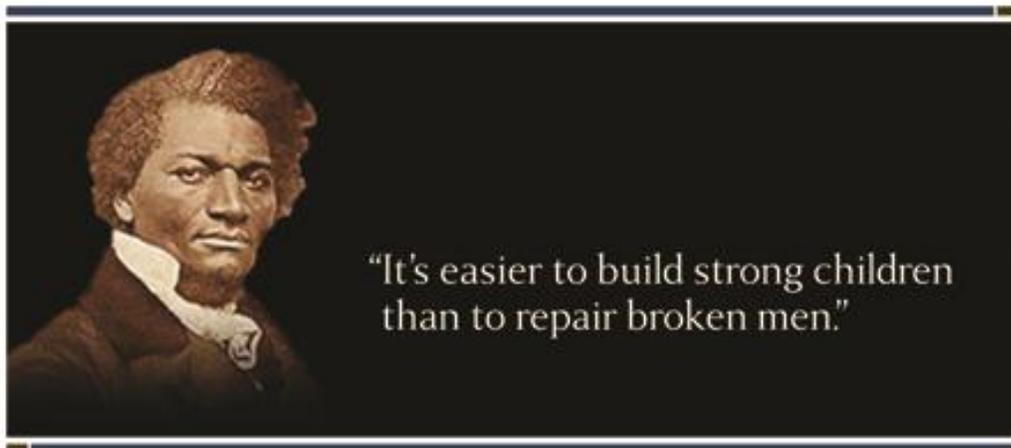


FREDERICK DOUGLASS FAMILY INITIATIVES presents



**HISTORY, HUMAN RIGHTS
and the POWER of ONE™**

True Voices: Understanding Slavery Through Survivor Narratives

**New York City Public Schools
2013-2014 Human Trafficking Education Program**

Domestic Sex Trafficking



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





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 Contemporary Slavery 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

"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

"We're proud to welcome the Frederick Douglass Family Initiatives' service-learning curriculum to New York City Public Schools."

Norma Abbene

Deputy Counsel to the NYC Mayor
& NYC Global Coordinator for Anti-human Trafficking Initiatives,
Office of the Mayor of the City of New York

"History, Human Rights and the Power of One," a school curriculum guide produced by the Douglass Family Initiatives, is one of the best uses of the legacy of the abolition of 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 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



True Voices: Understanding Slavery Through Survivor Narratives

Content provided in association with: Sanctuary For Families

Focus: Domestic Sex Trafficking
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. Narratives written by today's survivors of sex trafficking may also help inform students about the cruelty of modern slavery. Reading both will allow them to compare and contrast the exploitation of individuals in different eras.

By exploring literature written by 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 elements of coercion (overt and covert) that a pimp exerts over a prostituted victim and explore the similarities in feelings and experiences between prostituted individuals today and enslaved people from the past.

TRUE VOICES – Three Units

History - In this unit plan, students will glean information from slave narratives and other resources about the methods that slave owners used to exert control over their “chattel” prior to 1865 in the United States. Students will understand how these methods of control were necessary to maintain a then legalized system of slavery.



Human Rights - Students will read excerpts from stories that describe the exploitation of individuals caught in modern forms of what is now called Human Trafficking or, more specifically, Sex Trafficking. Similar to Unit 1, they will identify the elements of coercion that a pimp exerts over a prostituted victim. They will articulate the victim's feelings throughout this process and discuss how victims of exploitation, past or present, are similar or different.

The Power of One - Students will conclude, in Unit 3, by planning and engaging in a project or projects that help give voice to the victims and/or illuminate the stark reality of the coercion in the pimp and prostituted individual relationship. 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.

MODULE OBJECTIVES:

Students will:

- Draw comparisons between antebellum slavery and modern day slavery;
- Help illuminate the reasons how and why modern-day domestic sex trafficking (i.e., pimp-controlled prostitution) is a form of slavery;
- Help students empathize with and 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 pimps and trafficked youth.

EXPECTED OUTCOME:

Students will be able to understand and communicate the reasons why sex trafficking is a human rights crisis and one of the most pressing law enforcement challenges amongst other criminal enterprises. Students will also be better at identifying, interpreting and responding to some accepted social perceptions surrounding this particular issue.

[Continue to Unit One](#)



Unit One—History

Focus Question: How were slaves controlled in antebellum America?

Purpose: To introduce students to the psychological and social dynamics of antebellum slavery —especially to the ways in which slaves were coerced into remaining obedient and to think of themselves as less than human—through reading and listening to slave narratives.

Duration: One to three (45 minute) class sessions

Unit Objectives:

Students will:

- Receive a brief introduction to historical slavery in the U.S.;
- Read slave narratives and identify coercive strategies of masters;
- Identify some of the psychological dimensions of being enslaved; and
- Articulate thoughts about what it would feel like to be enslaved through class discussion and through writing and/or drawing.

Lesson Guide:

- 1) Teacher provides students with brief background lesson on historical slavery in the United States—if the students have not covered this history previously.

[Slavery in America—History Channel—Origins of Slavery in America](#)

- 2) Read excerpts from Frederick Douglass’s autobiography

[*Narrative of the Life of Frederick Douglass, An American Slave, by Frederick Douglass, 1845—narrative excerpts*](#)

Discuss the following questions while encouraging 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? How did his feelings change?
- What evidence is there that the slave masters considered the slaves to be property versus what we would consider people with rights?



OR

- Watch [“Unchained Memories, Part II”](#) (stories and photographs from slave narratives and interviews read by prominent African American actors).
 - Using [Worksheet #1](#), students should take notes while watching—making a list of the ways in which enslaved men, women, and children were made to feel trapped and less than human.
 - Share and discuss how enslaved individuals were made to feel trapped and less than human.
- 3) Ask students to write a diary entry or a poem, or to draw a picture, from the perspective of an enslaved child. 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](#)
- [Confessions of Nat Turner](#)
- [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:

- [Harriett Tubman](#)
- [Slavery in America—Frederick Douglass](#)
- [Slavery and the Making of America—audio recordings](#)
- [Audio recordings of ex-slaves](#)
- [Unchained Memories, I](#)
- [Unchained Memories, II](#)
- [Unchained Memories, III](#)
- [Unchained Memories, IV](#)



- [Unchained Memories, V](#)
- [Unchained Memories, VI](#)
- [Unchained Memories, VII](#)
- [Unchained Memories, VIII 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



Unit Two—Human Rights

Focus Question: How are victims of sex trafficking controlled today?

Purpose: To introduce students to the psychological and social dynamics of sex trafficking/sexual slavery as it is being perpetrated today. The goal is for students to compare modern-day slavery to historical slavery with the ultimate end of understanding the use and horrible effects of coercion on vulnerable people. This unit will ask students to think about the commonly asked questions, “Why doesn’t she leave?” and “Hasn’t she made a choice to do this?” Students will examine differing perspectives on how to answer these questions, and dispel the common myth that a woman chooses an abusive situation for herself. Instead, students will articulate why culpability for such abuse is on the perpetrator of the abuse – the trafficker – and that the prostituted women are victims of extreme, often inescapable coercion.

* It should be noted that, although girls and women make up the larger portion of sex trafficking victims by far, boys and men can and do fall victim to sex trafficking. For the purposes of this service-learning project, we will mostly make reference to female victims while acknowledging the reality of male victimization.

Duration: One to three (45 minutes) class sessions

Unit Objectives:

- Students will receive a brief introduction to modern-day sex slavery in the U.S.;
- Students will read victim/survivor narratives to listen for coercive strategies of the traffickers/pimps;
- Students will articulate thoughts and feelings about being enslaved through modern-day sex trafficking by class discussion and through writing and/or drawing.

Lesson Guide:

Teacher Background:

In the *Trafficking Victims Protection Act* (TVPA) of 2000, sex trafficking is defined as: “the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act.” “Severe forms” of trafficking include:

- a) sex trafficking in which a commercial sex act is induced by
FORCE, FRAUD, or COERCION,



OR

- b) in which the person induced to perform such an act **has NOT ATTAINED 18 YEARS OF AGE.**

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

A **child** (person under the age of 18) is considered to be trafficked merely if someone has induced him or her to perform a commercial sex act. 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.

What is Force?

Beating with Fists or Objects (bat, tools, chains, belts, hangers, canes, cords, 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.”)

What is Coercion?

Threats of serious harm; intimidation; humiliation; emotional abuse; threatening family members

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

Classroom Activities:

- 1) Give a brief presentation on the TVPA and modern-day sex trafficking. (For further resources see: Polaris Project.org: [“Domestic Sex Trafficking: The Criminal Operations of the American Pimp.”](#))
- 2) As a class, read stories by girls and women who have been sex trafficked <http://www.washingtontimes.com/news/2011/apr/25/sex-trafficking-survivors/?page=all> (5 Sex Trafficking Survivors’ 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.
 - Share and discuss: Compare coercion and threats in modern-day sex trafficking with what they learned about coercion in pre-Civil War slavery in the United States.
 - Ask them to talk about “Why don’t these girls and women just leave?” List reasons – from what was learned today – for why the women and girls do not/cannot just get up and leave traffickers.
 - Ask them to talk about what it means when a man buys sex from a woman who is being trafficked. Is he part of the problem? Why or why not?
- 3) Spend the final 15 minutes of the period watching *Invisible Chains*, about Holly, a girl who was tricked into a life of sex trafficking. Discuss Holly’s story: <https://vimeo.com/51799460>
Why was Holly vulnerable to being trafficked?
Discuss Sgt. Fassett’s statement that “Pimps are like any other criminal. . . except they steal souls.” Do you agree with Sgt. Fassett? Why or why not?

Further Resource Materials:

- [Human Trafficking Fact Sheet](#)
- [National Center for Missing and Exploited Children—Testimony before Congress/Trafficking Information from Director, Ernie Allen](#)
- [Sex trafficking in the U.S. fact sheets](#)
- [FBI Web Page with current stories](#)
- [Internet Based Trafficking](#)

Victim/Survivor Narratives:

- <http://richmondjusticeinitiative.com/human-trafficking/survival-stories/>
- <http://www.washingtontimes.com/news/2011/apr/25/sex-trafficking-survivors/?page=all>
- <http://www.fem2pt0.com/2011/10/24/part-ii-sex-trafficking-in-america-a-survivor%E2%80%99s-story/>
- [Poems by Survivors](#)
- <http://www.gems-girls.org/get-involved/girlslikeus/girls-like-us-excerpt>

Online Audio/Video Resources:

- [Defenders USA \(PSA\) We Can End Demand](#)



- [What is Freedom?](#)
- [FDI Student Messages—Annelis](#)
- [Polaris Project Transforming Individual Lives Video](#)
- [Playground \(clip\)](#)
- [Sex + Money \(clip\)](#)

[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: a) to build awareness amongst their friends, neighbors, and families regarding their findings about human trafficking, b) to prevent themselves and their friends from falling victim to traffickers, or c) use their own knowledge, skills and understanding to think of creative ways to help others understand trafficking and to protect themselves, their friends and family members from trafficking.

Duration: One to three (45 minute) sessions

Unit Objectives:

- Students will 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;
- Students will plan ways of stopping 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 actions;
- Students will learn where to turn to report trafficking or suspected trafficking.

Materials:

Teacher Background: [What is Service Learning?](#)

Lesson Guide:

- 1) Integrating knowledge - Begin the class period by watching two films—ask the students to be thinking of ways in which Pre-Civil War slavery and modern-day sex slavery are similar. Talk about the issue of coercion, and how it can be "overt" (out in the open) and "covert" (undercover or in the form of threats, humiliation, emotional abuse). Were there both overt and covert aspects to the coercion of enslaved people before the Civil War? Are there covert and overt aspects of coercion for modern-day sex slavery?
<http://www.youtube.com/watch?v=MBVyU5W65AA>
(Unchained Memories, III—the beginning sequence)
<https://vimeo.com/60485180>
Angie's Story from *Not My Life* (PASSWORD: nml)



- 2) Ask students to talk about ways in which sex trafficking has affected the lives of people they know—either in real life, movies, books, or music. Ask them to talk further about whether the ways in which the media presents sex slavery are accurate or misleading. Talk about examples—especially examples that seem to make being prostituted or being a "pimp" 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 prostituted?
- 3) Ask students what kinds of things they think need to be done to end modern-day sex slavery.
- 4) Encourage students to consider taking some action **TODAY** (such as signing the petitions from the Frederick Douglass Family Initiatives and the Polaris Project). There are more service project ideas in the next section.
 - [Sign the Polaris Project Petition for Safe Harbor Laws:](#)
 - [Sign the Frederick Douglass Family Initiatives Petition for support for trafficking education in schools](#)
- 5) Assist them to begin planning bigger projects (either those listed below under “Service Learning Ideas,” or ones they create themselves) to create awareness of modern-day sex slavery.

Service Learning Ideas:

- **IMPORTANT:** Students may talk to school officials and counselors to formulate a strategy for reporting suspected human trafficking within their schools. This should include consultation with law enforcement to understand what the police will and will not do if a suspected trafficking situation is reported. Talk about how to make a confidential report. See the Polaris Tip Line: [Report a Tip](#). Also see: [24-hour hotlines](#). 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.

Two Organizations in New York City working to eradicate sex trafficking:

- [GEMS](#)
- [Sanctuary for Families](#)
- Learn about [Safe Harbor Laws](#), what they are and why they are important for children (under age 18) who are trafficked.
- Learn what kinds of laws New York has to protect children and women from being trafficked. Write the Mayor, 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. <http://www.polarisproject.org/what-we-do/policy-advocacy/current-laws>
- Write to celebrities (like Jada Pinkett Smith), advertising companies, and local leaders to educate them about sex trafficking and also about the importance of not glamorizing a criminal industry that victimizes children and women.
- Contact local law enforcement dealing with this issue to find out what is happening about sex trafficking in their community;
- 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. For information on how to write an effective letter see: <http://www.polarisproject.org/take-action/raise-awareness>
- Create a short video, art project, poem, piece of music, etc. to dramatize the problem of sex trafficking. 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—Module III*

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 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.*

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.

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 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:

- Emily Amick, Equal Justice Works Fellow, Sanctuary For Families
- Anna Makatche, Sanctuary For Families
- Patricia H. Davis, Ph.D., J.D., Frederick Douglass Family Initiatives
- Robert J. Benz, Frederick Douglass Family Initiatives

Developed in collaboration with: the New York City Mayor's Office Survivors of Human Exploitation Working Group



FREDERICK DOUGLASS
FAMILY INITIATIVES