

Human Rights Educators USA-NJ Curriculum Integration Guide Project

LESSON TITLE: “Slavery Still Exists Today”

RECOMMENDED GRADE LEVEL(S) FOR IMPLEMENTATION: 9th -12th Grades

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: 4 Class Sessions

LESSON AUTHOR: Danny Papa

AUTHOR AFFILIATION: Jefferson Township High School (Jefferson Twp. NJ Public Schools)

BRIEF DESCRIPTIVE SUMMARY OF LESSON: Human Trafficking is the largest emerging crime in the world. Human trafficking is modern-day slavery. Kevin Bales of *Free the Slaves* estimates that there 30 million slaves on the earth today. Students have the distinct opportunity to make a difference by raising awareness and communicating effective measures. This lesson seeks to inspire students to confront modern day slavery through the mobilization of an awareness campaign.

NJ SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON:

- A. 6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- B. 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- C. 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Universal Declaration of Human Rights.

COMMON CORE CURRICULUM STANDARDS REFERENCED IN LESSON:

1. [CCSS.ELA-LITERACY.RH.9-10.7](#)
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
2. [CCSS.ELA-LITERACY.RH.9-10.9](#)
Compare and contrast treatments of the same topic in several primary and secondary sources
3. [CCSS.ELA-LITERACY.WHST.9-10.7](#)
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LESSON GOALS/OBJECTIVES—Students will be able to:

1. Analyze current statistics and data to learn the human rights issue of human trafficking.

2. Compare and contrast stories from survivors of human trafficking with content from the United Nations Universal Declaration of Human Rights.
3. Create an awareness campaign that includes posters, a website, social media sites, and a plan of action.

LESSON METHODOLOGY AND PROCEDURES:

DAY ONE:

1. **Do Now:** (3-5 minutes) The teacher will put the following quotes on the smart board and students will have to determine the subject matter of the quotes and predict what time period these quotes are from: (These quotes are taken from the President Obama's 2013 & 2014 Presidential Proclamations-National Slavery and Human Trafficking Prevention Month.) In addition, the teacher could also use a quote or two from the pre-civil war era as well to show similarities.

Links: <http://www.whitehouse.gov/the-press-office/2012/12/31/presidential-proclamation-national-slavery-and-human-trafficking-prevent>

QUOTES:

"Men and women who toil for little or no pay, who are threatened and beaten if they try to escape." (2014)

"Millions of men, women, and children are bought, sold, beaten, and abused, locked in compelled service and hidden in darkness." (2013)

Students will discuss their reaction to the quotes. Why is President Obama issuing proclamations against slavery? What could the President of the United States accomplish by communicating a proclamation? Are presidential proclamations an effective way to raise awareness?

2. **Watch:** Kevin Bales, founder of Free the Slaves, Slavery 101: (Time 12:22)
<http://vimeo.com/14676960> (The class will discuss the content of the video.)

Follow Up Questions: How did Kevin Bales first hear about modern-day slavery? Can we use the same method to raise awareness? What are some ways businesses can change their practices to assist the movement to end modern day slavery? How does Kevin Bales confront human rights abuses?

3. **Compare/Contrast Activity:** Survivor Stories/UN Declaration of Human Rights. (30 minutes)

The teacher will hand out a copy of the UN Declaration of Human Rights to the entire class. The teacher should provide some background on the UDHR. By answering these questions the students will have enough understanding of the document: What is the historical context of this document? Why is this document so important?

Document found here: http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

Next the teacher will divide the students into groups of 2 to 4 depending on class size. Each group will receive a survivor's story of their time as a slave. Survivor Stories can be found here:

<https://www.freetheslaves.net/page.aspx?pid=386>

Each group will read the story and discuss it as a group. After reading and discussing the survivor's story the group will determine which Articles of the UN Declaration of Human Rights are violated in the survivor's story and provide evidence from the story. Next, the teacher will combine groups to share their stories and evidence of how their story violates the UN Declaration.

Key Discussion Questions:

- In what ways are the victim's basic human rights violated in this story?
- What was the motive of the predator or trafficker in this story?
- Which articles of UDHR were violated by the actions taken against the victim in the story?
- What can be done to ensure the objectives of the UDHR are upheld to protect future victims?

4. **Closure:** In what ways do President Obama's quotes about slavery relate to the stories you read and discussed? The students can complete in a discussion forum or as a written expression this closure activity.

In addition, students can create a typology of slavery's characteristics. Are there degrees of slavery? Forced to work in sweatshops? Sold into prostitution? Child Labor? Debt Servitude? Child soldiers? What are forms of slavery exist?

DAY TWO, THREE, & FOUR:

1. **Do Now:** How can students make an impact to abolish modern-day slavery? What are some solutions to combatting human trafficking? --Students will discuss their ideas and answers as a class.

2. **Awareness Campaign:** Every student in the class will participate in creating an awareness campaign.

Human Trafficking Awareness Campaign Project

Objective: To create a public awareness campaign that promotes student action against human trafficking.

The Process:

1.**Learn:** After gathering information from survivor stories and researching data resources from the United Nations, US Department of State, and Non-Governmental Organizations (listed below) determine what material and evidence will be communicated to the school and community.

Links to human trafficking in New Jersey:

Camden: http://www.nj.com/camden/index.ssf/2015/06/headache_hotel_nj_police_department_battles_guns_d.html

Hackensack: http://www.nj.com/bergen/index.ssf/2015/04/nj_family_indicted_for_human_trafficking_pimping_1.html

Kevin Bales, Free the Slaves: TED talk:

http://www.ted.com/talks/kevin_bales_how_to_combat_modern_slavery?language=en

Love 146: <http://love146.org/slavery/>

Book: SOLD by Patricia McCormick: <http://www.amazon.com/Sold-Patricia-McCormick/dp/0786851724>

CNN Freedom Project: <http://thecnnfreedomproject.blogs.cnn.com/>

US Department of State: Trafficking in Persons Report 2014:

http://www.state.gov/j/tip/rls/tiprpt/2014/?utm_source=NEW+RESOURCE:+Trafficking+in+Persons+R

Polaris Project: <http://www.polarisproject.org/>

Short Film: The Candy Shop by Whitestone Pictures (24:00 minutes) <http://vimeo.com/20833462>

United Nations Office on Drugs & Crime: <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html?ref=menuside>

Project Stay Gold: Students Awareness Campaign: projectstaygold.org

PSG Advisor Testimony before US Senate Committee on Homeland Security:
[file:///Users/dannypapa/Downloads/Testimony-Papa-2013-09-23%20\(8\).pdf](file:///Users/dannypapa/Downloads/Testimony-Papa-2013-09-23%20(8).pdf)

The class will divide into groups of 2-3 students and each group will compile information from the resources listed above. After 30 minutes of research the teacher will assign the class into one of the four working groups listed below. The students will use the information gathered in their first group as they begin working in their second groups.

2. Create/Design a public awareness campaign for your school and local community to raise awareness about modern-day slavery. Your campaign must include:

1. **Website:** Created in Tumblr or Wordpress should include: (Group of 5-7 students):
 - a. Communication of the issue
 - b. Statistics & data regarding the numbers of the crime
 - c. Survivor stories
 - d. Human trafficking hotline number
 - e. Links to organizations, government agencies, and videos.
 - f. Most importantly: Communicate your plan & solutions to abolish modern-day slavery.
2. **Posters:** Create posters to hang around the school to raise awareness and teach about modern-day slavery (4-5 students)
3. **Social Media:** Create either a twitter, Facebook, or instagram, etc. account to begin communicating the issue as class. (Choose one) (3-4 students)

This should also include communicating a survivor's story. For example:

http://www.huffingtonpost.com/jane-mosbacher/holly-smith-author-of-wal_b_5125828.html

4. **The Plan:** A group of five students will list the solutions proposed by the class. The plan will include a detailed account of the objectives of the campaign.
 - a. What does the campaign hope to accomplish?
 - b. How can a school and the local community be made aware of this issue?
 - c. How will the campaign accomplish the objectives?
 - d. What are the solutions the campaign is proposing to make a difference? (Prioritize)
 - e. Who might be effective partners (ex law enforcement, politicians) for the campaign?
 - f. What type of outreach might be made to non-government organizations?
 - g. How will the effectiveness of this campaign be measured?

3. Promote: The class as a whole will actively promote the campaign throughout the school and local community.

Here are a few suggestions:

1. Organize an assembly where the students can communicate their project to the student body.
2. Teach lessons (student led) in other Social Studies classes.
3. Organize an awareness week where students hang up posters through out the school, handout materials, share facts on the morning announcements, and host a an awareness night in the school library and open it to the public.
4. Form a social media campaign and get your school involved.

ASSESSMENT OF STUDENT PERFORMANCE:

A. Class Discussion & Participation.

B. Completed Compare/Contrast Activity.

C. Completed class-created awareness campaign. This includes website, posters, social media sites created, and a detailed plan.

LEARNING RESOURCES:

1. President Obama's 2013 & 2014 Presidential Proclamations-National Slavery and Human Trafficking Prevention Month.

(2013): <http://www.whitehouse.gov/the-press-office/2012/12/31/presidential-proclamation-national-slavery-and-human-trafficking-prevent>

(2014): <http://www.whitehouse.gov/the-press-office/2013/12/31/presidential-proclamation-national-slavery-and-human-trafficking-prevent>

2. Kevin Bales & Free the Slaves, Slavery 101: <http://vimeo.com/14676960>

3. United Nations Declaration of Human Rights (PDF):

http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

4. Free the Slaves, Survivor Stories: <https://www.freetheslaves.net/page.aspx?pid=386>

LESSON EXTENSION RESOURCES:

A. Kevin Bales, Free the Slaves: TED talk:

http://www.ted.com/talks/kevin_bales_how_to_combat_modern_slavery?language=en

B. Love 146: <http://love146.org/slavery/>

C. Book: SOLD by Patricia McCormick: <http://www.amazon.com/Sold-Patricia-McCormick/dp/0786851724>

D. CNN Freedom Project: <http://thecnnfreedomproject.blogs.cnn.com/>

E. US Department of State: Trafficking in Persons Report 2014:

http://www.state.gov/j/tip/rls/tiprpt/2014/?utm_source=NEW+RESOURCE:+Trafficking+in+Persons+R

F. Polaris Project: <http://www.polarisproject.org/>

- G. Short Film: The Candy Shop by Whitestone Pictures (24:00 minutes) <http://vimeo.com/20833462>
- H. United Nations Office on Drugs & Crime: <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html?ref=menuside>
- I. Project Stay Gold: Students Awareness Campaign: projectstaygold.org
PSG Advisor Testimony before US Senate Committee on Homeland Security:
[file:///Users/dannypapa/Downloads/Testimony-Papa-2013-09-23%20\(8\).pdf](file:///Users/dannypapa/Downloads/Testimony-Papa-2013-09-23%20(8).pdf)

MODIFICATIONS OR ADAPTATIONS OF THE LESSON FOR DIFFERENTIATED LEARNERS:

1. **Differentiation:** Students will work in groups and make choices regarding which aspects of the awareness campaign to work on.
2. **Technology:** Using instructional technology will enable students to access every component of assistive technology available.
3. **Modify Assessment:** The assessment expectations will be modified for appropriate students.
 - The students could receive more time to complete their assessment.
 - The teachers could provide students with resources instead of the students researching on their own.
 - Students will be provided with choices through out the activity.
 - Students could be assessed on a modified rubric.