**Unit Overview**

**Title: *The Survivor Beside Me: Human Trafficking in the Great-Seattle Community (An Exploration in Raising Awareness and Responding to the Crisis)***

Target Grade Level(s): 9-12

Subject(s): English Language Arts/Social Studies

Author(s): Rose Johnson (Highline Public Schools), Mollie Price (Renton School District), Emily Knight (Renton School District) and Chad Aldridge (Port of Seattle)

**Problem Statement:**

How do we make our school and community safer by identifying and responding to potential human trafficking situations (for ourselves and others)? How do we raise awareness and educate students and staff to prevent human trafficking?

**Unit Overview and Table of Contents**

Students will use Design Thinking format to research human trafficking in the greater Seattle area and the Port and various nonprofits’ responses to the problem. Students will also explore related questions, including barriers to survivors reporting and other student-developed questions. From there, students will define the problem they want to solve and plan, test, and resolve products to solve this problem.

Lessons for Empathizing Stage

Lesson for students to Define Problem

Lessons to guide students to in Ideation Stage

Lessons to guide students to create Prototypes

Lessons to guide students in Testing prototypes

**Learning Outcomes**

**Lesson One:**

**SWBAT:**

* Listen to guest speaker to understand problem & connections to workplace demands.
* Recognize connections between topic and self/community.
* Connect issue to personal lives and communities.

**Lesson Two:**

**SWBAT:**

* Identify and explain each stage in the design-thinking process.

**Lesson Three:**

**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 Four:**

**SWBAT:**

* Utilize Boolean search terms to help narrow down and focus results
* Evaluate resources for relevance, credibility, bias, breadth, and depth
* Determine how resources can best be utilized based on this evaluation

**Lesson Five:**

**SWBAT:**

* Analyze their Empathize reading and analysis to identify specific problems in human trafficking in King County.
* Generate real problem statements.
* Define their desired end goal for each problem statement.
* Identify root causes of each problem statement.
* Begin identifying who or what can influence the root causes.

**Lesson Six:**

**SWBAT:**

* Create a product that will attempt a response to their problem statements.

[CCSS.ELA-LITERACY.RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/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.

[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.9-10.3](http://www.corestandards.org/ELA-Literacy/RI/9-10/3/): Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-LITERACY.RI.9-10.4](http://www.corestandards.org/ELA-Literacy/RI/9-10/4/):Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact

of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

[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.

[CCSS.ELA-LITERACY.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/): Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/): Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/): Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-LITERACY.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/): Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-LITERACY.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/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.

[CCSS.ELA-LITERACY.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/): Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-LITERACY.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/): Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Soft Skills:**

Students will be especially focused on critical thinking skills in the empathizing stage, as they do their research, and in the defining stage, as they explore the problem and the many facets that come from it. The project design in inherently collaborative in nature, as students will work in groups to solve the problem and will need to divide up tasks and work together towards the larger goal. Creativity will also be present in the project, as students will be asked to design a new solution to the central problem. In following the various paths of their research, students will need to practice flexibility, conflict resolution, and social and cross-cultural competencies as they explore obstacles for survivors of trafficking and their communities. Students will build leadership in tackling a serious societal issue that has real world consequences.

**Locally and/or Personally Relevant for Students:**

This unit of study seeks to show students how human trafficking is a problem directly in their community, not only in the larger world. Human trafficking is already a “current event” that students are interested and passionate about in the world, but through this unit we hope to bring that interest into an understand of how close this problem is and how they can do something about it.

We can make some connection to women and underrepresented minorities, but, unfortunately, that connection is largely that they can be increasingly vulnerable to victimization by human traffickers. As we research more partners in the nonprofit world, we will keep our eyes open for opportunities for ways to incorporate these populations as working towards solutions.

**Connections to career and educational pathways:**

Students will have the career applicable skills including: ability to take a motion and transform it into actionable change (process improvement), managing implementation of strategies, creating and implementing awareness campaigns, problem analysis, gathering and synthesizing data. This project will prepare students for any job in which they are beholden to a community and need to communicate with a diverse audience.

**Potential Texts:**

**Fiction:**

*The Kite Runner*

*Homegoing*

*We Are Here to Stay* (particularly one story from a child who was trafficked for labor)

“Sex Trafficking Incidents in the Life of a Slave Girl in the USA (or, The Nation’s Plague in Plain Sight)” By Evie Shockley

**Non-Fiction:**Survivor stories

SAS workshop and training

National Hotline Statistics

Real world artifacts, signage on airports and busses

Curriculum from nonprofits

Kent PD response

Sex AND Labor trafficking

KDNA radio

NW justice project

<https://iwpr.org/publications/economic-drivers-consequences-sex-trafficking-united-states/>

<https://humantraffickingcenter.org/htflowmap/>

\*Human Trafficking Research PDF in Google Drive

\* Images of posters in google drive

* Washington State’s human trafficking criminalization law (2003; first in the country): <https://apps.leg.wa.gov/rcw/default.aspx?cite=9A.40.100>
* Story of a woman from Seattle who was trafficked via NPR: <https://www.npr.org/templates/story/story.php?storyId=128873444>
* Story of family in Seattle who had someone working for them unpaid (My Family’s Slave) <https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/>
* Shabana’s email from student (TBD)
* Supply Chain of Human Trafficking Report, from UW: <https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/155/2018/05/24195638/Human-Trafficking-Supply-Chains_2017-reduced-size-for-website.pdf>
* Talk by Robert Beiser of SAS: <https://www.humanities.org/speaker/robert-beiser/>

**\*\*Considerations:** Oversharing and triggering

Sequence of lesson plans:

1. Initial Clinical Interviews
2. Introductory Lesson
3. Crash Course & debrief
4. Empathize reading jigsaw
5. Seattle Against Slavery (non-profit partnership)
6. Independent/small group inquiry (research/dig deeper)
7. Define the Problem using the Toyota method
8. Ideate
9. Prototype
10. Share with outside experts
11. Concluding Clinical interviews