copyright or other notice from copies of the content.

However, teachers may download material from the FDI Web Site for educational use in their classrooms and schools, and others may download material for personal, noncommercial use only.

Links to Web sites other than those owned by FDI are offered as a service. FDI was not involved in their production and is not responsible for their content.