

# Human Trafficking is the Modern Day Slave Trade: A High School Curriculum

**Anthony Talbott**

Political Science / Human Rights,  
University of Dayton

*Abolition Ohio* – The Rescue and Restore  
Coalition in the Miami Valley

**Kathryn Talbott**

Intervention Specialist,  
Fairmont High School, Kettering, OH

*Abolition Ohio* – The Rescue and Restore  
Coalition in the Miami Valley

Copyright 2013





**Human trafficking is modern-day slavery,**  
and it's happening right here in the United States.

## National Human Trafficking Resource Center (NHTRC)

# 1-888-373-7888

email: [NHTRC@PolarisProject.org](mailto:NHTRC@PolarisProject.org)

**Text HELP or INFO to BeFree (233733)**

**TOLL-FREE | 24 Hours/day, 7 Days/week**

*Confidential | Interpreters available*

### WHO ARE THE VICTIMS?

Victims are forced to provide labor or commercial sex, and can be:

- U.S. citizens or foreign nationals
- Men, women, or children

### WHERE DOES HUMAN TRAFFICKING HAPPEN?

Human trafficking can happen in many situations, including in:

- Commercial sex industry (street prostitution, strip clubs, fake massage businesses, escort services, brothels, internet)
- Factories (industrial, garment, meat-packing)
- Farms, landscaping, or construction
- Peddling rings, begging rings, or magazine crews
- Private homes (housekeepers, nannies, or servile marriages)
- Restaurants, bars, and other service industries (nail or hair salons)

Call to get help, report a tip of suspected trafficking,  
or request information and training.

FOR MORE INFORMATION: [www.TraffickingResourceCenter.org](http://www.TraffickingResourceCenter.org)

This publication was made possible in part through Grant Number 90AR02202 from the Anti-Trafficking in Persons Division, Office of Refugee Resettlement, U.S. Department of Health and Human Services (HHS). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Anti-Trafficking in Persons Division, Office of Refugee Resettlement, or HHS.

# **Title: Human Trafficking is the Modern Day Slave Trade**

**Author: Kathryn Talbott and Anthony Talbott**

**Theme: Introduce the elements of Human Trafficking**

**Objective: Help students to understand the horrors of human trafficking and ways they can help to stop it. Students will learn about the different types of human trafficking, the scope of the problem, and who is vulnerable to modern day slavery. They will visit various websites, read books, and watch videos and presentations that will help them understand the problem. Finally, they will create an original public service announcement or awareness poster as their way of helping to fight human trafficking.**

Note: This curriculum guide is one component of the Abolition Ohio School Trafficking Outreach Program (AO STOP) for middle and high school. For more information on other components, contact [AbolitionOhio@gmail.com](mailto:AbolitionOhio@gmail.com)



## **Components of Curriculum Guide**

This guide contains a total of four components

1. Lesson Plan (this document)
2. Human Trafficking Presentation Slides for Parts 1-5 (PowerPoint presentation)
3. CCS and ODE School Standards
4. Human Trafficking 101 Quiz
5. Discussion Guide for *The Slave Across the Street* by Theresa Flores
6. Human Trafficking Factsheet
7. (AO After School Event – Club Guidelines is an additional file included in the curriculum guide.)

## Ohio Standards Connections

Below are a few of the many Ohio standards relating to this curriculum.

- (Additional standards are compiled in “CCS and ODE School Standards,” a separate file in the curriculum guide.)

## Common Core Standards

### History/Social Studies – Grades 9-10

*CCSS.ELA-Literacy.RH.9-10.3* Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

*CCSS.ELA-Literacy.WHST.9-10.1e* Provide a concluding statement or section that follows from or supports the argument presented.

### Writing - Grades 11-12

*CCSS.ELA-Literacy.WHST.11-12.2a* Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

*CCSS.ELA-Literacy.WHST.11-12.2b* Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

*CCSS.ELA-Literacy.WHST.11-12.2e* Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

*CCSS.ELA-Literacy.WHST.11-12.7* 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

## **ODE Standards—Model Curriculum for Social Studies courses**

*American History, Topic 1: Historical Thinking and Skills, Content Statement #4:*

Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

*Contemporary World Issues, Topic 3: Civil and Human Rights, Content Statement #9:*

Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.

## Lesson Plan

Students will develop an understanding of human trafficking and be able to answer the following questions:

1. What is human trafficking?
2. Where does human trafficking take place?
3. What are the different types of human trafficking?
4. Who is being trafficked?
5. What can I do to help?

Each of these questions corresponds to a part of the lesson plan.

## Additional Equipment/Materials

- Books:  
The books help to explain what trafficking is and how it can be stopped. They can be read as companion pieces to this curriculum.
  - ***The Slave across the Street by Theresa Flores*** is an autobiographical account of a Midwestern girl's experience as a modern day slave.
  - ***Not For Sale: The Return of the Global Slave Trade and How We Can Fight It by David Batstone*** examines modern day slavery and abolitionists around the world. The book's Introduction is available online and a high school curriculum guide for the entire book is also available on the Not For Sale Campaign's website.  
<http://www.notforsalecampaign.org/wp-content/uploads/2009/03/NFSHighSchoolCurriculum.pdf>
  - ***Renting Lacy: A Story of America's Prostituted Children by Linda Smith with Cindy Coloma***. "Step into the darkness of the trafficking underworld. Meet the actual people who live there. Hear their words – and sense the terror and despair. Is there hope? Decide for yourself." A shocking explanation of domestic minor sex trafficking with first person dramatized narratives.

- Websites used in the lesson plan:
  - <http://www.scholastic.com/scopemagazine/PDFs/SCOPE-090312-Nonfiction.pdf>
  - <http://www.youtube.com/watch?v=ZC2ACndmWrA>
  - [http://www.youtube.com/watch?v=5QW\\_nsAijeE](http://www.youtube.com/watch?v=5QW_nsAijeE)
  - <http://www.state.gov/j/tip/rls/tiprpt/index.htm>
  - <http://www.state.gov/j/tip/>
  - [http://www.unodc.org/unodc/en/multimedia.html?vf=/documents/video/psa/HT\\_PSA\\_Better\\_Future\\_2002\\_60s.flv](http://www.unodc.org/unodc/en/multimedia.html?vf=/documents/video/psa/HT_PSA_Better_Future_2002_60s.flv)
  - <http://www.notforsalecampaign.org/about/slavery/>
  - <http://slaveryfootprint.org/>
  - <http://www.tolerance.org/>
- Additional Useful Websites
  - <http://www.AbolitionOhio.org>
  - <http://www.sharedhope.org/>
  - <http://www.polarisproject.org/>
  - <http://www.freetheslaves.net>
- Ohio Dept. of Education—Human Trafficking Prevention
  - <http://education.ohio.gov/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Human-Trafficking-Prevention>
- Materials for posters/presentations:
  - Photographs of traffickers and victims can be downloaded from the US Dept. of State at:
    - <http://www.gtippphotos.state.gov/>

The National Underground Railroad Freedom Center in Cincinnati has a permanent exhibit about modern day slavery (<http://freedomcenter.org/>). This is an excellent opportunity for a field trip.

## Part one: What is Human Trafficking?

### Part one - Activity one: Introduction

Begin with a brief, small group discussion where students can talk and write on note cards what they think the term Human Trafficking means. After discussion, share the following definition with the students (on board, overhead, computer,...). Discuss

### Human Trafficking Definition

*Human beings—mostly women and children are forced, tricked, or threatened into situations where they work for little or no pay and are unable to leave. Their labor and their bodies are exploited for another's profit. They are subjected to horrible physical, psychological, and spiritual abuse that leaves them scarred for life—if they survive the ordeal.*

### Discussion Starter

Who in this room thought that slavery ended with the Emancipation Proclamation of 1863? Well I am here to tell you that slavery still exists. The FBI estimates the slave trade generates nearly \$32 billion in revenue each year. It is estimated that 27 million slaves exist in the world today. That's more than twice as many slaves as there were at the height of the Atlantic slave trade in the nineteenth century.

### Pretest

OR—Have students take the Human Trafficking 101 Quiz pretest before beginning the section. The quiz is designed to generate interest of the topic as students realize how little they actually know about human trafficking. Go over the Quiz in class. Do not grade.

- (The Human Trafficking 101 Quiz and answer key is as a separate file in the curriculum guide. It can be printed out for students as a handout.)

### Brief Introductory Reading

“A Child Slave in California” by Kristen Lewis, *Scholastic Scope* Sept 3, 2012.

<http://www.scholastic.com/scopemagazine/PDFs/SCOPE-090312-Nonfiction.pdf>

## Part one - Activity two: US Law on Human Trafficking

First, share the information on the TVPA with the students. Then direct students (either individually or in small groups) to attempt to define and come up with examples of Force, Fraud, or Coercion. Afterwards, share the definitions below with the students. Discuss.

For further information visit: <http://www.state.gov/g/tip/laws/>

### United States Law: Trafficking Victims Protection Act of 2000 (TVPA)

The **TVPA** is the main US law on human trafficking. It defines “**severe forms of trafficking**” as:

- 1) **sex trafficking** in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age.
- 2) the recruitment, harboring, transportation, provision, or obtaining of a person for **labor or services**, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

### Definitions of Force, Fraud, Coercion

These terms include any situation where an individual is forced to do something against their will, or where they are tricked into doing something by someone who is lying to them or suppressing the truth.

#### **Force**

According to U.S. Immigration and Customs Enforcement, *force* can be active and physical or indirect and psychological (including threats). This term includes:

- Coercion
- Compulsion
- Constraint
- Restraint

***Force = Using violence to control someone***

## **Fraud**

Fraud refers to intentionally distorting the truth in order to get someone else (who relies on that version of the truth) to surrender a legal right or give up something valuable that belongs to them.

***Fraud = Using lies to control someone***

## **Coercion**

*Coercion* refers to behaviors including:

- Threats of harm or physical restraint
- Trying to get a person to believe that if they don't do something, it will result in serious harm or physical restraint of themselves or someone else
- The abuse (or threatened abuse) of law or the legal process

***Coercion = Using threats to control someone***

It is important to also point out that many times more than one of these ways are used to traffic an individual.

### Part one - Activity three: What would you do?

Have students write a short, first person, fictional essay from the point of view of someone who is vulnerable to trafficking but successfully takes actions to avoid the situation. Students should explain in the essay how the trafficker attempted to trick, recruit, or force the person into a trafficking situation and what the person did to prevent it.

OR

Have students write an essay response to "A Child Slave in California," the Scholastic article linked to page 8 above.

## Parallel Activity

CAUTION: Be alert for signs of students who have trouble dealing with the events depicted. The book contains depictions of events that may be triggers for students who have suffered trauma in the past or are very sensitive.

Once students have an introductory understanding of human trafficking, assign readings from Theresa Flores, *The Slave across the Street*. A chapter by chapter discussion guide is an addition file in this curriculum guide. Assign chapters weekly as your class moves through the other lessons and activities in this guide.

- (Discussion Guide for the Slave across the Street is included as an additional file in the curriculum guide.)

Summary from publisher: *While more and more people each day become aware of the dangerous world of human trafficking, most people in the U.S. still believe this is something that happens to foreign women, men and children--not something that happens to their own.*

*In this powerful true story, Theresa Flores shares how her life as an All-American, blue-eyed, blond-haired 15-year-old teenager who could have been your neighbor was enslaved into the dangerous world of sex trafficking while living in an upper-middle class suburb of Detroit. Her story peels the cover off of this horrific criminal activity and gives dedicated activists as well as casual bystanders a glimpse into the underbelly of trafficking. And it all happened while living at home without her parents ever knowing about it. Involuntarily involved in a large underground criminal ring, Ms. Flores endured more as a child than most adults will ever face their entire lives.*

*In this book, Ms. Flores discusses how she healed the wounds of sexual servitude and offers advice to parents and professionals on preventing this from occurring again, educating and presenting significant facts on human trafficking in modern day America.*

For additional information, watch the following video TED Talk by Theresa Flores, an author, advocate, and survivor of minor sex trafficking. She introduces her story and tells how she overcame her traumatic past. Theresa currently lives in Ohio. (Mature content—review first.)

[http://www.youtube.com/watch?v=5QW\\_nsAjweE](http://www.youtube.com/watch?v=5QW_nsAjweE)

Have students discuss Theresa's story in small groups. Guide discussion of the topics and events in the book.

Assign essays or chapter reviews to students.

Have students produce artwork as a means of expressing their feelings.

## **Part two: Where does human trafficking take place?**

### Part two - Activity one: Overview

Watch the following video PSA about human trafficking in Ohio (with Governor Kasich and Theresa Flores).

<http://www.youtube.com/watch?v=ZC2ACndmWrA>

Share the statistics from the Fact Sheet with students. Make sure they realize that human trafficking and slavery exists everywhere: Poor countries, wealthy countries, the USA, and Ohio. Discuss.

- (The Fact Sheet is as a separate file in the curriculum guide. It can be printed out for students as a handout.)

## Part two - Activity two: Human Trafficking Here and Around the World

The Trafficking Victims Protection Act of 2000 (TVPA) mandated the US State Department to set up an Office to Monitor and Combat Trafficking in Persons (usually called the “J/TIP” office). One of the office’s responsibilities was to produce an annual report on trafficking in persons around the world. In 2010, for the first time, the US TIP Report included a section on human trafficking in the US.

Note: The US government usually refers to human trafficking as “Trafficking in Persons” or “TIP.”

Either:

Download the PDF version of the latest TIP Report to student accessible computers and save to hard drives ahead of time. (Consists of at least 7 files which are large and sometimes download slowly.)

<http://www.state.gov/j/tip/rls/tiprpt/index.htm>

Or:

Follow link to latest TIP report and scroll down to the HTML version of the report and access online. (Much quicker but not in a ‘polished’ final product.)

<http://www.state.gov/j/tip/>

Break students into groups and have them look over the TIP Report. Pay special attention to the following sections:

- Topics of Special interest
- Victim’s Stories
- Tier Placements
- Country Narratives

Explain the meaning of each of the four tiers (Tier 1, Tier 2, Tier 2 Watch List, and Tier 3). Then, have each group choose one country from the report and prepare a brief oral presentation on human trafficking in that country. Be sure one group presents on the USA.

## THE TIERS

### **TIER 1**

Countries whose governments fully comply with the Trafficking Victims Protection Act's (TVPA) minimum standards.

### **TIER 2**

Countries whose governments do not fully comply with the TVPA's minimum standards, but are making significant efforts to bring themselves into compliance with those standards.

### **TIER 2 WATCH LIST**

Countries whose governments do not fully comply with the TVPA's minimum standards, but are making significant efforts to bring themselves into compliance with those standards AND:

- a) The **absolute number of victims** of severe forms of trafficking is very significant or is significantly increasing;
- b) There is a **failure to provide evidence of increasing efforts** to combat severe forms of trafficking in persons from the previous year; or
- c) The determination that a country is making significant efforts to bring itself into compliance with minimum standards was based on **commitments by the country to take additional future steps over the next year.**

### **TIER 3**

Countries whose governments do not fully comply with the minimum standards and are not making significant efforts to do so.

## Part two – Activity three: International Agreements

Discuss how human trafficking takes place all around the world and is too large of a problem for just one country to handle. Explain that the United Nations has a major role to play in combatting human trafficking by coordinating the international response and offering expertise and resources to all countries.

Note: This would be a good place to discuss treaties and international agreements and to explain the United Nations, if needed.

The "Palermo Protocol" is part of the United Nations Convention against Transnational Organized Crime (2000). The Protocol recognizes that human trafficking is one of the largest, fastest growing crimes in the world. It contains the first ever, international, legal definition of human trafficking. This definition is very similar to the US Federal definition from the Trafficking Victims Protection Act (TVPA).

Show students the Protocol's and TVPA's definitions and have them compare and contrast the two.

*Palermo Protocol Definition*

"Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth [above].

*TVPA Definition* (US Law uses the term "severe forms of trafficking in persons" to mean human trafficking)

The term "severe forms of trafficking in persons" means—

(A) sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; or  
(B) the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

Ensure students notice the following key differences:

1. Palermo focuses more on how trafficking takes place instead of just what it is.
2. Palermo gives more ways trafficking can take place than just "force, fraud, coercion."
3. While the TVPA states that minors do not have to show force, fraud, or coercion to be considered victims of sex trafficking, the Palermo Protocol also does this for labor trafficking.
4. "Removal of organs" is considered a type of human trafficking by Palermo, but not TVPA. (Organ trafficking is considered a separate crime in the US.)

### **Part three: What are the types of human trafficking?**

#### Part three - Activity one: Types of modern day slavery

The US government has identified eight major types of modern day slavery or human trafficking in the Trafficking in Persons (TIP) Report:

1. Forced Labor
2. Sex Trafficking
3. Bonded Labor
4. Debt Bondage Among Migrant Laborers
5. Involuntary Domestic Servitude
6. Forced Child Labor
7. Child Soldiers
8. Child Sex Trafficking

Review the Part three slides in the Human Trafficking Presentations PowerPoint, then present to students. Detailed information on types of trafficking is included in the annual TIP Report.

The United Nations Office on Drugs and Crime has produced a variety of public service announcements on human trafficking. The following link is to a 60 second spot that covers labor trafficking. There are many others on the site as well.

Show the following brief video PSA to students.

[http://www.unodc.org/unodc/en/multimedia.html?vf=/documents/video/psa/HT\\_PSA\\_Better\\_Future\\_2002\\_60s.flv](http://www.unodc.org/unodc/en/multimedia.html?vf=/documents/video/psa/HT_PSA_Better_Future_2002_60s.flv)

Have students compare and contrast the different types of human trafficking. Which types occur in the US? Which types do not occur in the US? Which are more prevalent in less developed countries? Which are more likely to happen in wealthy, developed countries? Why? Have them link the types of trafficking with information learned from their earlier assignment on the TIP Report country reports.

## **Part four: Who Is Being Trafficked?**

This section deals with several related topics:

1. the various social, economic, and cultural conditions and vulnerabilities or “push factors” that drive people into the arms of human traffickers;
2. locations, occupations, and situations where trafficking is known to take place in the US; and 3. the “Red Flags” or warning signs that identify potential trafficking victims.

Unlike historic slavery, modern day slavery does not target a particular race or ethnicity. ALL people are potential victims. Human traffickers usually prey upon people who are vulnerable or weak in some way. Victims tend to be: children, women, the poor, immigrants, victims of abuse, homeless, runaways, drug addicts, people without education, the mentally handicapped, and other marginalized people.

### Part four: Activity one: Vulnerabilities

Familiarize yourself with the Vulnerabilities listed on Part four slides in the PowerPoint. Present material to students. Discuss.

Have students break up into groups and visit Not For Sale Campaign’s “Slavery” page and explore the many links:

<http://www.notforsalecampaign.org/about/slavery/>

### Part four: Activity two: Vulnerable US Locations and Occupations

Familiarize yourself with the vulnerable US locations/occupations and the Red Flags listed on Part four slides in the PowerPoint. Present material to students. Discuss.

Discussion starter: Why do you think (pick an occupation/location from list) can lead to human trafficking?

### Part four: Activity three: Red Flags

Familiarize yourself with the Red Flags listed on Part four slides in the PowerPoint. Present material to students. Discuss.

### **Part five: What can I do to help?**

Human trafficking is often called an “invisible crime.” This is because it happens right in front of us and we don’t notice because we don’t recognize the signs or understand what it is. So, as regular people, our best weapon against modern day slavery is to increase our own knowledge and to raise awareness.

#### Part five - Activity one: “How many slaves work for me?” (Slaveryfootprint.org)

Slaveryfootprint.org is an excellent resource that show how all of us are involved with modern day slavery. It is an interactive and “fun” survey that looks at the user’s consumer habits and estimates how many slaves work for the person filling out the survey. It takes from 5-10 minutes to complete the survey.

<http://slaveryfootprint.org>

Have students complete the slavery foot print survey then compare their results and discuss how to reduce their number.

OR

Assign the survey as homework. Students must complete the survey and then write a brief essay that includes:

- 1) Their reaction to the survey
- 2) A discussion of their results
- 3) Their ideas about how to reduce their number.

#### Part five – Activity two: Words and Actions have an Impact

Exploitation and abuse occur because they are tolerated or ignored by society. Students should understand that bullying, racism, sexism, intolerance, and other harmful attitudes can create a climate where abuse of others—including human trafficking—can take place. Even if students do not hold hurtful attitudes themselves, they still support or promote these attitudes if they ignore or tolerate them. Tell students to choose their own words more carefully and to not stand by when they see something they know is wrong.

*Teaching Tolerance* is a project of the Southern Poverty Law Center—a highly respected organization. [www.tolerance.org](http://www.tolerance.org) is: “A place for educators to find thought-provoking news, conversation and support for those who care about diversity, equal opportunity and respect for differences in school.” Browse their site for many useful ideas and activities.

<http://www.tolerance.org/>

### Part five – Activity three: Design an Awareness Tool

Once students are familiar with the information in the first four parts, have them pair off and design a public service announcement (PSA) or awareness poster about modern day slavery. This can either be done as an in class discussion exercise or a home work assignment. If PSA's or posters are actually produced, arrange to publicly display posters in your class, school, or community. Arrange to share PSA's via school morning announcements, school TV or radio station, or by having students perform live readings of PSA's in yours and other classes.

The PowerPoint includes many images that can be used to generate ideas for students. Google image or Youtube searches for "human trafficking awareness" also generates many valuable examples. Depending on the level of maturity of your students, you may need to conduct these searches yourself and share appropriate results.

If you want to go further or you have students who wish to be more active modern day abolitionists, review the Abolition Ohio After School Event/AHT (Anti-Human Trafficking) Club Ideas and Guidelines included as a separate file in this curriculum guide.

- (AO After School Event – Club Guidelines is an additional file included in the curriculum guide.)

*Thank you for making the decision to teach this subject. Together we can finally end slavery in America—and the world.*