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# Voicing the Unspoken Crime: The Need for Human Trafficking Education in Public Schools

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Voicing the Unspoken Crime:  
The Need for Human Trafficking Education in Public Schools

By: Ashleigh Bowne

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Equipping the Defenseless:  
Preparing American Students to Combat Their Vulnerability to  
and Ignorance of Human Trafficking

Human trafficking is an issue that, for far too long, has gone unnoticed and misunderstood by American citizens. The commodification of human life is a horrendous brutality that our world has permitted for as long as history has been recorded. It is standard practice in the American educational system to educate students about slavery, and so our students know the United States' share in this heartbreaking pattern of the quantification of human life. However, every person through the American educational system also was taught that with the Emancipation Proclamation, slavery became something of our past. This, unfortunately, is not true. Throughout our world millions of people are living lives of slavery, both outside *and* inside U.S. borders. It is the job of the American educational system to correct this belief and to educate American citizens of the brutal and very real facts of human trafficking in our world today.

It is estimated that over 27 million people are enslaved at this moment throughout the world—a combination of the populations of both New York and Hong Kong (Trafficking in Persons Report, 2012). That comes out to about 3 slaves per 1,000 inhabitants of this planet (Polaris Project). Of these 27 million slaves, 4.5 million are victims of forced sexual exploitation, meaning that they are—against their will—being made to sell their bodies for sex for another person's benefit. An estimated 98% of these victims are women and children. While the number of people currently enslaved in trafficking may not be easy to visualize because of its sheer magnitude, another means of is through the profit this crime generates. Slavery is a \$32 billion

industry and it's growing. There are 161 out of approximately 196 countries who are identified as "affected by human trafficking", while only 116 of these countries have passed legislation to prohibit all forms of human trafficking, and 62 of these countries have "yet to convict a trafficker" (Polaris Project). While there are countries putting forth efforts towards stopping this injustice being committed daily, the overall global efforts are wanting.

While these numbers are horrific on a global standpoint, one of the main misconceptions many American citizens have towards this crime is the belief that human trafficking is an issue that exists outside of the United States and not one that affects native born U.S. citizens. We cannot afford this misconception. Within the United States alone, human trafficking is a \$9.8 billion industry (Shared Hope International). There have not been many studies conducted on the trafficking of U.S. citizens, because this demographic is still one that goes largely unnoticed by the majority of the American population. The FBI did not begin their human trafficking initiative until 2004, though since that time "human trafficking investigations... [have] doubled, from 86 in 2004 to 167 in 2009" (Federal Bureau of Investigation). The U.S. government is slowly recognizing trafficking with its borders. Human trafficking is defined by the Trafficking Victims Protection Act as something that occurs "if a person was induced to perform labour or a commercial sex act through force, fraud, or coercion" and that "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" (Bureau of Justice Statistics). This act was first introduced in 2000 and was reauthorized in 2003, 2005, 2008, and the March of 2013 by President Obama, revealing that the U.S. government recognizes this crime and is making efforts towards identifying this crime and making efforts to put a stop to it. The emphasis this act places on the minors who are victims of trafficking is also incredibly significant. It is estimated that "at least

100,000 U.S. children are exploited in prostitution every year in America” (Shared Hope). Some studies have gone as high as 300,000 children annually (Polaris Project). These are children born in America, attend American schools, are approached by pimps and are trafficked within U.S. borders. Both boys and girls are at risk of being trafficked, however for both genders the average age of entry into prostitution—or the age at which these children are approached and manipulated by a trafficker—is twelve to fourteen years old. The average student being taken into trafficking in America is in middle school.

Any child is susceptible to the dangers of trafficking; however, one factor that correlates with child trafficking incidents is the population of children who run away from home. About 98.8% of “suspected or confirmed child victims of domestic sex trafficking taken in by the National Center for Missing and Exploited Children... were classified as Endangered Runaways” and nearly half of these children are repeat runaways (Polaris Project). Once a child runs away from home, they have an estimated 48 hours before they are approached by pimps and drug dealers who will more than likely attempt to traffic them (Chicago Alliance Against Sexual Exploitation). However, these pimps are not simply waiting on the sidelines to scoop up runaway children once they leave their homes; they are using a plethora of resources in order to gain access to America’s youth. About 60% of children who are exploited through prostitution are approached by their peers (*Child pornography and prostitution*, Schetky).

While being a runaway makes a child immediately vulnerable to a trafficker, there are other factors that occur throughout a child’s life which increase vulnerability to commercial sexual exploitation. According to Brantley’s *Framing the issue of commercial sexual exploitation of children*, children who are sexually abused are four times more likely to be targeted by traffickers than their peers. Other risk factors include: “homelessness, inadequate supervision or

care by parents or family, and exposure to domestic violence in the home” (CAASE). Brantley also references a San Francisco study that children with mental and overall health problems are two to five times more at risk than their peers. Finally, this study also surveyed a group of 149 trafficked children of which 61% had a history of being raped one or more times. These factors should serve as warning signs to family members, friends, and educators who are interacting with these children; they should be aware of the heightened risk children have of falling prey to sexual exploitation. Once trafficked, a child has a life expectancy of seven years before they will most likely die from either HIV/AIDS or homicide (CAASE). If the average age of entry into prostitution is twelve to fourteen years old, that means that these children will most likely be dead by their 21st birthday. This is unconscionable, and something needs to be done about it.

While the authorization and reauthorization of laws like the TVPA are encouraging and significant steps towards putting an end to human trafficking, it is not enough to simply deal with the aftermath of this crime, nor is it enough to simply deal with it from a legal standpoint. Our children need to be educated about the vulnerability they all have to be trafficked. The educational system has the ability to reach nearly the entire American population at some point, and it is an educator’s duty to equip his/her students with the knowledge and tools necessary for them to be informed, responsible, critical thinking citizens. I have designed a unit plan for an 8<sup>th</sup> grade classroom because that is the latter end of the average age of entry into prostitution. This topic is one that is not easy to approach for this age group. Other anti-trafficking organizations such as the Michigan Abolitionist Project and the Chicago Alliance Against Sexual Exploitation have only created lesson plans and education programs for high school-aged students. While this topic is definitely one that is necessary to educate all students about, we cannot afford to coddle our middle school children in this way. If a child is taken into trafficking at the age of 13, he or

she will never have had the chance to be educated about it prior to being trafficked. Data reveals that, while this topic is mature, it is necessary to start education at these ages because it is exactly these ages being targeted by traffickers. Our children need to be equipped with the necessary tools *before* they are targets. The curriculum does not need to begin on a graphic or overly-detailed level, but it does need to begin. If America wants to protect our children, we need to teach them to protect themselves from these very real threats. Threats that do not care that they are not yet mature. Threats that will exploit them for this very reason. We have the tools to save our children and are responsible for what happens if we do not use them.

The unit I have created is for an 8<sup>th</sup> grade English Language Arts classroom. I found that an English class was the most appropriate class for this unit, because it fits so well with the Common Core State Standards that need to be met. Social Studies or Health courses may also be good choices for this unit plan, but I feel that both had the potential to isolate certain aspects of this topic that I feel were necessary. That being said, I included a brief history of slavery in America so students could form connections between modern day slavery and the kinds of slavery they have heard about in social studies. And I also researched the National Health Education Standards for middle school to ensure that my unit matched up with what was appropriate to be discussed at a middle school level. I have included a chart that compares the individual lessons of my unit plan with the 8<sup>th</sup> grade Common Core standards.



<b>Lesson Plan #</b>	<i>Reading Informational Texts (RI)</i>	<i>Writing (W)</i>	<i>Speaking and Listening (SL)</i>
<b>Day 1</b>		W.8.10	SL.8.1
<b>Day 2</b>	RI.8.2, RI.8.3	W.8.10	SL.8.1
<b>Day 3</b>		W.8.7, W.8.8, W.8.9	SL.8.1
<b>Day 4</b>		W.8.7, W.8.8, W.8.9, W.8.10	SL.8.1
<b>Day 5</b>			SL.8.4, SL.8.5
<b>Day 6</b>	RI.8.6, RI.8.7	W.8.10	SL.8.1, SL.8.2
<b>Day 7</b>		W.8.3, W.8.5, W.8.6, W.8.10	SL.8.1
<b>Day 8</b>		W.8.3, W.8.5, W.8.6, W.8.10	SL.8.1
<b>Day 9</b>	RI.8.7	W.8.5, W.8.10	SL.8.1
<b>Day 10</b>	RI.8.2, RI.8.3	W.8.9, W.8.10	SL.8.1

In addition to meeting these ELA standards, this unit plan also addresses the middle school health education standards as well. I believe this is important because the topic of human trafficking implies at the very least a basic understanding on the students' part of sexual education. I do not believe that this unit needs to go into an inappropriate level of detail about the experience of trafficking victims; however I also believe that it is incredibly important to convey an accurate portrait of a trafficking victim's experience so that students understand exactly what this crime is and how it can affect them. The National Health Education standards for 6-8<sup>th</sup> grade emphasize the influences family and society have on health and help students understand the

processes of healthy decision-making. In the 6-8 grade standards, students are taught to “identify circumstances that can help or hinder healthy decision making” and “predict the potential short-term impact of [these decisions] on self and others” (National Health Standards 5.8.1, 5.8.5). These skills are crucial for a student who is either dealing with a potential trafficker or who is recognizing signs of trafficking in a classmate or friend. These standards also encourage students to recognize “the importance of assuming responsibility for personal health behaviors” (7.8.1). While a human trafficking situation is not a typical scenario for ‘health behavior’ discussion, the relationships students could be having with potential traffickers, the dangerous situations they may allow themselves to be in, and the people they spend their time with are all factors that students should learn to look at critically. They need to be taught to recognize the danger signs and equipped with the necessary tools to help them get out of harm. This unit meets the expected standards of this grade level and approaches the topic in a way that is accessible and relevant to the students.

The curriculum for this unit plan has a heavy writing emphasis because I believe it is incredibly important for students to have a consistent and safe outlet for their thoughts during these potentially difficult discussions. It also incorporates texts, both fictional and non-fictional, which describe the realities of human trafficking in narrative forms such as: *Uncle Tom’s Cabin*, *The Slave Across the Street* (Flores), *Girls Like Us* (Lloyd), *Sold* (McCormack), along with clips from the dramatic film *Half the Sky*, the documentary *Very Young Girls*, and narrative memoir videos from the nonprofit organization Love146 and lyrics from pop and rap artists like Lil Wayne, Jay Z, and Nelly. For most of the unit, only excerpts of the novels and clips and excerpts of the films and songs are used in order to provide the students with a broad understanding of the different viewpoints on trafficking culture and the differences in the form human trafficking

takes in different countries. However, throughout the latter half of the unit plan, the students will read the entirety of Patricia McCormack's novel *Sold* which tells the story of a young girl from Nepal named Lakshmi and her story of being trafficked.

The first day of the unit requires the students to evaluate what they know about slavery and provide a very brief introduction into the general topic of modern day slavery. Following that, the teacher will provide a brief history on slavery in America and then will use a group discussion about the meaning of the word "freedom" to help students relate this term to what they know of their world today. The students will discuss pop culture's outlook on pimp culture and then the teacher will introduce a brief research project that the students will complete over the next few days in small groups. The topics of the research project will include different aspects of trafficking and anti-trafficking organizations and legislation happening in America, the world, and in the areas around the students' hometown. Through this project, the students will study the topic on their own and in an in-depth way, because they know what they'll need to convey their topic to their peers. This project and the presentations will finish up the first week of the unit plan and after the presentations the students should feel they have a fairly thorough understanding of the facts about human trafficking and the resources available to them on the topic.

The second week of the unit plan centers on the students' connection to the topic. Each student will create a character for a narrative they'll be writing about modern day slavery. They can choose any country that has been discussed in class as a place where slavery is taking place and can use their research and the notes they took from others' presentations in order to make their narrative as accurate as possible to the reality of modern day slavery. Throughout the week the teacher will also be reading McCormack's *Sold* aloud to the students and they'll be analyzing

the story in part for its depiction of trafficking and also in part for McCormack's narrative techniques which the students can consider while writing their own stories. At the end of the unit plan the students will submit their narratives and then complete a worksheet in small groups discussing both *Sold* and the unit as a whole in order for the teacher to gain an understanding of the students' overall comprehension and attitudes towards the material and so he/she can evaluate if changes need to be made to the curriculum in following years.

The goal for this unit plan is for the students to gain a factual understanding of slavery in the modern world and the risks human trafficking poses to them here in America. After the students have gained a factual understanding, it is my goal to help them empathize with people who *have* been through trafficking situations by the construction of their narrative and the close reading of McCormack's *Sold*. In this unit I will emphasize the critical thinking of popular culture's approach and skewed presentation of certain topics versus the actual reality of the world today and I will encourage them to expand this kind of questioning of the world to other areas as well. While human trafficking is definitely a topic that our students need to be educated on, it is not the only one they should investigate. Education desires to create people who critically examine information that is presented to them and who feel responsible for the state of the world and their fellow citizens. And in this unit, I ask students to do exactly those things and help them to develop the skills needed to do these in other parts of their education and lives as well.

If between 100,000 and 300,000 of America's twelve to fourteen year olds are being stolen out of their lives and forced into sexual slavery every year, then as informed citizens we have a responsibility to do more than sit here and be upset about it. There is action that can be taken and it needs to be taken. The United States' educational system has a lot of power to reach these children and inform them but it cannot stop there. Legislation needs to continue to be

advocated for, anti-trafficking organizations need help raising funds and awareness to both save and recuperate victims after they are taken out of slavery as well as work to prevent them from ever being taken in the first place. We have the ability to stop this crime in its tracks and, if we do not take action, then we are doing little more than perpetuating it.

## **Day One: What Do You Know About Slavery?**

### Overview

Students will write down their definitions of what slavery means to them and then discuss their definitions in small groups and will create a visual representation of slavery to present to the class. Then the teacher will ask students what they know about slavery in our world today and show a video that will briefly explain modern day slavery.

### CCSS ELA.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CCSS ELA.SAL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Objectives

- Students will explain their ideas and support their thoughts in writing.
- Students will work collaboratively to discuss their ideas about slavery and to create and present a project that represents their definitions.

### Materials

- Love146.com videos

### Activities/Procedures

Bell Ringer Writing Prompt What does the word slavery mean to you?	10 minutes
Small Group Discussion (3-4 students) Teacher will pass out large pieces of paper and markers to groups. Students will compare definitions and ideas and come up with a way to represent their ideas on the topic visually on the paper	10 minutes
Small Group Presentation Groups take turns presenting their papers to the class. The teacher will write down common themes and phrases on the white board as they do so	15 minutes
Video Teacher will play video from love146's website which will provide a very brief view into slavery in the world today	5 minutes
Large Group Discussion <ul style="list-style-type: none"><li>▫ How do the ideas and phrases we came up with as a class relate to what they were talking about in the video?</li><li>▫ What are some similarities and differences between what you know about slavery in the past and slavery the way it happens today?</li></ul>	10 minutes

Assessment

Informal, diagnostic: During small group discussion, the teacher will visit each group and check each for general understanding. The large group discussion will also provide the teacher with an idea of how much her students know about modern day slavery and how they've made connections to the topic

## **Day Two: Slavery over Time**

### Overview

The students will write an entry about how they feel about the word “freedom” and ways they feel like they don’t have it in their lives. The teacher will then lead a large group discussion on the topic and then give a brief presentation about the history of slavery.

### CCSS.ELA.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CCSS.ELA.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

### CCSS.ELA.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### CCSS.ELA.SAL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

### Objectives

- Students will explain their ideas and support their thoughts in writing.
- Students will determine the central ideas and themes in two different texts and make connections between the two in discussion

### Materials

*Uncle Tom’s Cabin* (Stowe)

*The Slave Across the Street* (Flores)

### Activities/Procedures

Bell Ringer Writing Prompt Create your own definition of the word “freedom”. And then tell a story about a time you either recognized the freedom you have in your life, or a time you realized that your freedom was limited.	10 minutes
Large Group Discussion Teacher will ask if any students want to share from their writing prompts directly. After a few students—or if no one is willing to share—the teacher will lead discussion towards identifying ways that freedom can be limited or taken away.	10 minutes



<p><b>Teacher Presentation</b>  The teacher will give a brief presentation on the history of slavery and then a presentation on slavery in the world today. This presentation will include excerpts from <i>Uncle Tom's Cabin</i> and <i>The Slave Across the Street</i> (these excerpts will focus on the intimidation and power the slave owners/controllers have over the slaves)</p>	10 minutes
<p><b>Large Group Project</b>  Students and the teacher will make connections between the two texts, looking for connections and distinctions between the two different scenarios and write them in a table on the whiteboard</p>	15 minutes
<p><b>Exit Slip</b>  Students will write down two of the items listed on the table on the whiteboard and provide examples from the texts or discussion on how the items are similar or different when comparing slavery in the two time periods.</p>	5 minutes

Assessment

Informal, formative: The teacher will collect the exit slips to determine each individual student's grasp of the concept of slavery and his/her understanding of the similarities and differences between slavery in the two time periods discussed in class.

## Day Three: PIMP My Classroom

### Overview

The students and teacher will start by discussing society's popular presentation of pimp culture and discuss how this might affect what they have learned about modern day slavery. Then the teacher will explain the research project the students will be conducting and students will begin working on the project in their small groups.

### CCSS.ELA.SAL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### CCSS.ELA.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### CCSS.ELA.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### CCSS.ELA.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.  
b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

### Objectives

- Students will discuss their views on pop culture's representation of the word "pimp"
- Students will work collaboratively to discuss their ideas about slavery and to create and present a project that represents their definitions.

### Materials

- "Gangstas and Pimps" (Lil Wayne)
- "Big Pimpin" (Jay Z)
- "It's Hard Out Here for a Pimp" (Howard)
- "Pimp Juice" (Nelly)

### Activities/Procedures

Bell Ringer Teacher will play a small portion of Lil Wayne's "Gangstas and Pimps" Read excerpts from lyrics by Jay Z, Terrence Howard, Nelly. Then she will read a portion of Natalie Lloyd's <i>Girls Like Us</i> .	15 minutes
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<p>Large Group Discussion</p> <ul style="list-style-type: none"> <li>▫ Do you guys recognize any of these artists? Or any of these songs?</li> <li>▫ How do these lyrics make this lifestyle of pimping look?</li> <li>▫ When you hear the word “pimp” what does it make you think of? <ul style="list-style-type: none"> <li>▫ The show “Pimp My Ride”</li> </ul> </li> <li>▫ What do you think about the violence these artists talk about in their lyrics too?</li> </ul>	10 minutes
<p>Project Introduction</p> <p>Teacher will explain the brief research project students will be doing in small groups and review the rubric with them.</p>	5 minutes
<p>Small Group Project</p> <p>Students will be assigned into groups of 3 for the research project. They will choose which topic their group will be researching, decide how their group will distribute the work, and begin research for their project</p>	15 minutes
<p>Exit Slip</p> <p>Each group will submit a piece of paper with the group members’ names, their topic, and their plan for completing the research and presentation for the project</p>	5 minutes

Assessment

Informal, diagnostic: The teacher will be provided with an idea of how the groups plan on completing their projects and will be able to use this information when assessing how the groups were able to follow their plans and how work was distributed among group members.

## **Day Four: Researching the Reality**

### Overview

The teacher will begin the class by reading an excerpt from Natalie Lloyd's *Girls Like Us* and the students will complete a writing prompt. Then the students will use the remainder of the class period to work on their research projects.

### CCSS ELA.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CCSS ELA.SAL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### CCSS.ELA.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### CCSS.ELA.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### CCSS.ELA.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.  
b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

### Objectives

- Students will explain their ideas and support their thoughts in writing.
- Students will work collaboratively to research a topic in a thorough manner and will analyze and reflect on the literary and informational texts they find
- Students will effectively research their topics and assess the credibility of their sources with their peers and with the teacher

### Materials

- *Girls Like Us* (Lloyd)

Activities/Procedures

<p>Bell Ringer Writing Prompt Teacher will read an excerpt of Natalie Lloyd's <i>Girls Like Us</i> and ask students to free write on the reading for 10 minutes. Then the teacher will collect the students' entries</p>	<p>15 minutes</p>
<p>Research Project The students will work in their research project groups for the majority of the class period. The teacher will move around the groups, answering questions and providing assistance. At the end of the hour the teacher will briefly discuss with the students the way the presentations will go the following day</p>	<p>35 minutes</p>

## **Day Five: Modern Day Slavery Presentations**

### Overview

Students will present the research projects in class and, while not presenting, the students will fill out a What They Taught Me About... worksheet for each presentation.

### CCSS.ELA.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### CCSS.ELA.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### Objectives

- Students will present their findings on their research topics to their classmates in a focused, coherent manner, their evidence will be relevant with developed reasoning and details, and they will have a professional presentation style.

### Activities/Procedures

Student Presentations The students will take turns presenting their topics in their groups. When they're not presenting they will fill out a What They Taught Me About... worksheet for each of the other groups that present. Then the groups will fill out a self-assessment after their presentations.	45 minutes
Exit Slips Students will hand in their worksheets and self-assessments at the end of the period	5 minutes

### Assessment

Formal, summative: The teacher will use the rubric she distributed to the students at the beginning of the research project, along with the worksheets and self-assessments the students submit after the presentations are completed, to evaluate the students on their comprehension and presentation of their research topics and their understanding of other students' topics as well.

## **Day Six: It's Not Just Here**

### Overview

The teacher will start the class with some clips from the film *Half the Sky* and the documentary *Very Young Girls* which will highlight different types of trafficking throughout the world. Then the students will have a writing prompt and discussion about the differences between the styles of the two films and also the differences in modern day slavery between countries. Then the teacher will begin reading Patricia McCormack's *Sold* and then introduce the writing assignment.

### CCSS.ELA.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CCSS.ELA.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints

### CCSS.ELA.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea

### CCSS.ELA.SAL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### CCSS.ELA.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### Objectives

- Students will explain their ideas and support their thoughts in writing.
- Students will discuss the differences between discussing topics in narrative or informational writing and in documentary versus pre-scripted film

### Materials

- *Half the Sky* film
- *Very Young Girls* documentary
- *Sold* (McCormack)

Activities/Procedures

Bell Ringer Video Teacher will play a series of clips from the film <i>Half the Sky</i> and documentary <i>Very Young Girls</i>	10 minutes
Writing Prompt What are some differences you noticed between slavery in America and slavery in one of the countries highlighted in the <i>Half the Sky</i> documentary?	10 minutes
Large Group Discussion <ul style="list-style-type: none"><li>▫ Did you feel one film provided a stronger picture of the reality of slavery than the other?</li><li>▫ Did one seem more convincing to you than the other? Why do you think that is?</li><li>▫ What are some differences you noticed between slavery in other countries and slavery in America?</li><li>▫ Are there any common factors you noticed among slavery from all parts of the world?</li></ul>	15 minutes
Reading Teacher begin reading McCormack's <i>Sold</i> aloud to the class	10 minutes
Writing Assignment Teacher will distribute rubrics for the narrative writing assignment and students will need to come to class the following day with a character sketch of the subject of their narrative	5 minutes

Assessment

Informal, diagnostic: Through writing entries and discussion, the teacher will gain an understanding of how the class as a whole is grasping the topics discussed and also an understanding of which students appear to be struggling with the topic. She can use this information when assisting students with their writing assignment throughout the week.



## **Day Seven: Drafting Your Story**

### Overview

The teacher will continue reading McCormack's *Sold* and then students will discuss their character sketches in small groups and the teacher will check for completion. Then the students will begin researching and drafting the settings and plot lines of their narratives.

### CCSS.ELA.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

### CCSS.ELA.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### CCSS.ELA.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### CCSS ELA.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CCSS ELA.SAL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Objectives

- Students will begin to develop narratives and will begin by establishing the context and point of view of their main character
- Students will develop their writing through discussion and support from their peers and teacher
- Students will use googledocs to help produce their writing and to interact with the teacher in the drafting process
- Students will discuss their ideas in small groups and with the teacher in order to present their ideas clearly as they begin drafting their narratives

### Materials

- *Sold* (McCormack)
- Google Docs

Activities/Procedures

<b>Bell Ringer</b> The teacher will play some funny video to give the students a brief break from the topic before they continue work for the day	5 minutes
<b>Reading</b> The teacher will continue reading <i>Sold</i> and the class will have a brief discussion of some of the narrative techniques McCormack employs in her writing	15 minutes
<b>Small Group Discussion</b> Students will discuss their character sketches with their small groups and explain briefly their plans for their narrative. The teacher will check each student's sketch for completion	10 minutes
<b>Writing Assignment</b> The students will begin researching and drafting their narratives in class and the teacher will be available for questions	15 minutes
<b>Exit Slip</b> The students work will be completed on googledocs and the students will share the doc pages with the teacher so the teacher can monitor their progress throughout the assignment. The students will be told to bring in a partial or full draft of their narrative into class the following day for peer revision.	5 minutes

Assessment

Informal, diagnostic: The completion of the character sketches and the teacher's access to the narratives via googledocs will provide the teacher with a means to determine how the students are progressing with the assignment in regards to the criteria she identified on the rubric.

## **Day Eight: Revising Your Story**

### Overview

The students will bring in drafts of their narratives and will work in small groups to revise and edit each other's work. The teacher will continue reading from McCormack's *Sold* and afterwards the students will have time to work on their second drafts of their narratives and to meet with the teacher to discuss any questions.

### CCSS.ELA.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CCSS.ELA.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### CCSS.ELA.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### CCSS ELA.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CCSS ELA.SAL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Objectives

- Students will develop and strengthen their writing through revision and editing with their peers.
- Students will use googledocs to help produce their writing and to interact with the teacher in the drafting process
- Students will discuss their ideas with their peers and their teacher as they continue the revising process of their narratives

Materials

- *Sold* (McCormack)
- Google Docs

Activities/Procedures

Peer Review Groups (3-4 students) The students will receive a peer revision worksheet and will help revise and edit each other's work.	20 minutes
Reading The teacher will continue reading aloud from McCormack's <i>Sold</i> and then explain the activity to students will be completing with the novel the following day in class.	15 minutes
Writing Assignment The students will use the remainder of the class period to work on their revisions and to ask their peers or the teacher any more questions about their narratives	15 minutes

Assessment

Formal, diagnostic: The students will complete peer revision worksheets which they will submit with their final drafts of their narratives. These will enable the teacher to see what kinds of advice the students provided their peers and how the students implemented the suggested revisions in their narratives.

## Day Nine: Sensationalizing Slavery

### Overview

The teacher will play the trailer for the movie *Taken* and discuss with students the pros and cons of the film and its portrayal of modern day slavery. Then the teacher will continue reading from McCormack's *Sold* and the students will submit a journal entry on the reading. Then the students will be able to use the remainder of the class period to work on their narratives and meet with their peers and teacher for revision.

### CCSS.ELA.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea

### CCSS.ELA.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### CCSS ELA.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CCSS ELA.SAL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Objectives

- Students will evaluate the advantages and disadvantages of using theatrical film to present the topic of modern day slavery
- Students will explain their ideas and support their thoughts in writing.
- Students will strengthen their writing with guidance and support from peers and their teacher

### Materials

- Youtube (*Taken* trailer)
- *Sold* (McCormack)

### Activities/Procedures

Bell Ringer <i>Taken</i> trailer and discussion	10 minutes
Reading Patricia McCormack's <i>Sold</i>	15 minutes

<p>Writing Prompt Do you think McCormack’s story sensationalizes aspects of modern day slavery like the movie <i>Taken</i>? Explain your reasoning.</p>	<p>10 minutes</p>
<p>Writing Assignment Students will revise their final drafts of their narratives and can conference with their peers or with the teacher.</p>	<p>15 minutes</p>

Assessment

Informal, diagnostic: The teacher will be able to assess the overall class’ comprehension of the distinction between a portrayal of a topic and its reality through the large group discussion as well as a sense of this on an individual level with the students’ journal entries.

## **Day Ten: Discussing *Sold***

### Overview

The class will watch a brief clip from *Very Young Girls* and complete a journal entry. Then the teacher will complete the reading of McCormack's *Sold* and then distribute a worksheet with discussion questions for students to ask one another about the novel and about the unit as a whole. The small groups will complete the worksheet and submit it at the end of class.

### CCSS.ELA.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

### CCSS.ELA.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### CCSS.ELA.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.  
b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

### CCSS ELA.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CCSS ELA.SAL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Objectives

- Students will explain their ideas and support their thoughts in writing.
- Students will work collaboratively to discuss their ideas about slavery and to create and present a project that represents their definitions.

### Materials

- *Very Young Girls* (documentary)
- *Sold* (McCormack)

### Activities/Procedures

Bell Ringer The teacher will remind the students that the the final drafts of their narratives completed by midnight on the googledocs site. Then the class will watch a video clip of <i>Very Young Girls</i> documentary	10 minutes
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<p>Writing Prompt</p> <p>What is something that has impacted you the most about this unit? How do you think the things that you've learned in this unit will be useful to you in life outside of this classroom?</p>	10 minutes
<p>Reading</p> <p>McCormack's <i>Sold</i></p>	15 minutes
<p>Small Group Discussion and Worksheet</p> <p>The students will spend the remainder of the class period discussing the novel and the overall unit by completing the worksheet</p>	15 minutes

Assessment

Formal, summative: The students' narratives, journal entries, and small group worksheets will provide the teacher with both broad and specific assessments of the students comprehension and attitude towards the unit plan which she can evaluate and use to improve or change the unit in the future.



Name: \_\_\_\_\_  
Group Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Date: \_\_\_\_\_  
Hour: \_\_\_\_\_

### **Modern Day Slavery: Research Project Rubric**

Today you are going to be starting a group research project that you'll be presenting to the class on Friday.

#### What to Do:

1. Within your group, pick your top **3** choices to research and turn them in to me
2. After I give you your topic, talk within your groups and create a "Game Plan" for this assignment. Your game plan could include:
  - What each person's role in the group will be
  - What some of your ideas are for researching your topic
  - How you're planning on organizing your presentation
  - Any questions your group has that you want me to answer
3. Turn your Game Plan in the "IN" box at the end of class

#### Topics

Remember, more than one group can research some of these topics so don't be afraid to pick one that you know other groups may be interested in

- Local anti-trafficking organizations (Michigan Abolitionist Project, The Manasseh Project, Women at Risk)
- National/International anti-trafficking organizations (International Justice Mission, The Polaris Project, The CNN Freedom Project)
- The Trafficking Victims Protection Act
- Indicators of trafficking in a peer or community
- Pop culture's anti-slavery movement (MTV Exit, Thorn: Digital Defenders of Children)

**Work as a team on this project!** Make sure your Game Plan includes everyone in your group. I'll be using it as a reference when you present your projects on Friday. You want your presentation to be cohesive so make sure to double check your work with each other.

Check the rubric on the backside of this worksheet to make sure you're meeting all the requirements!

If you have **any questions**, come up to my desk and I'll do my best to give you a hand. Good luck!

## Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1/0</b>
<b>Partner Work</b>				
<i>Participation</i>	Consistently stays on task; comes prepared to the meeting; follows through on assigned tasks	Sometimes stays on task; comes mostly prepared to the meeting; follows through on some of the tasks	Rarely stays on task; comes partially prepared to the meeting ; did not follow through on most of the tasks	Is never on task; is not prepared; fails to complete any part of the assignment
<i>Teamwork</i>	Respectfully interacts with, supports, and listens to partner; has a positive attitude	Listens to and respectfully interacts with partner; usually has a positive attitude	Has some difficulty listening and interacting with partner; generally does not have a positive attitude	Has great difficulty listening; argues with partner, and is unwilling to consider his/her opinions; is often negative and publicly critical of partner
<b>Presentation</b>				
<i>Organization</i>	Information is presented in a logical, interesting sequence which the audience follows easily; the project strongly supports the theme addressed by the author	Information is presented in a fairly logical sequence which the audience can follow; the project has mediocre support of the theme addressed by the author	Information is presented in an inconsistent manner, the audience has difficulty following; the project thinly supports the theme addressed by the author	The audience cannot understand the presentation because there is no sequence of information; the project does not support the theme addressed by the author
<i>Content</i>	Student demonstrates a clear understanding of the topic chosen	Student demonstrates a decent though slightly flawed understanding of the topic chosen	Student demonstrates a heavily flawed understanding of the topic chosen	Student does not demonstrate an understanding of the topic chosen
<i>Delivery</i>	The student is prepared; makes good eye contact with the audience; has good voice control	The student is mostly prepared; makes some eye contact with the audience; can be heard and understood by the audience	The student is mostly unprepared; makes minimal eye contact with the audience; is often inaudible and has poor voice control	The student is not at all prepared; makes no eye contact with the audience; cannot be heard or understood by the audience

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Hour: \_\_\_\_\_

**What They Taught Me  
Feedback Worksheet**

Fill out one section of this worksheet for each presentation. List one fact and/or piece of information you learned that you didn't know before. And then write down a question you have from the presentation. Feel free to ask your question during the Talkback!

A rubric for how I will be grading feedback is attached to this worksheet. Please refer to it to make sure you are meeting the requirements.

- - - - -

Name of the Presenter: \_\_\_\_\_

Something I Learned:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A Question I Have: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- - - - -

Name of the Presenter: \_\_\_\_\_

Something I Learned:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A Question I Have: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Feedback Rubric**

	<b>SCORE POINT 4</b>	<b>SCORE POINT 3</b>	<b>SCORE POINT 2</b>	<b>SCORE POINT 1</b>
<i>Specificity</i>	Addresses specific details from the presentation	Addresses some details from the presentation	Addresses general ideas from the presentation	Does not address the presentation
<i>Relevant/ Constructive</i>	Questions and comments are relevant to the topic; demonstrates critical analysis of the topic	Questions and comments are somewhat relevant to the topic; demonstrates some critical analysis of the topic	Questions and comments are not relevant to the topic; fails to demonstrate critical analysis of the topic	Questions and comments are not present or not applicable; shows no critical analysis of the topic

## Narrative Writing Assignment Rubric

Today you are going to begin working on your final project.

You are going to create your own narrative about a person involved in the crime of modern day slavery. It can be a: memoir, journal, short story, fake biography, collection of poems, etc. Anything we've worked with in class or that you've seen used in fiction writing outside of class (though make sure you run your idea by me first if you think of something else).

Your Narrative can be from any country that we've researched or discussed that deals with modern day slavery.

We'll be going through the steps listed below as a class, so don't feel overwhelmed. But here is a list of what this project entails:

### What to Do:

1. Come up with a list of possible settings or characters you're interested in.
2. Create a Character Sketch for your main character. This should include:
  - The character's name
  - Where they're from
  - The main event that happens to them in your narrative
  - They're age, physical description, and personality characteristics
3. Create a GoogleDoc for your narrative and share it with me
4. Draft your Narrative
5. Revise your Narrative
6. Peer Edit your classmates' work
7. Edit your draft and discuss any further questions with peers or your teacher
8. Finalize and submit your Narrative

Check the rubrics on the backside of this worksheet to make sure you're meeting all the requirements!

If you have **any questions**, come up to my desk and I'll do my best to give you a hand. Good luck!

**Paper Rubric**

<p><b>SCORE POINT 5</b></p> <ul style="list-style-type: none"> <li>-thoroughly develops events using effective technique, relevant descriptive details, and well-structured event sequences</li> <li>-engages and orients the reader by establishing a clear context and point of view and introducing a narrator and/or characters</li> <li>-well organizes an event sequence that unfolds naturally and logically</li> <li>-uses narrative techniques such as: dialogue, pacing, descriptive details, and sensory language effectively</li> <li>-provides a well-developed conclusion that follows from and reflects on the narrated experiences or events</li> <li>-contains accurate portrayals of modern day slavery</li> </ul>	<p><b>SCORE POINT 4</b></p> <ul style="list-style-type: none"> <li>-mostly develops events using a mostly effective technique, relevant descriptive details, and well-structured event sequences</li> <li>-engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters</li> <li>-organizes an event sequence that unfolds fairly naturally and logically</li> <li>-uses narrative techniques such as: dialogue, pacing, descriptive details, and sensory language fairly effectively</li> <li>-provides a developed conclusion that follows from and mostly reflects on the narrated experiences or events</li> <li>-contains mostly accurate portrayals of modern day slavery</li> </ul>	<p><b>SCORE POINT 3</b></p> <ul style="list-style-type: none"> <li>-somewhat develops events using somewhat relevant descriptive details, and event sequences</li> <li>- orients the reader by establishing a somewhat clear context and point of view and introducing a narrator and/or characters</li> <li>-has an event sequence that unfolds somewhat naturally and logically</li> <li>-uses narrative techniques such as: dialogue, pacing, descriptive details, and sensory language occasionally</li> <li>-provides a conclusion that follows from and somewhat reflects on the narrated experiences or events</li> <li>-contains a somewhat accurate portrayal of modern day slavery</li> </ul>
<p><b>SCORE POINT 2</b></p> <ul style="list-style-type: none"> <li>-inconsistently develops events using few descriptive details, and poorly-structured event sequences</li> <li>-occasionally orients the reader by establishing a context and point of view and introducing a narrator and/or characters</li> <li>-has an event sequence that unfolds unnaturally and somewhat illogically</li> <li>-uses narrative techniques such as: dialogue, pacing, descriptive details, and sensory language sparingly</li> <li>-provides an under-developed conclusion that follows from and somewhat reflects on the narrated experiences or events</li> <li>-contains a fairly inaccurate portrayal of modern day slavery</li> </ul>	<p><b>SCORE POINT 1</b></p> <ul style="list-style-type: none"> <li>-fails to develop events using no technique or descriptive details, has little to no structure in event sequences</li> <li>-fails to orient the reader by establishing a context or point of view and introducing a narrator and/or characters</li> <li>- event sequence unfolds unnaturally and illogically</li> <li>-fails to use narrative techniques such as: dialogue, pacing, descriptive details, and sensory language</li> <li>-provides an underdeveloped conclusion that fails to reflect on the narrated experiences or events.</li> <li>-contains a very inaccurate portrayal of modern day slavery</li> </ul>	<p><b>SCORE POINT 0</b></p> <ul style="list-style-type: none"> <li>-does not develop any events</li> <li>-does not engages and orients the reader and does not establish a context or point of view or introduces a narrator and/or characters</li> <li>-there is no event sequence</li> <li>-does not use any narrative techniques</li> <li>-has no conclusion</li> <li>-is not about modern day slavery or does not portray slavery in any form of accuracy</li> <li>-or project is not submitted or is submitted in a language other than English</li> </ul>

Name of Peer Editor: \_\_\_\_\_

Name of Writer: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_\_

### Narrative Peer Revision Worksheet

We'll work on these worksheets in small groups and you should turn them in with your final draft at the end of the week.

Fill out this worksheet thoughtfully! Don't just write Yes or No. Complete the *Comments* section with helpful, detailed feedback. Don't just say "Good job" or "I like this", though those are acceptable comments. Give the person you're editing for something to improve on.

If you have **any questions**, come up to my desk and I'll do my best to give you a hand. Good luck!

<i>Format</i>	<i>Yes or No</i>	<i>Comments</i>
Title of historical fiction narrative is creative and centered		
Each paragraph is indented, typed in 12 font, double-spaced		
The margins to not exceed 1" on any side		

<i>Story Elements</i>	<i>Yes or No</i>	<i>Comments</i>
Beginning, middle, end is present		
Setting is clearly established		
Atmosphere (mood, tone) is well developed		
Characters are well developed		
Narrative point of view is clear and effective		
Conflict is clear, interesting and original		
Dialogue (if incorporated) is authentic		

<i>Style</i>	<i>Yes or No</i>	<i>Comments</i>
The story follows a logical sequence (chronological or otherwise)		
The story is accurate in its portrayal of modern day slavery		
Some attempt at incorporating figurative language (similes, metaphors, etc.) is made		

<i>Spelling/Grammar</i>	<i>Yes or No</i>	<i>Comments</i>
There are a variety of sentence lengths		
No run-on or incomplete sentences		
No misspelled words		
Creative writing is written in one consistent time tense or transfers between time tenses effectively		
Any dialogue is incorporated correctly (new paragraph for each new speaker)		



Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Hour: \_\_\_\_\_

## Unit Summary Worksheet

### “Sold”

1. How does Lakshmi’s story compare with what we’ve learned about modern day slavery? Does it seem consistent with the facts we’ve learned?
  
2. How does Lakshmi’s story of trafficking in Nepal compare to what we’ve learned about trafficking here in the United States?

### Modern Day Slavery

1. What were some misconceptions about modern day slavery you had before this unit?
  
2. How has this unit changed your perspective of society’s representation of pimp culture and trafficking?
  
3. What are three things you learned in this unit that were the most important to you?

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