**Lesson Three: Empathizing with Trafficking Survivors and Their Experiences**

**Problem statement:** How do we make our school and community safer by identifying and responding to potential human trafficking situations (for selves and others)? What is the definition of human trafficking and how does it connect to us?

**Learning objectives:**

SWBAT:

* Read a variety of texts relating to the varied experience of human trafficking survivors and those around them and summarize the main ideas
* Identify patterns in experiences of human trafficking
* Empathize with survivors and their loved ones to better determine their needs and obstacles
* Share out with a group of students who read other texts to find similarities and build a bank of knowledge.

**Lesson standards (NGSS, CCSS, CTE):**

[CCSS.ELA-LITERACY.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/): Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2/): Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6/): Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[CCSS.ELA-LITERACY.RI.9-10.7](http://www.corestandards.org/ELA-Literacy/RI/9-10/7/): Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**If relevant to a single lesson, include:**

**Soft skills:**

Communication: summarizing the reading and report out to group, analyzing similarities and differences with other readings in conversation with mixed group

Critical Thinking: using readings as a jumping off point to explore the experience of trafficking survivors and begin to understand what obstacles they face.

**Locally and/or personally relevant for students:**

Students will see how various populations are more vulnerable human trafficking and extrapolate how these power structures play a role in keeping people in the trafficking system.

**Connections to career and educational pathways:**

Students may identify potential career options in the texts, but that is not the focus of this lesson.

**Materials:** Here, teachers will want to consider whether they want to focus on informational, fact-focused texts, or firsthand account, narrative texts, or both.Whatever the focus, teachers should provide digital and hard copies of texts, including:

Non-fiction, Informational (both non-profit primers and news stories)

* [Effects of Ses Trafficking on Youth and Identification: A Literature Review](https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=1260&context=studentpub) by Karlee Hemmert, BYU (High reading level; long length (18 pages double-spaced))
* [Understanding and Addressing Violence Against Women: Human Trafficking](https://apps.who.int/iris/bitstream/handle/10665/77394/WHO_RHR_12.42_eng.pdf;jsessionid=1211441B89CC579AA3F0DC77F3BD4D97?sequence=1) by the Wiorld Health Organization (Medium/high reading level, medium/short length (8 page pdf))
* [21st Century Slavery & Human Trafficking: Stories, Statistics, and Solutions](https://www.gfa.org/special-report/21st-century-slavery-human-trafficking/) by GSA (Gospel fr Asia nonprofit) (Medium reading level, medium length)
* [She Survived Sex Trafficking: Now She Wants to Show Other Women a Way Out](https://time.com/longform/windie-jo-lazenko-sex-trafficking-survivor/) by Aryn Baker, Time Magazine (Medium reading level, medium length)
* [Stop Sexual Exploitation of Children in Travel and Tourism](https://www.ecpat.org/wp-content/uploads/2016/11/SECTT_ChildFriendly_ENG_ebook.pdf) (Easy reading level, long length, but can just focus on one section)
* [Human Trafficking Reaches “Horrific” New Heights, Declares U.N. Report](https://www.npr.org/sections/goatsandsoda/2019/01/14/684414187/human-trafficking-reaches-horrific-new-heights-declares-u-n-report) by NPR (Easy reading level, short length (so much so that you might want to pair with something else, or suggest to someone who struggles a lot with reading English)
* [Polaris website](https://polarisproject.org/human-trafficking/) is a great resource for kids who thrive with a more exploration approach, rather than straight reading. The reading is chunked in short bits and there is a lot of clicking and choice.

Nonfiction, Firsthand Accounts:

* [My Family’s Slave](https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/) by Alex Tizon, The Atlantic (Easy/medium reading level; long length (30 pages in pdf, could be trimmed); audio option available on website)
* Excerpts from [*Survivors of Slavery*](https://www.goodreads.com/book/show/18263343-survivors-of-slavery) by Laura Murphy
* [FreetheSlaves.net](https://www.freetheslaves.net/our-model-for-freedom/survivor-stories/) firsthand accounts (Easy reading level; ~5 pages with pictures, so might want students to compare and contrast a few)
* [Modern-day Slavery in Focus](https://www.freetheslaves.net/our-model-for-freedom/survivor-stories/) by Annie Kelly and Kate Hodal (Easy reading level; medium length but easily adjustable as students can skip individual stories)
* [“I was a modern-day slave in America”](https://money.cnn.com/2013/11/21/news/economy/human-trafficking-slave/index.html) by Steve Hargraves, CNN (Easy reading level, short length)
* [I am a Survivor of Human Trafficking: Natalicia’s Story](https://www.theatlantic.com/business/archive/2018/03/human-trafficking-natalicia/553100/) by Natalicia Tracy (Easy reading level, short length)

King Country focused stories (these aren’t really as in-depth as those listed above, but could work for a mini-lesson or an extension piece)

* [‘That was no life’: Survivor’s org. Helps Wash. human trafficking vicitms escape the ‘hamster wheel’](https://www.seattlepi.com/seattlenews/article/Human-trafficking-in-Washington-it-s-more-14099471.php#item-85307-tbla-5) by Christina Ausley, Seattle PI (Easy reading level, short/medium length)
* [Child sex trafficking - as easy in Seattle as ordering a pizza](https://mynorthwest.com/5349/child-sex-trafficking-as-easy-in-seattle-as-ordering-a-pizza/?) by MyNorthwest (Easy reading level, short length, audio option)
* [Stolen Youth](https://stolenyouth.org/)’s website is also great for exploring the issue locally
* [Interview](https://www.humanities.org/blog/human-trafficking-washington-state/) with Seattle Against Slavery executive director Robert Beiser

**You will also need the** [**graphic organizer**](https://docs.google.com/document/d/1TRIRWILosMl4fVf-xGtaQBcs0DPdFu_f9J9kBpq68x0/) **for the jigsaw**

**Lesson preparation:** Prepare materials, consider best choices for ELL and struggling readers

**Time required:** approximately 90 minutes

**Grouping of students for instruction:**

Students will self-select texts to read and discuss in small groups (3-4 people). After, students will be with mixed groups (can count off students when they are in their initial groups and then have 1s, 2s, 3s, etc meet in different places around the room to share out)

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

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| --- | --- |
| **Teacher** | **Student** |
| **Entry Task:** In the manner of the teacher’s choice (pair share, writing, etc), have students come up with two things they know about human trafficking, either before the first lesson or because they learned it during the first lesson. Then, have them come up with two questions they have or things they want to know more about.  As students share, teacher records on a two column poster (questions and wonderings on the left and knowledge on the right). | Answering question in notebooks or table group discussion.  Students share out to build excitement.  As students learn more, some of the questions and wonderings can have an arrow drawn to knowledge that answers those questions (empowering if students can do this). |
| Tell students that today we will begin the “empathize” phase of the Design Thinking Process. Ask students what it means to empathize with someone and help them get to the understanding that empathy goes beyond feeling sorry for someone and gets you to really understand what it’s like to be in their shoes. Help students see that feeling sorry for people in human trafficking doesn’t help them much, but if we can understand their experiences and the obstacles they face, we’re better equipped to help. | Respond and discuss teacher prompts. |
| Introduce the reading jigsaw and tell students that today we’ll be looking at texts that will help us empathize with the experience of human trafficking. Give each student a graphic organizer and tell them that they will be reading and filling out the first row of questions for their chosen text, while they work with their group of students reading the same thing. After each group has read, discussed, and summarized, they will be in mixed groups sharing out what they learned, so they need to pay attention and ask lots of questions, so they know what to say when it’s time to share. |  |
| Teacher should also encourage students pausing in their reading every page or two to discuss what they’re noticing and what ideas they can add to their graphic organizer. | Group work time! Students should be empowered on reading options - out loud? In own heads? Using an audio source? |

\*\* This part of the lesson will take the longest and I would give them the rest of the period for it, at least. This also gives the opportunity for kids who read a little more slowly to complete the reading at home, if they didn’t quite finish. Early finishers can engage in the extension options below.

A quick wrap up for the day is an exit ticket via Post It to be left on the door or another area of the room. Have students summarize their reading for the day in a single word, phrase, or image. Tell them they will be explaining these tomorrow, so they should remember why they chose what they did and how they would explain it.

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| **Teacher** | **Student** |
| **Entry Task:** | When students come back for the next day, have them retrieve their Post It from the previous class session and do a quick warm up with their group, explaining what they wrote and why. |
| Give students another 5-10 minutes to finish up their graphic organizer and prepare to share with their jigsaw group. Remind them that they are responsible for representing their text and circulate to ensure that each student is prepared to do so. | Students finish graphic organizer and prepare to share. |
| Teachers have some choice here: jigsawed groups for sharing, or group presentations. Jigsawed groups have the benefit of more authentic conversations and don’t have the added element of fear of public speaking, while presentations allow the teacher to confirm the quality of what is being shared and ensure that everyone is getting the same crucial information. Whichever you choose, tell your students at the beginning of the lesson, so they aren’t caught off guard.   * 1. If going the presentation route, have the group that read each text come up and share out what they read, the main ideas it focused on, and what they wrote in the graphic organizer. Ensure the students in the audience have time to write down what they need (projecting a student’s completed graphic organizer is a wise choice) and give time for questions.   2. If using jigsawed groups, have each member of the group do the same. One trick I like to use to get groups jumping right in is the “point test”. Tell each student to put up a finger and on the count of three, point to the person who should share first, ready, one, two, three! (I do it all pretty quick so they don’t have time to overthink it).Whoever gets the most “points” wins and shares first. I like this because they always laugh and then the responsibility is on a single person to get them going, rather than all of them looking at one another, waiting for someone to happen. Again, circulating while this is happening to encourage depth and questions will help student success. |  |
| **Wrap Up:** Revisit poster from beginning of previous class period. What do we have the answer to now? What questions still remain? Encourage students to come up and fill-in answers on the “knowledge” side. Position the lesson in the larger unit - we will continue researching and narrowing our focus as we develop our problem statement and come up with the problem we want to solve. The purpose of these readings was to give us a foundation of knowledge to jump off of. | Have student volunteer(s) add to the chart. |

**Accommodations:** Teachers all know their own classrooms best and so can best decide whether student choice or student accommodations should take precedence. In the materials above, I have labelled those with an audio element for visually impaired students, as well as ranked texts as Easy, Medium, and Advanced in terms of reading. Teachers can use this ranking to assign texts to groups of students, or offer this as additional information to help students make the best choice for themselves. If giving students the choice, I would encourage teachers to remind students that all the options have a lot of information and interest to offer, and choosing the “easy” option doesn’t mean they won’t still be thinking hard and getting great information.

**Extensions:** If teachers want to spend more time on this part of the unit, there is always the choice to have students read two different texts, as they will always have a better understanding if they read it themselves than if they have someone describe it.

[FreetheSlaves.net](https://www.freetheslaves.net/our-model-for-freedom/survivor-stories/) firsthand accounts and [Modern-day Slavery in Focus](https://www.freetheslaves.net/our-model-for-freedom/survivor-stories/) are both great for this, as the stories are short and can give quick finishing students a short extension without it feeling like a larger assignment. Additional discussion questions of how we view modern-day slavery as something that happens elsewhere and how that can make things worse for slaves in teh United States could help expand this.

**Assessment:**

**Formative Assessment in the Lessons:**

Student understanding can be assessed with their completed graphic organizers. Reminding students as they work that they more thorough and detailed their graphic organizer is, the more useful it will be when designing their final products. Additionally, teachers can assess and adjust student interaction with the texts as they monitor student group work.

**Summative Assessment for the Unit:**

The work done in this lesson will continue the building of foundational knowledge that will lead to their problem statement and final product for the unit.

**References/Resources:**

Instructional Plan created by Emily Knight