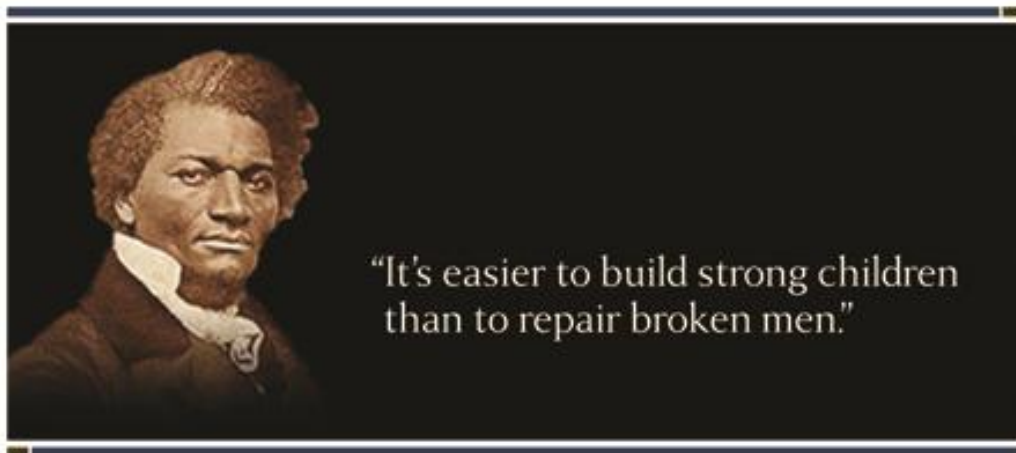


FREDERICK DOUGLASS FAMILY INITIATIVES presents



HISTORY, HUMAN RIGHTS and the POWER of ONE™

Demand and Supply

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

The Economy of Slavery



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 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



The Economy of Slavery

Content provided in association with: Chicago Alliance Against Sexual Exploitation (C.A.A.S.E.)

- Focus:** Demand and Supply
- Subjects:** Economics, World History, U.S. History, English, Health, Language Arts
- Keywords:** Human Trafficking; Supply and Demand; Social Justice; Lesson Plan; Social Justice Unit Plan; Economics; Slavery; Common Core Standards
- Grade Levels:** 9 - 10
(Adaptable to grades 11-12. Please see Common Core State Standards for History/Social Studies Grades 11-12, for example, at: <http://www.corestandards.org/ELA-Literacy/RH/11-12>.)

COURSE SUMMARY:

Most of us recognize “supply and demand” as basic elements of an economic formula. When defined in a textbook, “supply” and “demand” are impartial, clinical words that help explain the dynamics of trading goods and services. When people become part of the equation, however, we see how supply and demand can sometimes become corrupted and the source of injustice.

Slave owners, for instance, were able to supply products at a lower price because they made use of slave labor. In order to insure that slavery remained legal, slave owners were known to pay unscrupulous “scientists” to write bogus reports that claimed slaves of African descent were genetically inferior to humans and thus it was no more evil to use a black slave than a plow horse. Cigarette companies once hid the dangers and even falsely promoted the health benefits of smoking in order to increase the demand for their product. And, as a means for maintaining and increasing demand for trafficked individuals, a variety of cultural devices have been employed to conceal the true nature and mechanics of the commercial sex industry and other industries that employ trafficked workers. ***Demand and Supply*** looks at how understanding the truth about human trafficking may help reduce demand for trafficked individuals and save lives.



DEMAND AND SUPPLY - Three Units

History - Students will learn the meaning of “supply” and “demand” and how these forces interact. They will look at the economic motivation for the trans-Atlantic slave trade and see how specific products of slave labor (especially sugar and cotton) created their own demand during the 18th and 19th centuries based on affordability. Students will also read excerpts from documents that tried to illustrate the economic need—and even to justify the morality of slavery—by dehumanizing the people being enslaved.

Human Rights - Students will read what it’s like to be trafficked or sold in the modern economy of exploitation. They will also participate in exercises that demonstrate personal stories of exploitation. They will look at traditional and modern perceptions about prostitution and labor trafficking and how these things help perpetuate an illegal industry in the U.S. and around the world.

The Power of One - Students of business most often look for ways to increase the demand of products so that more sales can be made. In this case, we’ll be looking for ways to decrease demand for trafficked children, women and men. How can we counter the strengthening cultural undercurrent that permits and even encourages the exploitation of the most vulnerable?

MODULE OBJECTIVES:

Students will:

- Understand basic economic relationships between “supply” and “demand”;
- Recognize the relationship between supply and demand within the trans-Atlantic Slave Trade and extend this understanding to modern slave trades;
- Gain knowledge about modern practices of human slavery;
- Identify the supply-demand relationships in instances of modern-day slavery;
- Develop an understanding of the ways in which gender roles damage both men and women and contribute to the sex and labor trafficking industries;
- Recognize supply and demand interactions within the sex and labor trafficking industries;



- Discuss, plan and implement measures to decrease demand for prostituted and labor-trafficked children, women and men.

EXPECTED OUTCOME:

Everyone who uses a computer quickly recognizes how fraudulent e-mail offers and SPAM work. Deleting SPAM and potentially dangerous material becomes second nature to all of us.

In a similar way, students can begin to identify ways in which the media is used to glamorize and normalize aspects of the commercial sex industry. They will also see how victims or potential victims of an economy of exploitation (both sex and labor trafficking) are dehumanized through the media and popular culture as a means of justifying their mistreatment. By recognizing this, students can begin to filter and expose those destructive elements—eventually as easily as they recognize and delete SPAM. In this module, students will learn how the basic economic model of supply and demand can be used to their advantage in affecting positive outcomes for their communities through safe and innovative ***Demand and Supply*** reduction initiatives.

[Continue to Unit One](#)



Unit One - History

Focus Question: What was the economic motivation for the Trans-Atlantic slave trade? How does that relate to economic motivations for modern-day slavery/trafficking?

Purpose: To enable students to identify and understand the mechanics of supply and demand economics in the Trans-Atlantic Slave Trade and the similarities and differences with modern-day slavery.

Duration: One to three (45 minute) class sessions

Unit Objectives:

Students will:

- Understand basic economic relationships between supply and demand;
- Recognize the relationship between supply and demand within the Trans-Atlantic Slave Trade and begin to see how that relates to modern-day slavery.

Materials:

Handout 1: [Growth of Cotton Production and Slave Population](#)

Handout 2: [Excerpt from Georgia's Statement of Secession](#)

Handout 3: [Excerpt from the Inaugural Address of Jefferson Davis, President of the Confederate States of America](#)

Handout 4: [Excerpt \(#1\) from Child Slavery and the Global Economy: Historical Perspectives on a Contemporary Problem, by John Donoghue](#)

Lesson Guide:

Teacher Background:

“Supply” and “Demand” are two powerful forces that affect markets where goods are bought and sold. When the price of an item being sold rises, fewer items will be sold, because purchasers won’t believe the item is worth the price (i.e., “demand” for the item drops when the price rises). When the price of an item drops, fewer items will be offered for sale (i.e., “supply” drops), because sellers will be losing the profits they had



formerly made on the item. As you will see in this lesson, the same forces are (sadly) at work where people are the “items” being bought and sold.

Definitions:

Supply: The quantity of something (including *people* who are prostituted or trafficked for their labor) that is available.

Demand: The quantity of an item that people want to buy.

As stated above, price affects demand. A lower price tends to increase the demand because people may feel that the item is worth it (“a good deal”), while a higher price tends to decrease the demand.

The “price” of an item can include more than just the money needed to buy it. Increased risk of being caught purchasing something illegal or considered socially shameful adds to the “price.” The higher the risk of being caught and punished for buying it, the lower the demand for any “item.” This law holds true when the “item” is a prostituted or labor trafficked person.

Many anti-trafficking activists believe that if society can make the cost (including dollars + risk of arrest + social condemnation + shame) high enough for those who try to purchase people for labor or sex, purchasers (traffickers and “johns”) will no longer be willing to sell or buy people. This would result in the market for trafficked people and their commercial products shrinking enough to drive traffickers out of business.





Classroom Activities:

- 1) Put the words "**Demand**" and "**Supply**" on the board, along with the *Supply and Demand* chart above. Go over the definitions of both terms and talk about the chart (explaining that the numbers are just examples and not accurate for trafficking—the market of selling people).

Demand: the amount of a product or service desired by consumers. (POINT TO THE CHART: As the price of an item gets higher, the demand gets lower, because buyers aren't willing to pay more than they believe an item is worth. On the chart, when an item costs \$1, over 50 items are sold. When the same item costs \$5, only 10 are sold.)

Supply: the amount of a product or service that the market is able to offer. (POINT TO THE CHART: As the price for an item goes down, the supply also goes down, because the seller isn't as interested in selling a "cheaper" item. On the chart, when an item costs \$1 only 10 are for sale. When the same item costs \$5, 60 are for sale.)

Discuss the relationship between demand and supply. Ask students if they are familiar with these terms; let the students share their experiences/knowledge (for example—How is the production of items like "skinny jeans" or "iPhones" related to supply and demand?) *It is important that students have a cursory understanding of these concepts as they are integral to the rest of the lessons.* Highlight the idea that **demand motivates supply—without demand, there would be no supply.**

- 2) Project on the board or pass out copies of the graph [Growth of Cotton Production and Slave Population](#) (Handout 1). Challenge the students to make connections between the historical demand for cotton in the United States and how that demand may have been a financial motivation for the slave trade. Why would cotton growers want a cheap supply of labor? What would happen to the cost of growing cotton if the labor for planting, tending and picking it were more expensive? What would happen to the cost of the cotton for buyers? What would happen to the demand for cotton if the cost went up? [NOTE: This will be a sensitive discussion—to talk about slavery from the point of view of slaveholders. Make sure to prepare students for this and to let them know that talking about slave owners' financial motivations is in NO WAY an endorsement of slavery or the slave owner's motivations.]
- 3) Give each student a copy of [An Excerpt from Georgia's Statement of Secession](#) (Handout 2). Read the passage and discuss the document. Students will likely



notice the evidence of racism inherent within the Trans-Atlantic Slave Trade. Challenge them to incorporate this into the discussion of the economic situations. How does seeing people as less than human make it easier to sell them, torture them and treat them as objects or “property” instead of fellow human beings? Racism is a factor that helps “transform... [people] into commodities” (Donoghue, 202.) See “Further Resources” below for more bibliographical information.

Assessment (suggestions):

The assessment of this lesson can be based upon the students’ participation in classroom discussion as well as their understanding of demand and supply within the Trans-Atlantic Slave Trade. The depth of understanding shown in the group work and written responses to discussion questions can also be used to assess this lesson.

Further Activities:

If time permits, one of the following projects may also be used to help assess student understanding:

- Give each student a copy of [An Excerpt from the Inaugural Address of Jefferson Davis, President of the Confederate States of America](#) (Handout 3). Read the section aloud or have the students read it to themselves. Ask students to note and write briefly about the factors that contributed to a high demand for slavery in the south.
- Have each student challenge the institution of slavery in a letter addressed to Jefferson Davis, based on the reading of his [Inaugural Address](#) (Handout 3). In the letter, the student should address the issue of labor costs and offer a solution for the Confederate President to consider. The student should also address the concepts of demand, supply, pricing, costs and how this all relates to human dignity and the moral problem of viewing some people as less than human.
- Hold a mock Congressional hearing in which the students can address the issue of the slave trade from a variety of 19th century perspectives. Assign students roles and points of view (e.g. a plantation owner who would face devastating financial losses without slavery, a congressional representative with anti-slavery constituents, an abolitionist who sees slavery as a violation of human rights, etc.) and allow them to debate the issue. At the end, have students assess each other’s performances.



Further Resource Materials/Bibliography:

An excerpt from ["Child Slavery and the Global Economy: Historical Perspectives on a Contemporary Problem"](#) (Handout 4). (Donoghue, John. "Child Slavery and the Global Economy: Historical Perspectives on a Contemporary Problem." In *A Child's Right to a Healthy Environment*. New York: Springer Science+Business Media, LCC, 2010.)

[Continue to Unit Two](#)



Unit Two—Human Rights

Focus Questions: What does slavery look like today? Why is human trafficking considered to be modern-day slavery?

Purpose: To provide students with the knowledge and ideas necessary to understand today's labor and sex trafficking as modern-day slavery.

Duration: One to three (45 minutes) class sessions

Unit Objectives:

Students will:

- Gain knowledge about modern practices of human slavery, including economic factors;
- Identify the power and means of reducing demand in modern-day slavery.

Materials:

Handout 1: [Testimony](#)

Handout 2: [Classifieds Comparison \(1840 and 2012\)](#)

Handout 3: [Excerpt from “Calculating the Costs and Benefits” \(New York Times\)](#)

Handout 4: [Excerpt \(#2\) from “Child Slavery and the Global Economy: Historical Perspectives on a Contemporary Problem”](#)

Lesson Guide:

Teacher Background:

In the same way that the demand for cheap labor in the Southern United States motivated the Trans-Atlantic Slave Trade, there is still demand for cheap physical labor as well as sexual labor today. Traffickers meet this demand by supplying humans to those wishing to purchase them. This issue is rampant, but it's often difficult to track. Governments do not always do everything in their power to curb it as trafficking can often, directly or indirectly, be a major source of revenue for those countries. Traffickers often capture, coerce, trick, manipulate and/or force people (especially those with limited life options) into various forms of slavery. These victims do not have full knowledge of the circumstances they will face once they have been trafficked—it is



not a choice. The U.S. Department of State's annual Trafficking in Persons Report, which is available online at <http://www.state.gov/j/tip/rls/tiprpt/2012/>, is an overview of the kinds of trafficking that take place in every country in the world.

For background information on both sex and labor trafficking, teachers can read the Polaris Project web pages relating to these (<http://www.polarisproject.org/human-trafficking/overview>). Polaris Project also runs the national human trafficking hotline for victims, people with information about trafficking and people who want more information. [HOTLINE NUMBER: 1-888-3737-888 or HOTLINE TEXT: Be Free (233-733)].

Classroom Activities:

- 1) Hand out and read copies of [Testimony](#) (Handout 1). Ask the students when and where they think this testimony occurred. What evidence do they offer to substantiate their guesses? Guesses will likely include locations relevant to the Trans-Atlantic Slave Trade such as cotton or tobacco fields in the South. After a brief discussion, inform students that the testimony is taken from an interview that occurred in 2010 on a dairy farm in Vermont. Explain that this is an example of human trafficking and that tens of thousands of individuals are trafficked within or into the United States annually. Discuss the basic premises of modern-day slavery, as below.
- 2) Inform students that in the Trafficking Victims Protection Act (TVPA), the U.S. government states that human trafficking has occurred if a person was induced to perform labor or a commercial sex act through **“force, fraud, or coercion.”** Any person under age 18 who performs a commercial sex act is considered a victim of human trafficking, regardless of whether force, fraud, or coercion was present.

Discuss examples of **“force”** (e.g., beating, slapping, burning, sexual assault, torture and other forms of physical violence).

Discuss examples of **“fraud”** (e.g., false promises like, “I promise you a high-paying career” or “I’ll be your boyfriend” or “I’ll make you a model”).

Discuss examples of **“coercion”** (e.g., threats of harm or humiliation, threats to family members, intimidation, creating an environment of fear).

- 3) Distribute copies of [Classifieds Comparison](#) (Handout 2). During the discussion, be certain to note that traffickers utilize online classifieds like Backpage.com to traffic humans. Some students may disagree that Internet ads like these are instances of trafficking. Challenge students to keep in mind that, in addition to



force, trafficking is defined by fraud or coercion. If the “daddy” in the Backpages.com ad eventually coerces the “boy” to prostitute for him and makes him afraid to leave—which happens all too often—this would be an example of trafficking. In addition, students should remember that children under the age of 18 who are sexually exploited for money (or other gain) are considered by the government to be trafficked whether or not there is force, fraud or coercion present. Ask students why they think this exception to the “force, fraud, or coercion” rule is made for children for sex trafficking.

- 4) Distribute copies of [Excerpt from “Calculating the Costs and Benefits”](#) (Handout 3). Use the discussion to help students make the connections between the prices of the products they buy, the costs associated with production and how these affect the lives of everyone.

OR

Give the students copies of [An Excerpt from “Child Slavery and the Global Economy: Historical Perspectives on a Contemporary Problem,”](#) by John Donoghue (Handout 4). Use the discussion questions to facilitate a conversation about the role that demand for exploitive labor plays in this global problem.

Assessment (suggestions):

The assessment of this lesson can be based upon students’ participation in classroom discussion as well as their understanding of demand and supply within modern slavery. The depth of understanding shown in the group work and written responses to discussion questions can also be used to assess this lesson.

In addition, students can create Venn diagrams to relate slavery during the era of the Trans-Atlantic slavetrade in the United States and today by highlighting similarities between the two. Ask them to highlight the exploitative nature of each era’s slavery practices and the effects of the economic demand for cheap products (or peoples’ bodies) on each.

Further Resource Materials/Bibliography:

Donoghue, John. “Child Slavery and the Global Economy: Historical Perspectives on a Contemporary Problem.” *A Child’s Right to a Healthy Environment*. (New York: Springer Science+Business Media, LCC, 2010)

U.S. Department of Justice, Bureau of Justice Statistics,
<http://bjs.ojp.usdoj.gov/index.cfm?ty=tp&tid=40>



U.S. Department of State, Trafficking in Persons Report

<http://www.state.gov/j/tip/rls/tiprpt/2012/>

U.S. Department of State, *Trafficking in Persons Report*—describes trafficking in all countries of the world. It is available for no cost at:

<http://www.state.gov/j/tip/rls/tiprpt/>

[Continue to Unit Three](#)



Unit Three - The Power of One

Focus Questions: How can demand for trafficked people, along with the products they are forced to make, be reduced to help end modern-day slavery? How can the supply of those vulnerable to being trafficked be reduced?

Purpose: To equip students with the information and conceptual framework necessary to recognize that being victimized by traffickers is not a choice, but it is often the result of both a) few life options and b) cultures that devalue human lives through demand for sex and other products of slavery.

Duration: One to three (45 minute) sessions

Unit Objectives:

Students will:

- Develop an understanding of the ways in which some traditional or perceived gender roles can damage both men and women and contribute to the sex industry;
- Recognize supply and demand dynamics in human trafficking;
- Develop strategies for addressing both the supply and demand sides of human trafficking by educating their peers, communicating with community members, using social networking tools and taking action!

Materials:

Handout 1: [Rosa's Story](#)

Handout 2: [Excerpt \(#3\) from "Child Slavery and the Global Economy: Historical Perspectives on a Contemporary Problem"](#)

Teacher Background:

See ["What is Service Learning?"](#) to find out more about theory and the value of students becoming involved in service. For students, service is a way of not only changing their communities/the world, but it's also a means of learning through involvement and empowering themselves to be better advocates, citizens and scholars.



Lesson Guide:

- 1) The following exercise is designed to engage students in thinking about and discussing how toxic cultural definitions about what it means to be a “man” or “woman” may influence and undergird the whole enterprise of sex trafficking.

The exercise is called **“Man in a Box”** and **“Woman in a Box.”**

Part One:

- Draw two boxes on the board--one with a male and one with a female insignia.
- Ask the students to call out words that indicate what a man is supposed to be like in their community and what a woman is supposed to be like.
- Write these words/descriptions in the appropriate box. Common answers for men may be “strong,” “loud,” “tough,” “smart,” “angry,” “aggressive,” etc. Some common answers for women may include “nurturing,” “soft,” “perfect,” “skinny,” “sexy,” “emotional,” “boy-crazy,” “submissive,” etc.

Part Two:

- Ask the class what people call men and women who have sex frequently with many partners. Common answers for men may be “stud,” “pimp,” “gigolo,” “G,” “player,” etc. Common answers for women will probably be much more negative: “whore,” “prostitute,” “slut,” etc.
- Note that the terms we use for men are typically positive and those for women are usually negative.
- Engage the students in a discussion exploring the way our society thinks men and women are supposed to act and how these norms relate to sexual activity. Does a cultural norm that sees men as aggressive and women as passive or sexy play into trafficking? Is this a good thing for men? Is this a good thing for women? Why are men supposed to be sexual in order to be successful and “manly”?
- Have students talk about the ways in which these stereotypes “help” traffickers enslave women and girls? How do these stereotypes make it



harder for a girl or woman to leave or escape from a pimp or trafficker? (Pimps often call these women “whores” and tell them that there is no place for them in their families or communities now that they and their reputations are “ruined.”)

- Have students talk about what it really means for a man to “buy” sex from a woman who is enslaved? Does the cultural stereotype about what how a “man” should act have anything to do with this? Does a man participate in slavery when he “buys” sex? What about when a man “buys” sex from an underage girl—is this like rape?
- 2) Distribute copies of [Rosa’s Story](#) (Handout 1). Engage the students in a discussion about the kind of vulnerability Rosa experienced going into the sex industry, how she describes her experience as a prostituted person, what kind of fraud (or trickery/false promises) she experienced going into the trade, etc. Is it fair to think of Rosa as a “whore”? What should we think about the men who “purchased” sex from her? About the men who trafficked her?
 - 3) Give students copies of the excerpt from [Child Slavery and the Global Economy: Historical Perspectives on a Contemporary Problem](#) (Handout 2). Engage the students in a discussion about how risk factors such as poverty, homelessness, youth, etc., relate to supply and demand relationships of trafficking.

Service Learning Suggestions:

Help students to understand that one of the more effective ways to affect trafficking in the commercial sex industry is to identify and modify cultural nuances that seem to make it “okay” or even a good thing for men to buy sex from women and girls. Another is to look for ways to decrease vulnerability of potential victims. Finally, a powerful way to stop labor trafficking is to stop purchasing products made by slaves (e.g., ending the demand for these products).

- With a partner or in a group, have students make a list of circumstances or conditions that would make a child or adult vulnerable to being trafficked. Then have students make a list of action steps that could be taken to address some of the vulnerabilities. Show the list to the class and discuss the ideas.
- Based on students’ lists, create a service project. For example, poverty often contributes to a person’s vulnerability to trafficking, so students could plan a fundraiser for a local service organization. Not being able to read also creates vulnerability; students could plan to read with younger members of their



families or students in their schools to reduce their vulnerability. Students could also form an organization to help their peers become prepared for working in part-time jobs. This organization could help with interviewing skills, rules for working, how to save money earned, etc. Finally, students could promote trafficking education through screening films (such as *Not My Life*, see below) on trafficking in schools and local organizations.

- Have students imagine that someone they know is considering going to a strip club or purchasing sex from someone being prostituted. Ask them to write a letter that will persuade the person to refrain from patronizing the sex trade. Publish these letters in a book that can be handed to other students or publish some of them in a student newsletter/newspaper.
- Alone, or in small groups, have the students write short skits or plays in which one character is considering patronizing the sex trade and at least one other character thinks that is a bad idea. After the students have finished, they can perform them for the class or for larger groups—school assemblies, church groups, etc.
- Have students plan and implement ways to inform people (especially their peers) about the Polaris 24-Hour National Human Trafficking Hotline number (a resource for information about trafficking, to provide anonymous tips about suspected trafficking, and to get resources for help for victims).
- [HOTLINE NUMBER: 1-888-3737-888, TEXT: Be Free or 233-733]
<http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/overview>

Students could also publicize the Polaris Project on-line tip-reporting page:
<http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/report-a-tip>

- Have students create short videos against participating in trafficking/modern-day slavery that can be posted on YouTube.
- Have students collaborate on a project with *Frederick Douglass Family Initiatives*.



- Have students research various products that are manufactured by children and trafficked workers around the world. They can look to the following web sites for information:

Child labor and cocoa:

http://en.wikipedia.org/wiki/Children_in_cocoa_production

Items produced by children or forced labor:

<http://www.dol.gov/ilab/programs/ocft/2012TVPRA.pdf> (pages 15-34)

Ask them to think of ways they can let their peers know that when they purchase these products they are probably contributing to slave labor.

Bibliographical References:

Donoghue, John. "Child Slavery and the Global Economy: Historical Perspectives on a Contemporary Problem." *A Child's Right to a Healthy Environment*. (New York: Springer Science+Business Media, LCC, 2010)

Not My Life information: <http://notmylife.org/>

For information on obtaining a free copy of *Not My Life* for screening contact: Robert Benz at rbenz@fdfi.org

[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.
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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.)
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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.
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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.
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- **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.
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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.
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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.
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[Continue to Human Trafficking Fact Sheet](#)



“What is 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>



Vision

CAASE envisions a community free from all forms of sexual exploitation, including sexual assault and the commercial sex trade.

Mission

CAASE addresses the culture, institutions, and individuals that perpetrate, profit from, or support sexual exploitation. Our work includes prevention, policy reform, community engagement, and legal services.

Our Work:

PREVENTION

CAASE creates and implements educational curricula that encourage high-school-age men to work against sexual exploitation. [Learn more.](#)

POLICY AND ADVOCACY

CAASE advocates for legislative and policy reforms that will increase the legal and social accountability for perpetrators of harm, especially sex traffickers, pimps, people who buy sex, and those who commit sexual assault. We also promote broad community support for services and resources for survivors. CAASE advises law enforcement, policy makers, and other stakeholders on best practices relating to sex trafficking, prostitution, and rape. [Learn more.](#)

COMMUNITY ENGAGEMENT

CAASE works to prevent sexual exploitation by increasing public understanding of the harms inherent in the sex trade. Our approach to engagement includes research and the arts. Additionally, CAASE develops toolkits for nonprofits, faith-based groups, schools, businesses, feminist groups, and other communities and individuals who would like to take action against sexual harm. [Learn more.](#)

LEGAL SERVICES

CAASE engages in civil litigation against perpetrators and facilitators of sexual harm and advocates for appropriate and effective criminal prosecution of perpetrators. We also advocate for public policies that increase the efficacy of criminal and civil laws pertaining to sexual violence and exploitation. [Learn more.](#)



The Economy of Slavery

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The New York City Mayor's Office Survivors of Human Exploitation Working Group



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