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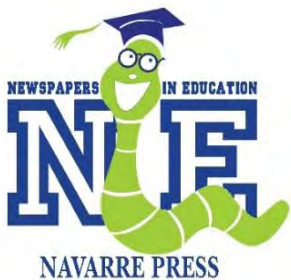
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2020

Human Trafficking Awareness



Civic education and your newspaper

By Jodi Pushkin, president, *Florida Press Educational Services (FPES)*

According to the Louis Frey Institute, research shows when students engage in simulated civic actions, they are prone to develop a positive political efficacy that contributes to lifelong engagement.

The local newspaper is a great teaching tool to engage your students in civics education. Did you know that more than 60 percent of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, “Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.” The goal of NIE is to engage and develop that resource.

The newspaper is both a primary and secondary source for informational text. According to Scholastic magazine, “Informational text is a type of nonfiction — a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format.”

The newspaper meets these specific characteristics of informational text. It is a logical resource for information about the natural, social and political world. The newspaper conveys information about the natural or social world. The articles are written from someone who knows information to someone who doesn’t. The newspaper has specialized features such as headings and technical vocabulary.

The 2017 Florida Legislature amended Section 1007.25, Florida Statutes, to require students initially entering a Florida College System institution or state university in 2018-19 and thereafter to demonstrate competency in civic literacy. Not only does the topic of Human Trafficking Awareness fit with the civic literacy standards, but also it incorporates the use of informational text and character education.

Florida law defines human trafficking as a form of modern-day slavery. Victims of human trafficking are young children, teenagers and adults. Thousands of victims are trafficked annually across international borders worldwide. Many of these victims are trafficked into the Sunshine State. Victims of human trafficking also include citizens of the United States and those persons trafficked domestically within the borders of the United States. The Legislature finds that victims of human trafficking are subjected to force, fraud or coercion for the purpose of sexual exploitation or forced labor.

Join FPES in promoting Human Trafficking Awareness Month by using some of the activities and lessons in this packet. If you have other lessons to share or would like to provide feedback, please email jpushkin@tampabay.com.

To learn more about Florida’s NIE programs, visit Florida Press Educational Services (FPES) at fpesnie.org. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

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Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: cpalms.org.

The activities in this packet apply to the following Florida Standards for grades six through twelve.

Social Studies: SS.6.E.1.1; SS.6.E.3.2; SS.7.C.1.4; SS.7.C.2.1; SS.7.C.2.10; SS.7.C.2.14; SS.7.E.2.4; SS.7.E.3.3; SS.8.A.1.4; SS.8.A.1.7; SS.8.A.2.3; SS.8.E.2.3; SS.8.FL.1.3; SS.8.FL.1.4; SS.8.FL.2.1; SS.912.A.1.2; SS.912.A.3.8; SS.912.A.3.9; SS.912.A.3.10; SS.912.A.7.12; SS.912.A.7.14; SS.912.C.2.10; SS.912.P.9.1; SS.912.P.9.3; SS.912.P.9.4; SS.912.P.9.5; SS.912.P.9.6; SS.912.P.9.10; SS.912.P.9.11; SS.912.P.10.1; SS.912.S.4.5; SS.912.S.4.6; SS.912.S.4.7; SS.912.S.8.4

Language Arts: LAFS.612.RI.1.1; LAFS.612.RI.1.2; LAFS.612.RI.1.3; LAFS.612.RI.2.4; LAFS.612.RI.2.5; LAFS.612.RI.2.6; LAFS.612.RI.3.7; LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.L.3.4; LAFS.612.L.3.5; LAFS.612.L.3.6; LAFS.612.R.1.1; LAFS.612.R.1.2; LAFS.612.R.1.3; LAFS.612.R.2.4; LAFS.612.R.2.5; LAFS.612.R.2.6; LAFS.612.R.3.7; LAFS.612.R.3.8; LAFS.612.R.3.9; LAFS.612.R.4.10; LAFS.612.SL.1.1; LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.1.2; LAFS.612.W.1.3; LAFS.612.W.2.4; LAFS.612.W.2.5; LAFS.612.W.2.6; LAFS.612.W.3.7; LAFS.612.W.3.8; LAFS.612.W.3.9; LAFS.612.W.4.10

Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit fpesnie.org, or email ktower@flpress.com or jpushkin@tampabay.com. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

Read “Human Trafficking Myths and Facts”

Vocabulary – write a brief definition of the following words:

pervasive _____

trafficking _____

advocate _____

smuggling _____

coercion _____

manipulate _____

1. What is the main point of the article?
2. What types of methods do traffickers usually use on their victims?
3. What exactly is human trafficking?
4. Who are victims of human trafficking?
5. What are the two main types of human trafficking?

Newspaper Connection:

- Look through the newspaper for examples of ways you can help alert others about this issue. How can you use your newspaper to become a human trafficking advocate?

Read “Survivor Story: Abandoned by a Traveling Sales Crew”

Vocabulary – write a brief definition for the following words and phrases:

recruit _____

bonus _____

confiscate _____

quota _____

confidentiality _____

reimburse _____

1. What is the main point of the article?
2. Why does Kevin take the job?
3. Why do the crew members stay on the job?
4. What happens when Kevin is not making enough sales?
5. Why can't Kevin get a new job once he is abandoned?

Newspaper Connection:

- Research United States labor laws. Search recent editions of the newspaper for articles that relate to these laws. On a piece of paper, write down the main ideas and facts of the article. Write down what you have learned about your community based on this article. Share what you have learned with your class.

Read “Survivor Story: Boyfriend Turned Trafficker”

Vocabulary – write a brief definition for the following words and phrases:

projection _____

anecdote _____

precinct _____

unprecedented _____

pundit _____

mobilization _____

1. Why is Sarah sad?
2. Why does Sarah go with the man she meets?
3. Identify at least three reasons Sarah agrees to solicit sex for rent.
4. What crimes have been committed?
5. In your opinion, should Sarah or her “boyfriend” be arrested? Why or Why not?

Newspaper Connection:

- At the end of the article, it is noted that Polaris found long term housing for Sarah and helped her secure a part-time job. There are a lot of young people like Sarah, who are looking for ways to leave home and have a successful life. What positive choices can a 17-year-old make to have a successful life and future? Look for articles and advertisements in the newspaper to see what opportunities are available for young people who are starting out on their own. Look at employment opportunities and then compare them to the cost of living in an apartment or house. What else would a person need to have money for to survive? Food? Clothing? Transportation? Look for examples and ideas in the newspaper and create an outline with the ideas you find. You also can find examples of articles of successful people. Why are these people successful? What have they done that make them successful? Share what you have found and learned with your class.

Read “How America's 'ground-zero' for modern slavery was cleaned up by workers' group”

Vocabulary – write a brief definition for the following words and phrases:

migrant _____

vulnerable _____

grassroots _____

partisanship _____

successors _____

maligned _____

Write a reaction blog to this article include the following ideas:

- What is the main idea of this article?
- What caused Carrera and her fellow worker to be fired?
- Why did the farmers feel the rules needed to be changed?
- What is the Fair Food Program?
- According to Carrera what is the biggest achievement of the Fair Food Program? Why?

Newspaper Connection:

- Using the Internet and the local newspaper, do some research about the Fair Food Program in Florida. Find out the specific details of the program. Answer the basic six journalism questions: who is involved, what are the specifics of the program, where is it taking place, when is it taking place, why is it being implemented and how is it put into action. In addition, look at the human and economic implications of the program. Look through the newspaper and find advertisements for companies that participate in the Fair Food Program in your community. Who are they? Are those companies successful? What are your conclusions about the Fair Food Program? Create a Prezi or Power Point presentation with the information you find. Be sure to include at least one graphic organizer and one infographic. Present what you have learned to your class.

Going beyond the text – WEDU: *Too Close To Home*

Behind our world-famous beaches, tourist attractions and sunny suburbs lies an alarming secret: Tampa Bay is a hotbed for human trafficking. Men, women and children are forced against their will to serve in the sex trade, domestic servitude and agricultural industries. They are bought, sold and discarded in our own community, making Florida the third-highest ranked state in the nation for this fast-growing crime. Join us for an in-depth look at this crisis with TOO CLOSE TO HOME, a WEDU documentary on human trafficking in Tampa Bay. Local law enforcement, service providers and citizens are creating a grass roots movement to help combat this form of modern-day slavery.

A companion to the documentary, TOO CLOSE TO HOME: A Roundtable Discussion, delves further into specific local efforts to help human trafficking victims in Tampa Bay. The issues of safe housing, public health, funding and state legislation will be addressed to recognize the special needs of victims and educate the community on the many ways it can help.

The videos are posted on the following webpage: www.wedu.org/humantrafficking/.

You can split the students into small groups for the following activities.

- Before your students watch the video, have them begin completing a KWL chart.
- Have students discuss the following questions in their groups or write blog posts:
 - In what ways did the video change or challenge your assumptions about human trafficking?
 - How would you define human trafficking?
 - Why might law enforcement and the community not be aware of this crime?
 - Who are victims of human trafficking?
 - What are some of the reasons victims may be reluctant to try to escape or report the crime?
 - In what businesses or industries within your community might trafficking be occurring?
 - What ways can you assess your community for signs of human trafficking?
 - What is the most interesting thing you learned from each video?
 - What was the most shocking thing you learned from the videos?
 - What can the community do to help stop human trafficking?

Going Beyond the Text

Myths vs. truths

There are a lot of myths about human trafficking. The Department of Health and Human Services website, www.acf.hhs.gov/otip/about/myths-facts-human-trafficking, lists some common myths. What is a myth? Look up the word “myth” in a dictionary or online. How do myths come about in society? Discuss the myths on the website with your class. Look in the newspaper to see if you can find articles that refute one of these myths. With a partner, choose one of the myths you have read on the Department of Health and Human Services website and research the myth.

Modern slavery

What is human trafficking? What does a human trafficking victim look like? How old is the typical victim? Once you do some research, you will realize that victims come in all shapes, sizes and ethnicities. Human trafficking victims can be women, girls, men and boys. Using the Polaris Project website, <https://polarisproject.org>, and the U.S. Institute Against Human Trafficking website, www.usiaht.org, as sources, research the typology of modern slavery. In a small group, create a chart listing the types of modern slavery. Using the information in your chart, create a full-page newspaper advertisement explaining what modern slavery is to the everyday newspaper reader based on what you have learned. Use the advertisements and advertorials in the newspaper as models.

Being a good citizen

The role of a citizen is an important job. According to the Department of Homeland Security, among the responsibilities of a citizen are:

- to stay informed of the issues affecting your community
- to respect and obey federal, state and local laws
- to respect the rights, beliefs, and opinions of others
- to participate in your local community

One way citizens can respect others is by helping others. The Department of Health and Human Services suggests 10 ways you can help end human trafficking. Not only will these suggestions help other people, by they also will help you and the economy. Check out the suggestions on the Office on Trafficking in Persons website: www.acf.hhs.gov/otip/about/ways-endtrafficking. Discuss what you have learned with your classmates. Write a letter to the editor of the newspaper about this issue and the most important things you have learned.

Ending modern day slavery

In 1863, President Abraham Lincoln issued the Emancipation Proclamation which freed slaves in the states that had seceded from the Union. This proclamation did not end slavery, but it was a symbolic beginning step in the fight for freedom. Although slavery was abolished in the United States, it still existed in other countries.

The modern-day slave trade, human trafficking, is happening around the world and even in the United States. Why do you think slavery exists? Who benefits? What are the pros and cons? Use current events in the newspaper and on the Internet to help you with your discussion. Go to www.slaveryfootprint.org and take the quiz. Write down the number of slaves that work for you (as indicated by the quiz) and any questions you might have. After you have completed the exercise, share your results and talk about the results with your class. Were you surprised or shocked by the content you change your behavior?

Going Beyond the Text

Human rights

The second bullet point of the preamble to the Charter of the United Nations is “to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.” Think about what these words mean in connection to the second sentence of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Analyze political, economic and social concerns that emerged at the end of the 20th century and into the 21st century. What significance do these words have in connection with those concerns? How do human rights play a factor in these concerns?

Analyze the newspaper for a week and look at the current event stories on a local, national and international level. Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). What do these issues have to do with human rights and the issue of human slavery? Write a blog or journal post about this. Share your thoughts with your class.

You can stop

Former Florida Attorney General Pam Bondi stated, “Human trafficking strips people of their dignity and deprives them of their most basic human rights.” Her office has created the You Can Stop Human Trafficking website, www.youcanstopht.com. This website provides definitions and infographics to know the signs of human trafficking.

According to the Florida Attorney General website, “The International Labor Organization estimates that there are 20.9 million victims of trafficking around the world. Domestically, Florida continues to rank third in the nation in the number of calls to the National Human Trafficking Hotline. Victims of human trafficking include children, women and men who are subjected to sexual exploitation or forced labor through force, fraud or coercion. According to a study of U.S. Department of Justice human trafficking task force cases, 83 percent of sex trafficking victims identified in the United States were U.S. citizens. The average age that a trafficked victim is first used for commercial sex is 12-14.”

Are you or someone you know being trafficked? Is human trafficking happening in your community? Is a situation you may have encountered that made you uncomfortable human trafficking? Using the www.youcanstopht.com and <https://humantraffickinghotline.org/human-trafficking/recognizing-signs> websites, create your own infographic of signs of human trafficking. Next create a schoolwide awareness campaign about this issue. Using the ads and articles in your newspaper as models, create an advertisement for the local and school newspaper. Also, write an article for both your local and school newspaper to promote your campaign. In addition, create a poster to hang in your classroom and create a public service announcement (PSA) for your TV production program.



National Human Trafficking Hotline 1 (888) 373-7888



BeFree Textline Text "BeFree" (233733)



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Human Trafficking Myths and Facts



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Myth: It's always or usually a violent crime

- Reality: By far the most pervasive myth about human trafficking is that it always - or often - involves kidnapping or otherwise physically forcing someone into a situation. In reality, most human traffickers use psychological means such as, tricking, defrauding, manipulating or threatening victims into providing commercial sex or exploitative labor.

Myth: All human trafficking involves commercial sex

- Reality: Human trafficking is the use of force, fraud or coercion to get another person to provide labor or commercial sex. Worldwide, experts believe there are more situations of labor trafficking than of sex trafficking. However, there is much wider awareness of sex trafficking in the United States than of labor trafficking.

Myth: Only undocumented foreign nationals get trafficked in the United States

- Reality: Polaris has worked on thousands of cases of trafficking involving foreign national survivors who are legally living and/or working in the United States. These include survivors of both sex and labor trafficking.

Myth: Human trafficking only happens in illegal or underground industries

- Reality: Human trafficking cases have been reported and prosecuted in industries including restaurants, cleaning services, construction, factories and more.

Myth: Only women and girls can be victims and survivors of sex trafficking

- Reality: One study estimates that as many as half of sex trafficking victims and survivors are male. Advocates believe that percentage may be even higher but that male victims are far less likely to be identified. LGBTQ boys and young men are seen as particularly vulnerable to trafficking.

Myth: Human trafficking involves moving, traveling or transporting a person across state or national borders

- Reality: Human trafficking is often confused with human smuggling, which involves illegal border crossings. In fact, the crime of human trafficking does not require any movement whatsoever. Survivors can be recruited and trafficked in their own home towns, even their own homes.

Myth: All commercial sex is human trafficking

- Reality: All commercial sex involving a minor is legally considered human trafficking. Commercial sex involving an adult is human trafficking if the person providing commercial sex is doing so against his or her will as a result of force, fraud or coercion.

Myth: If the trafficked person consented to be in their initial situation, then it cannot be human trafficking or against their will because they “knew better.”

- Reality: Initial consent to commercial sex or a labor setting prior to acts of force, fraud, or coercion (or if the victim is a minor in a sex trafficking situation) is not relevant to the crime, nor is payment.

Myth: People being trafficked are physically unable to leave their situations/locked in/held against their will

- Reality: That is sometimes the case. More often, however, people in trafficking situations stay for reasons that are more complicated. Some lack the basic necessities to physically get out - such as transportation or a safe place to live. Some are afraid for their safety. Some have been so effectively manipulated that they do not identify at that point as being under the control of another person.

Myth: Labor trafficking is only or primarily a problem in developing countries

- Reality: Labor trafficking occurs in the United States and in other developed countries but is reported at lower rates than sex trafficking.

Myth: traffickers target victims they don't know

- Reality: Many survivors have been trafficked by romantic partners, including spouses, and by family members, including parents.

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Blog



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August 25, 2015

Survivor Story: Abandoned by a Traveling Sales Crew

Kevin was recruited by a crew member who came to his door selling magazines. When Kevin revealed that he was experiencing financial difficulties, the worker offered Kevin a job and a signing bonus. The crew that Kevin joined was under the control of several managers, all of whom openly boasted about their arrest warrants. These managers would frequently compel the crew members to work from eight in the morning until after midnight, would require them to reimburse the business for lodging and gas costs, and would only pay members if they met their daily quotas. Members who performed particularly well were typically paid in drugs instead of cash, and Kevin never saw the signing bonus he had been promised.

Kevin reported to the NHTRC that all the workers he interacted with while on the crew said that they wanted to leave. However, they were afraid to do so because of their managers' reputations. Workers who did try to leave were often beaten severely and in some cases were sexually assaulted by either the manager or the senior salespeople. When Kevin himself tried to leave, one of the managers threatened to kill him and confiscated his identification documents.

Eventually the managers decided that Kevin was not making enough sales, so they abandoned him without returning his identification. Kevin was able to contact the NHTRC for assistance, and NHTRC specialists were able to put Kevin in contact with an emergency service provider. The provider was able to arrange temporary housing and a local job for him.

This story is representative of the types of calls received by the National Human Trafficking Resource Center (NHTRC), operated by Polaris. Names have been changed and personally identifying information has been omitted to preserve the confidentiality of the people served.

Names, identifying information, and case details may have been changed to respect confidentiality and protect the individuals we serve.



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Blog

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April 14, 2015

Survivor Story: Boyfriend Turned Trafficker

Sarah is a 17-year-old Caucasian female who grew up in rural Ohio. Sarah ran away from home a few times because her mom and stepfather drank a lot and did not pay attention to her. A few months ago Sarah was walking to the store alone and a 30-year-old male drove up beside her and told her how pretty she was and asked why she looked so sad. Sarah told him that she was angry with her mom and just needed to take a walk. He asked if he could take her to get her nails done down the street to cheer her up, and she agreed. He paid right away while giving compliments and telling her he wanted to meet again the next day.

For the next two months he picked Sarah up and took her to eat, to get her nails done and continued to act like a loving boyfriend. They both began calling each other boyfriend and girlfriend. They spent a lot of time together and he asked Sarah to move in with him, but after another month of living together he told her he couldn't make the rent payment and needed help. He asked her to go on dates with older men and engage in commercial sex. Sarah felt uncomfortable but agreed because she would do anything not to return home, and wanted to make him happy. Her boyfriend praised her and told her he didn't mind that Sarah helped them get money for rent this way. This continued until one night when Sarah was out on the street and was raped by a stranger who initially solicited her for sex. She immediately called the police and was taken to the hospital for an exam.

Once at the hospital, the responding detectives called Polaris client services and two staff members reported to the hospital. Polaris provided emergency housing and emotional support for Sarah as she considered some of her options. She decided to leave her

1/2/2019

Survivor Story: Boyfriend Turned Trafficker | Polaris

boyfriend and move into a shelter. During her month at the shelter, Polaris found long-term housing for her and helped her secure a part-time job. Within four months, Sarah saved enough money to move into her own apartment. She continues to work part-time and attend classes in the evenings. She hopes to attend college next year and eventually own her own business.

Names, identifying information, and case details may have been changed to respect confidentiality and protect the individuals we serve.

Categories: Survivor Stories

How America's 'ground-zero' for modern slavery was cleaned up by workers' group

By Lisa Cohen, CNN

Immokalee, Florida (CNN) Alejandrina Carrera is covered from head to toe.

Long pants tucked into her shoes. Long sleeves tucked into her gloves. And layers of material covering her entire head and face, a protective shield against the brutal south-Florida sun.

Today, the oppressive heat is her only worry.

Yet that wasn't the case when Carrera first came to the United States from Mexico 20 years ago, a migrant farmworker in search of a better life. She was just 14 years old, scared, vulnerable, and alone.

"I was very young, I didn't have my father or mother, no one," she says.



Alejandrina Carrera working on a tomato farm in Immokalee, Florida.

Carrera says she found work on a farm, and it wasn't long before her supervisor tried to take advantage of her. He promised her an easier job inside a warehouse. But as soon as she got in his truck, she says, he drove to a remote part of the farm and tried to force her to have sex with him.

"He told me if we don't do this the easy way, we'll do it the hard way. I was afraid and trembling," she says.

Now 35, Carrera recalls with gratitude the farmworker who heard her screams and rescued her before she could be raped. She also remembers how they both were fired the next day.

Protections against that type of labor abuse against migrant workers in the United States were virtually non-existent in the 1990's.

"No one knew anything about rights," Carrera says. "We didn't seek out what our worker rights were. We just accepted everything they told us and just did our jobs."

Coalition of Immokalee Workers

In 1993, a group of American activists and migrant farmworkers decided to change that. They founded the [Coalition of Immokalee Workers](#) (CIW), a non-profit grassroots organization dedicated to improving wages and working conditions of migrant farmworkers.

The organization is named after the migrant town of Immokalee, Florida, the epicenter of tomato production in the United States. Ninety-percent of all winter tomatoes consumed in the US come from Florida. Immokalee also used to be known as ground zero for modern day slavery.

CIW co-founder Laura Germino explains how the group evolved into an anti-slavery organization.

"We began to come across situations where workers were being held against their will, where they weren't free to leave," Germino says.



A truck on a tomato farm in Immokalee.

The first case they discovered was eventually prosecuted in a [federal case](#) called U.S. vs Flores.

"In that one, we found out that workers were being held by armed guards, prevented from leaving, pistol whipped, some sexually assaulted, and it was a crew of 500 workers," says Germino.

Germino says she and her colleagues initially thought it was just a single case. An anomaly, she says.

"But then we came across another case and another case and that's how I became introduced to labor trafficking."

Since that first case, the CIW has uncovered and helped the US government successfully prosecute eight cases of slave labor on Florida farms.

The cases are highlighted in a mobile museum that Germino uses to educate people about the issue.

Fair Food Program

Today, the CIW's focus is no longer uncovering cases of slavery. Instead, its aim is preventing them from happening in the first place through an initiative it calls the Fair Food Program.

Participants in the program, which include [90% of tomato growers in Florida](#), allow CIW staff to come onto their properties and hold mandatory education sessions for all employees. The workers receive booklets that outline their rights and a hotline to call if they experience violations.

The growers also agree to regular third-party inspections of their farms. When they visit, a team of auditors speaks confidentially with at least 50% of workers to ensure their rights are being respected.



The Fair Food Program operates in Florida, Georgia, South Carolina, North Carolina, Maryland, Virginia and New Jersey.

Laura Safer Espinoza is a former Supreme Court Justice for the State of New York. She now spends her retirement in Florida, running the Fair Food Standards Council, which oversees the audits.

"Places that were called ground zero for modern day slavery by federal prosecutors a few years ago are now cited by national and international human rights experts as the best work environment in U.S. agriculture," she says.

Judge Laura, as she is affectionately called by everyone who works with her, says the code works because it was created by the very people it is designed to protect.

"The code that we get to monitor and enforce is unique because it was written by workers who are the ultimate experts on human rights in the agricultural settings in which they work."

The program also includes real market consequences for farms if violations are found.



Workers pick tomatoes on a farm in Immokalee, Florida.

As Judge Laura explains, "if a participating grower is not complying with the code of conduct after multiple chances and opportunities with the Fair Food Standards Council to work toward compliance, ultimately they are suspended. That means they cannot sell their produce to now 14 major retail buyers."

Those buyers include many of the biggest fast food restaurants and grocery stores, including McDonalds, Taco Bell, Whole Foods Market and Walmart. As part of the agreement, they all pledge to purchase tomatoes only from Fair Food Program farms.

They also agree to pay a penny more per pound of tomatoes, money that goes directly to the farmworkers as a line-item bonus. In some cases, it doubles their paychecks.

Alejandrina Carrera appreciates the extra money, but is most grateful for the change in how she is treated on the job.

"You're not going to be harassed, you're not going to be insulted, you're not going to be forced to work. There's more respect now," she says.

Carrera came to Immokalee dreaming of a better life for herself. Today she dreams of a better life for her three children. They are all in school and she wants them to go on to college and have careers.

Her youngest kids are seven and nine. The oldest is 14, the same age she was when she first came to Florida.

K-W-L Chart

*Assess what you know about a particular topic before and after you have engaged with it. Fill the the columns below with what you **K**now about the topic, what you **W**ant to know, and what you've **L**earned.*

What do you K now about the topic?	What do you W ant to know?	What did you L earn?

This lesson and all Word document attachments can be found at the following URL:

www.cpalms.org/Public/PreviewResourceLesson/Preview/48651



This is a resource from CPALMS (www.cpalms.org) where all educators go for bright ideas!

Resource ID#: 48651

Primary Type: Lesson Plan

Sold: Meeting the Victims of Trafficking - Lesson 1

In this lesson, students will read and write about the social, economic, and political effects of human trafficking. Students will be expected to annotate various texts, work collaboratively in groups, and demonstrate their understanding of the texts read by citing evidence to support a written summary.

Subject(s): English Language Arts

Grade Level(s): 9

Intended Audience: Educators

Suggested Technology: Internet Connection

Instructional Time: 2 Hour(s)

Resource supports reading in content area: Yes

Freely Available: Yes

Keywords: Sold, Patricia McCormick, textual evidence, close reading, annotated notes, collaborative discussion,

Resource Collection: CPALMS Lesson Plan Development Initiative

ATTACHMENTS

[Anti-Trafficking_Groups_WS.docx](#)

[SOLD_Annotated_Example.docx](#)

[SOLD_Group_Chart.docx](#)

[SOLD_Research_Sources.docx](#)

[SOLD_Stories_of_the_Children.docx](#)

[Anti-trafficking_Organization_List.docx](#)

LESSON CONTENT

- **Lesson Plan Template:** General Lesson Plan
- **Learning Objectives: What should students know and be able to do as a result of this lesson?**

Skill:

- Analyze different textual pieces to form opinions
- Cite and summarize using textual evidence
- Infer the catalyst of the text

Knowledge:

- Understand the current social and global issues associated with human trafficking
- Gain a greater appreciation for the plight of individuals
- Determine the causes of child trafficking

- **Prior Knowledge: What prior knowledge should students have for this lesson?**

Students need to have already developed:

- an understanding of annotated note taking
- the ability to correctly cite sources

- **Guiding Questions: What are the guiding questions for this lesson?**

- Based on the various texts read, what happens to children when they are sold? What kinds of labor are these children forced to do?
- What are some of the factors that contribute to the trafficking of children?
- Who are some of the traffickers students meet through reading the texts and what are the reasons for their actions?
- What might be some of the consequences (emotional, psychological, physical, etc.) on the children who have been victimized?
- How can problems like human trafficking be addressed when levels of poverty and need in such countries are so high?
- Are western nations partly to blame for human trafficking?
- Although these texts are set in third world countries, such trafficking also occurs in Australia and the US. What are the main causes of it?
- Who are the victims of these crimes and what causes them to be victimized?

- **Teaching Phase: How will the teacher present the concept or skill to students?**

Anticipatory Set (45 min):

1. Teachers may want to begin the class by saying, "As we venture into this lesson, I want you to keep an open mind, ear, and heart as we read about these children and their travels that lay before them."
2. The teacher will pass out the reading handout: [Children: Victims of Trafficking](#).
3. Instruct students to annotate any questions, concerns, comments, or ideas they have as they read each excerpt.
 - Guide to text annotation:
 - Write brief summaries in the margins
 - List or number multiple ideas (causes, effects, reasons, characteristics)
 - Predict and write possible questions
 - Note puzzling or confusing ideas that need clarification
 - Underline key ideas or concepts.
4. Model how to annotate questions, concerns, and ideas by using the first paragraph of the handout. [See example key to first paragraph here](#).
5. Students should be taking notes as they read, while the teacher will monitor and help guide individual students when necessary.
6. After students have annotated their text, lead a class discussion with the following prompts.
 - What did they find that they did not know?
 - What did they know before they read?
 - What are they shocked about?
7. Explain to students that the text they have just read covers many of the same topics and major themes as an upcoming book, *Sold* by (820L) Patricia McCormick.

- **Guided Practice: What activities or exercises will the students complete with teacher guidance?**

Teacher Guided Activities (45 min):

1. Before class, cut out the 4 selections of reported trafficking scenarios from [Stories of Children](#) and place into 4 separate envelopes. Number each envelope from #1-4.
2. Pass out the [Group work Chart](#) to each student.
 - Define each category:
 - *Gender*: Male/Female
 - *Location born and location trafficked*: Part of the world the child was born in and where they were brought when trafficked.
 - *Catalyst*: The cause. Instruct students to look for the causes that led each child down the path of trafficking.
 - *Ultimate Consequence*: The trafficked child's final outcome. Instruct students to conclude the consequences for each child's exposure to trafficking.
3. Divide students into 4 groups.
 - Give each group one envelope.
 - Allow the groups 5 minutes to read each story and complete the [group chart](#). Students will need to choose someone to read the story aloud in their group.
 - Note: All students will complete their own charts.
 - The teacher will collect envelopes and switch envelopes in a clockwise direction after 4-5 minutes.
4. After rotating 4 different times, discuss students' reactions to these stories, after first providing students with an opportunity to discuss these articles among themselves. When conducting a whole class discussion, pose the following questions to students:
 - What is human trafficking?
 - Why does it happen?
 - What are the factors that contribute to this problem?
 - Who is involved?
 - Who are the traffickers?
 - What are the consequences on the children?

- **Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

Using textual evidence supported by [Stories of Children](#), [Children: Victims of Trafficking](#), and the [group chart](#), students will write a one page summation on their findings on human trafficking. Students will need to use textual evidence to support their summary, synthesizing the multiple texts read in class.

Use the [PARC Expanded Scoring Rubric for Analytical and Narrative Writing](#) to score student work.

- **Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

1. Invite students to read their summaries aloud to the class and conduct a whole class discussion about the major findings students included in their summaries.

Since this lesson can be paired with the book *Sold* (820L) by Patricia McCormick, the following information may be of interests to students.

Major themes in *Sold*:

- Treatment of women
- Children's rights
- Innocence
- Freedom
- Resilience and Personal Strength
- Cruelty
- Courage versus Fear

Author Information:

- Graduated from Rosemont College in 1978, followed by an M.S. from Columbia University Graduate School of Journalism in 1986
- Her first novel for teens was *Cut*, about a young woman who self-injures herself. This was followed by *My Brother's Keeper* in 2005, about a boy who struggled with his brother's addictions. Finally, *Sold* was written in 2006.
- Her awards include the American Library Association Best Book of the Year, New York Public Library Best Book for the Teenaged, and the Children's Literature Council's Choice
- She now lives in New York with two children and her husband.

About *Sold*:

- "Simply to endure," she says, "is to triumph." (p 17)
- *Sold* is written in a series of vignettes: a short description, account or episode.
- The book tells the devastating story of a 13 year-old girl named Lakshmi. She lives in Nepal. Her family is so poor that she is told she must travel to the city to work as a maid. When she arrives, Lakshmi is forced to endure a life of cruelty, but find lasting friendships and some happiness as she secretly plans to escape.
- Patricia McCormick, the author, traveled to India and managed to interview several child prostitutes, which brings a hard edge of reality to the story.

• Summative Assessment

Using textual evidence supported by [Stories of Children](#), [Children: Victims of Trafficking](#), and the [group chart](#), students will write a one page summation on their findings on human trafficking. Students will need to incorporate textual evidence to support their summary.

Guiding questions to assist students' writing:

- How can problems like human trafficking be addressed when levels of poverty and need in such countries are so high?
- Are western nations partly to blame for such traffic?
- Although the articles highlighted human trafficking in third world countries, such trafficking also occurs in Australia and the US. What are the main causes of it?
- Who are the victims of these crimes and what causes them to be victimized?
- Where are these crimes happening?

Students will need to synthesize multiple sources received in class ([Stories of Children](#) and [Children: Victims of Trafficking](#)) to demonstrate their understanding on the topic. Use the [PARC Expanded Scoring Rubric for Analytical and Narrative Writing](#) to score student work.

• Formative Assessment

During the Teaching Phase of this lesson, the teacher will assess students' understanding of the text [Stories of the Children](#) by asking probing questions such as:

1. What is human trafficking?
2. How does it occur and what are the effects of it?

In the Guided Practice of this lesson, the teacher will assess students' understanding of the text [Children: Victims of Trafficking](#) by asking probing questions such as:

1. What are the different types of forced labor children were required to perform?
2. What are the economical, social, and political consequences of human trafficking?

During the Independent Practice portion of the lesson, the teacher will assess students' understanding of citing textual evidence to support their analysis of the texts read in class by circulating around the room and individually conferencing with students to assess their ability to cite textual evidence and include it in their written text.

• Feedback to Students

While students are working in groups with the [Stories of the Children](#) and [the group chart](#), the teacher will provide feedback to students with the following:

- redirecting confusions
 - Define: Catalyst.
 - Define: Ultimate Consequence.
- providing reinforcement by asking clarifying questions such as:
 - What is human trafficking?
 - Why does it happen?

- What are the outcomes for each of these children?
- What did they lose because of it?
- Did they gain anything?
- helping to discover significant textual evidence, and
- assisting in formulating a thesis position for their summative assessment.

While students are annotating [Children: Victims of Trafficking](#), the teacher will provide feedback to students by:

- redirecting confusions
 - Model annotated notes in the first paragraph.
 - Encourage students to pin point words they are unsure of.
- providing reinforcement by asking clarifying questions such as:
 - Based on the stories you have heard, when children are trafficked, what happened to them?
 - What kinds of work are they forced to do?
 - What are some of the factors that contribute to the trafficking of children?
 - Who are some of the traffickers you have met through these stories and what are the reasons for their actions?
 - What might be some of the consequences (emotional, psychological, physical, etc.) on the children who have been victimized?
- helping to discover significant textual evidence, and
- assisting in formulating a thesis position for their formative assessment.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

Differentiated Instruction options include the following:

- Allow extended time for completion of assignments
- Allow additional time for reading and writing assignments
- Repeated review of what was done previously
- Supplemental aids (Dictionary, thesaurus)
- Visual demonstrations (modeling)
- Read materials aloud
- Instructions or directions given through different channels (written, spoken, demonstration)
- Copy of teacher model for desk use
- Large print material
- Assistance with note-taking
- Tutoring assistance (peer, pal, teacher)
- Assistance with organization and planning of writing (graphic organizers)
- Partner students according to skill level

Extensions:

Complete A Research Component:

1. The Possible Reasons: Students can write a complete MLA style research paper incorporating any of the prompts below.

- *Human trafficking:*
 - In what countries is child trafficking a major problem?
 - Are there child prostitutes in United States? What is the government doing to remove child prostitution?
- *Third World countries and subsistence economies:*
 - How can problems like human trafficking be addressed when levels of poverty and need in Third World countries are so high?
 - Are western nations partly to blame for such traffic?

2. How to help: Spread the word

- Prior to the assignment, assign each student one of the [Anti-Trafficking Organizations](#) that can be found by the link provided.

- The teacher can pass out the [Anti-Trafficking Groups Reveled worksheet](#) for students to use while they are researching their information. The teacher may allow time in class to do the research or allow students to complete the assignment for home work.
- **Suggested Technology:** Internet Connection
-

Special Materials Needed:

- [Group Chart](#) for completing the [Stories of the Children](#) activity
- [Research about human trafficking](#) for student writing
- [PARC Expanded Scoring Rubric for Analytical and Narrative Writing](#) to score student writing

•

Further Recommendations:

This lesson is the first in a three lesson unit.

- Lesson 2: [Our Role in a Small World](#) (Resource ID 48928) encompasses students' use of media presentations to enhance understanding of the realities most people face in our world as well as allowing students to convey complex ideas that link economic downfalls to *Sold* through student writing.
- Lesson 3: [Interview of a Trafficked Child](#) (Resource ID 50700) gives students the opportunity to support their stance on trafficking by including research and statistics into an article format.

SOURCE AND ACCESS INFORMATION

Contributed by: Melissa Fraum
Name of Author/Source: Melissa Fraum
District/Organization of Contributor(s): St. Johns
Is this Resource freely Available? Yes
Access Privileges: Public
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Related Standards

Name	Description
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[LAFS.910.W.3.9:](#)

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).



This is a resource from CPALMS (www.cpalms.org) where all educators go for bright ideas!

Resource ID#: 48928

Primary Type: Lesson Plan

Sold: Our Role in a Small World - Lesson 2

"Our Role in a Small World" encompasses students' use of media presentations to enhance understanding of the realities most people face in our world as well as allowing students to convey complex ideas that link economic downturns to Sold (820L).

Subject(s): English Language Arts

Grade Level(s): 9

Intended Audience: Educators

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, LCD Projector, Computer Media Player

Instructional Time: 2 Hour(s)

Resource supports reading in content area: Yes

Freely Available: Yes

Keywords: Sold, Patricia McCormick, multi-media presentation, human trafficking

Instructional Component Type(s): Lesson Plan

Resource Collection: CPALMS Lesson Plan Development Initiative

ATTACHMENTS

[Class_Survey1.docx](#)

[If_the_World_Were_100_People_KEY.docx](#)

[If_the_World_Were_100_People.docx](#)

[Video_Rubric.xlsx](#)

[Class_Survey_v_2.docx](#)

[Student_data_sheet_1.xlsx](#)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

Knowledge

- Gain awareness of world diversity
- Gain a greater appreciation for the plight of individuals
- Encourage critical thinking about the reasons for inequality and other global issues

Skills

- Justify opinions with new and prior knowledge
- Write to convey complex ideas linking global economic conditions to Sold (820L).
- Use media presentations to enhance and demonstrate understanding
- Critically analyze causes of inequality and other global issues

Prior Knowledge: What prior knowledge should students have for this lesson?

Students will need to be familiar with:

- writing explanatory/informative texts and developing presentations.
- a video or photo productions system such as Microsoft Movie Maker, iMovie, Prezi, PowerPoint, etc.

Guiding Questions: What are the guiding questions for this lesson?

- What are the most surprising, most disturbing, and most challenging statistics you have been presented with?
- What concerns you the most?
- Where do you think improvements in social structure have been made over the past 5 years?
- What do you think the village will be like in 10 years from now?
- Who really exercises power in the village and with what consequences?
- What additional statistic would you like to see?

Teaching Phase: How will the teacher present the concept or skill to students?

1. Pass out the worksheet [If the World Were 100 People.doc](#). Have students complete the Before Watching section of the worksheet which included the "Money" section mid-way in the worksheet.

- Directions - Before Watching:
 - Teacher will read through and define each category with the students
 - Define: Oceania - An area that encompasses the Pacific Ocean islands and adjacent seas
 - Define: Malnourished - Affected by improper nutrition or an insufficient diet.
 - Allow 5 minutes to complete the "Before Watching" section

2. Introduce "[The Miniature-Earth](#)."

The teacher may begin by saying:

- "[The Miniature-Earth](#)" is a video that shrinks the world's population to a scope of 100 people. It presents statistics that maintain the sizes seen in today's world. For example, if it shows that 12 people own a computer, that means 12% of the world's population, or roughly 840 million people, own a computer. This approach takes large statistics and presents them in proportions that can be easily understood.

3. Inform students they will now complete the During Watching section of their worksheet with the correct statistics.
4. Play "[The Miniature-Earth](#)" twice in order to provide students time to process the information, as well as record the statistics presented.
5. After watching the presentation, discuss students' findings. Reference the Guiding Questions listed above in the Guiding Questions section of the lesson plan.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Day 1:

1. Pass out the "[Class Survey.docx](#)" worksheet and read through the directions with students.
 - Instruct students not to put their name on the paper and to circle all their responses. This survey is completely anonymous.
 - Note: This activity may be used as a homework assignment, or a bell-ringer assignment.
2. Upon completion, collect all surveys from students.
3. That night, tally up student responses on the [Student data sheet-1.xlsx](#).

Day 2:

4. During this next phase, students will obtain the results of the survey for the class. Discuss the final outcomes of the survey and relate the guiding questions back to "[The Miniature-Earth](#)" discussion questions:
 - What are the most surprising, most disturbing, and most challenging statistics you have been presented with?
 - What concerns you the most?
 - What do we really know about the people with whom we share the planet?
 - Why should we care about them?
 - What are some advantages/disadvantages to asking only our classmates?
 - What are some advantages/disadvantages to asking all residents?

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

- Pass out the video [Rubric.xls](#)
- Explain to students that they will design a video that represents the life of an average student from their high school based on the results generated from the [Class Survey.docx](#)
 - Students will need access to movie producer software and be able to access the internet in order to select images and music to include in their video.
- Read through the rubric with students.
 - Make sure to explain that students should model their video off "The Miniature-Earth" video presented in class and their video should be 1-2:30 minutes in length.
- Allow students to break into groups of 2 or 3.
- Distribute final numbers tallied from the student survey to each group.
 - Note: The teacher should fill in numbers collected from on the Student Data sheet prior to this lesson.
- Explain that students will have more statistics than is reasonable to place in one video. Therefore, it is necessary to focus on the most relevant information.
 - For example, they could have results of:
 - 4 students are an only child
 - 7 students have 1 sibling
 - 9 students have 2 siblings
 - 2 students have 3 sibling
 - 1 students have 4 siblings
 - 0 students have 5 siblings
 - 0 students have 6 or more siblings
 - Guiding Questions:
 - How meaningful are these statistics?
 - How can they be reduced to simpler terms?
 - An example may be to combine the results, reporting the data as:
 - 4 students are an only child
 - 18 students have 1-3 siblings
 - 1 students have 4 or more siblings

- Give groups time to count the survey numbers and put topics into classifications.
- The teacher should provide at least two days in the computer lab to give studentsampletimetocreatetheirmulti-media projects.
 - Explain to students that the project should be no longer than 3 minutes in length or 20 powerpoint slides.
- The teacher should also provide assistance and reinforcement to students as they begin their video, by guiding them through the use of their desired presentation software. (Prezi, PowerPoint, Microsoft Movie Maker, etc.)
 - Note: Teacher should provide a quick tutorial on finding images that are appropriate and do not infringe on copyright materials.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

After presentations have been presented, the teacher should lead a discussion on what students learned from the project.

Guiding Questions:

- What did you learn about your schoolmates?
- How will you use this information about your schoolmates?
- How do you view your schoolmates now compared to before the activity?
- How will you apply what you know and learned through the project?

Summative Assessment

Based on the results from the [Class Survey.docx](#), students will design a video that represents the life of an average student from their high school. Students will need access to software and be able to access the internet in order to select images to include in their video.

Explain to students that they will have more numbers and statistics than is reasonable to place in one video. Therefore, it is necessary to focus on the most relevant information.

For example, they could have the following statistics:

- 4 students are an only child
- 7 students have 1 sibling
- 9 students have 2 siblings
- 2 students have 3 siblings
- 1 students have 4 siblings
- 0 students have 5 siblings
- 0 students have 6 or more siblings

Guiding Questions:

- How meaningful are these statistics?
- How could they be represented into simpler terms?

One example may be to combine results, reporting the data as:

- 4 students are an only child
- 18 students have 1-3 siblings
- 1 students have 4 or more siblings

The attached [Video Rubric.xls](#) can be used to assess students.

Formative Assessment

During the Teaching Phase of this lesson, the teacher will assess students' understanding of cultural differences, world-wide inequalities, and how poverty plagues our world by asking probing questions such as:

- What are the most surprising, most disturbing, and most challenging statistics you have been presented with?
- What concerns you the most?
- What do we really know about the people with whom we share the planet?
- Why should we care about them?

In the Guided Practice section of this lesson, the teacher will assess students' understanding of the statistical findings of cultural differences, poverty levels in their school, and social inequalities, by grading a short essay on how these statistics relate to Lakshmi, the main character, in addition to how the statistics relate to students' lives.

During the Independent Practice portion of the lesson, the teacher will provide students with the opportunity to practice and apply the strategic use of technology and other media in class (or in a computer lab) by circulating around the room, and individually conferencing with students to formatively assess their ability to create comprehensible presentations that express ideas clearly.

Feedback to Students

Before and while watching [If the World Were 100 People.doc](#) the teacher will provide feedback to students by:

- asking clarifying questions such as:
 - What was the purpose of only choosing 100 people?
 - What numbers surprised you? Why?
 - How could we measure the world we live in?
 - Guide them to a measurable option (e.g., their own school)
- redirecting confusions
- providing reinforcement
 - Define: Oceania
 - Define: Malnourished

While students are writing a short reflection/explanatory quick write on how these statistics reflect Lakshmi's world as well as their own, the teacher will provide feedback to students by:

- asking clarifying questions such as:
 - Where was Lakshmi born?

- What kind of country is Nepal?
- What can we gather from the information we have read so far in Sold (820L) to help us make conclusions about Lakshmi's life?
 - Go back to chapter's 1, 2, and 3 for specific textual evidence to support your answer.
- redirecting confusions
 - encourage students to write for a deeper understanding of the world's plight.
 - For example: Make a connection between Lakshmi's struggle and economic issues faced by her family.
 - Make an even deeper connection by analyzing the motivations of traffickers in general.
- provide reinforcement
- assist in formulating a position for the writing assignment.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

- Repeated review of the video in order for students to capture statistics provided
- Students could be provided with a completed chart
- Partner students for summative assessment
- Alter summative assessment to be a poster instead of a multi-media project
- Provide extended time for completion of assignments

Extensions:

The multimedia survey project could be expanded to a school-wide level by sending copies of the student survey home with each student, and asking each family to complete it. The data collected would provide for a more reliable interpretation of the intent of the survey.

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, LCD Projector, Computer Media Player

Special Materials Needed:

Copies of the book Sold (820L) if chosen to include with this lesson, though this text is not necessary in order to implement this lesson.

Access to the internet, computers, and software which provides students with the opportunity to create multi-media presentations.

Further Recommendations:

This lesson can be taught independently or as a companion activity with the book Sold (820L) by Patricia McCormick. This book is a series of vignettes that highlight the social, political, and economic effects of human trafficking.

Additional Information/Instructions

By Author/Submitter

This lesson can be taught independently or as a companion activity with the book Sold (820L) by Patricia McCormick. This book is a series of vignettes that highlight the social, political, and economic effects of human trafficking.

Lesson 1 and 3 in this unit have been added as related CPALMS resources.

- ID 48651 - Sold: Meeting the Victims of Trafficking - Lesson 1
- ID 50700 - Sold: Interview of a Trafficked Child - Final Lesson 3

SOURCE AND ACCESS INFORMATION

Contributed by: Melissa Fraum
Name of Author/Source: Melissa Fraum
District/Organization of Contributor(s): St. Johns
Is this Resource freely Available? Yes
Access Privileges: Public
License: [CPALMS License - no distribution - non commercial](#)

Related Standards

Name	Description
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.W.2.6:	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.

This document can be accessed on CPALMS at the following link:
<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/50700>



This is a resource from CPALMS (www.cpalms.org) where all educators go for bright ideas!

Resource ID#: 50700

Primary Type: Lesson Plan

Sold: Interview of a Trafficked Child - Final Lesson 3

Lesson 3, "Interview of a Trafficked Child," gives students the opportunity to support their position on human trafficking by incorporating research and statistics into an article format.

Subject(s): English Language Arts

Grade Level(s): 9, 10

Intended Audience: Educators

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection

Instructional Time: 2 Hour(s)

Freely Available: Yes

Keywords: Sold, newspaper article, writing arguments, analyze accounts, interview, human trafficking

Resource Collection: CPALMS Lesson Plan Development Initiative

ATTACHMENTS

[Newspaper Unit.docx](#)

[Student Journalist Directions Lesson 3.docx](#)

[Newspaper Rubric.xls](#)

[Group Work Rubric.doc](#)

LESSON CONTENT

- **Lesson Plan Template:** General Lesson Plan
- **Learning Objectives:** What should students know and be able to do as a result of this lesson?

Knowledge:

- Identify the purpose of a newspaper.

Skills:

- Apply the "Who -What -When -Where -Why -How" writing technique.
- Write an effective lead.
- Use basic editing principles.
- Apply basic layout principles.

• **Prior Knowledge: What prior knowledge should students have for this lesson?**

Students need to know background information on:

- Fact vs. Opinion
- How to effectively research topics
- Methods of persuasion
- How to use word processing software

• **Guiding Questions: What are the guiding questions for this lesson?**

- Basic journalism questions:
 - Who?
 - What?
 - Where?
 - When?
 - Why?
 - How?
- What are the 5 elements of a newspaper article?
- What are the main objectives of a newspaper article?
- What makes news articles reliable?

• **Teaching Phase: How will the teacher present the concept or skill to students?**

1. Distribute [The 5 Elements of a Newspaper Article and The Main Objectives of a Newspaper Article](#) (page 1 of the attached document) to students.
2. Have a few volunteers read the elements and objectives.
3. Pass out a current article from your local or national newspaper.
 - Read the article to students.
 - As you read, students should look for the 5 elements of a newspaper.
4. Pass out 5 different colored pencils or crayons to students.
 - Allow them to make a key using The 5 Elements of a Newspaper Article by underlining each of the 5 elements with a different color.
5. Give students 15 minutes to underline the 5 elements using their key.
6. Discuss student findings.
7. Homework: Find a credible news article (online or print) and bring it in tomorrow.

• **Guided Practice: What activities or exercises will the students complete with teacher guidance?**

1. Refer back to the [Main Objectives of a Newspaper Article](#) handout.
2. Refresh students on numbers one through three.
 - What are the strict rules journalist try to follow?
 - Why is honesty so important to journalists?
 - What is wrong with a journalist offering his/her opinion?
3. Discuss number four again:

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