THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

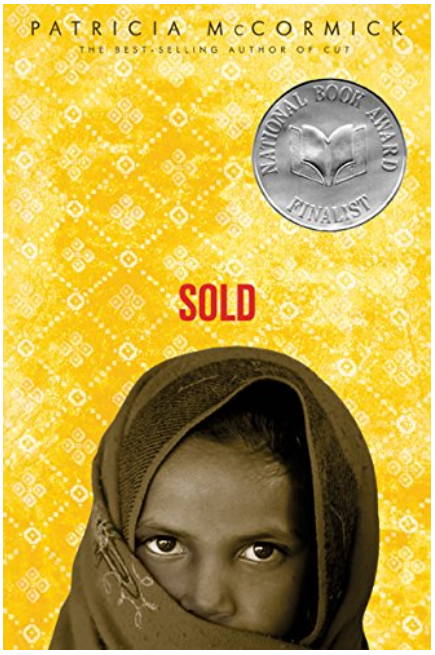
2018-2019

Ideas with IMPACT

idea packet

End the Silence of Human Trafficking

End the Silence of Human Trafficking



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Goals and Objectives

Language Arts Florida State Standards

Reading Standards for Literature

1. LAFS.910.RL.1.2

   Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

2. LAFS.910.RL.2.6

   Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading Standards for Informational Text

3. 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.

4. LAFS.910.RI.2.4

   Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the

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

5. LAFS.910.RI.2.6

   Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

6. LAFS.910.RI.3.8

   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.

Writing Standards

7. LAFS.910.W.1.1

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and

reasons, between reasons and evidence, and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

8. • 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.

9. LAFS.910.W.3.7

   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.

10. LAFS.910.W.3.8

    Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information

into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Standards for Speaking and Listening

11. 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.

12. 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.

    - 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.
    - 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.
    - 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.

13. LAFS.910.SL.1.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

14. 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.

Course Outline/Overview

Description:
Students need opportunities to explore social issues and think about them critically to come up with possible solutions to real world problems. This novel provides students with a fictional account of a girl that experiences human trafficking first hand in *Sold* by Patricia McCormick.

Purpose:
The purpose of this project is to show the connection between fiction and real-life social issues. Through this project students will use research skills, use technology, and think critically about real-world social issues.

Rationale:

By studying the novel *Sold* students can see the reasons why human trafficking is so prevalent in third world countries. Students will read the novel that is written from the perspective of a young girl that leaves her home because her family was promised that she would work as a domestic. However, the reality is that she was sold into a brothel. Students will read the novel and analyze the motives of the different characters. Then, students will research human trafficking in other countries like the United States (specifically Miami), Latin America, and Europe. They will collaborate to create presentations with facts for each country where they identify causes for young girls and boys to fall into human trafficking. Additionally, they will find resources that exist today for young girls that are rescued. Through this project students will research, analyze, evaluate, present, and use 21st century skills.

Lesson Plans

Topic: Every year millions of young girls fall victim to human trafficking. In many cases these young girls are introduced to it by a boyfriend. Novels and lessons like these bring attention to a topic that is considered taboo, but that happens way too often in Miami. Students deserve to know about these issues and to be exposed to ways that they can help others or help themselves. Additionally, this project takes them into the 21st century and they learn how to navigate in the real world since today's workforce has to know about technology and how to use the tools efficiently. They must be exposed to these tools if they are meant to grow in the business world. Also, researching will activate their critical thinking and they will become people that can think outside of the box. These tools not only target a very real issue that affects young people, but in the process they are learning skills that will be essential for their future endeavors. Therefore, this project will enhance their lives and induce them to become the leaders of tomorrow.

This unit will take place in a span of 3-4 weeks. Students will read the novel *Sold* by Patricia McCormick and annotate for literary elements found in the novel. Students will especially make note of power roles within the novel. After reading the novel, students will discuss the novel using a Socratic Seminar method from avid.org.

Then, student will complete a culminating activity where they research human trafficking around the world, identify possible solutions, and present to the class using technology.

P.	OBJECTIVE	LANGUAGE ARTS FLORIDA STANDARDS (LAFS)

Students will be able to discuss thematic ideas and make connections to the world at large through class discussion.	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.

ASSESSMENT *"Begin with the End in Mind"*

Formative Assessment: Teacher observation of discussion and questions presented during the seminar.
Self-Assessment: Students will assess each other during discussion and brief each other's performance during discussion time.
Summative Assessment: Students will use the ideas presented during discussion to brainstorm the research they will conduct for the culminating project.

ESSENTIAL QUESTION

How does power affect how people treat others?

HIGHER ORDER QUESTIONS (3-5)

1. How would you compare Lakshmi to her mother?
2. How does the stepfather's handicap affected the way he treats Lakshmi and her mother?
3. What would happen if Lakshmi's mother didn't need a man to provide for her family? How would things be different?
4. How are the rules in this society related to the problems in the society?
5. How is the United States different from Lakshmi's society in Nepal?

LESSON CYLCE

BELLRINGER	**TIME** Approximate
Answer the following question in your composition book. How does Lakshmi's story reveal the true cause of human trafficking around the world? Use evidence to support your answer.	*5 min*

INTRODUCTION

Today, we will discuss the novel through a Socratic Seminar. You should have your questions ready for discussion today. (Students will already have their questions ready and they will be paired up.)

MODELING *"I DO"*

(After rearranging the desks, students will be in either an inner circle or the outer circle. Only the inner circle can speak during the discussion.)

I will start the discussion with my teacher question which will be one of the HOT questions above.

.

GUIDED PRACTICE *"WE DO"*

After student answers the first question, then I will guide them towards how a socratic seminar takes place.

COLLABORATIVE PRACTICE *"THEY DO"*

Students will continue discussion until all students have had a chance to pose (a) question(s). (about 20 minutes)

INDEPENDENT PRACTICE *"YOU DO"*

After discussion, students will meet with their outer circle partner and they will discuss how they performed during their time in the inner circle, then they will trade roles and a second discussion will take place with the new group. (about 20 mintes)
Afterwards, students will reflect on their performance.

45 minute Session

	CLOSURE	1 – 3 Group Rotations (Depending on the course)
	Teacher will reiterate key ideas that were presented during discussion.	
	HOME-LEARNING	
	Students will research human trafficking in other countries depending on the region assigned to their group.	
		5 min

AVID Socratic Seminar Resources found at:

http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf

Culminating Activity

PRE-PLANNING	**OBJECTIVE**
	Students will research current human trafficking issues that affect the United States, Latin America, Canada, and Europe. They will present their findings and present possible solutions using technology and credible sources. Students will work collaboratively and synthesize information from 3-5 credible sources and present together to the class.
	ASSESSMENT *"Begin with the End in Mind"*
	Formative Assessment: Teacher observation of research and group discussions and planning. Self-Assessment: Students will assess each other's research during group discussion to prepare for project. Summative Assessment: Rubric that assesses student's performance within the group.
	ESSENTIAL QUESTION
	What are some possible solutions to human trafficking that is affecting the developed countries and major cities like Miami?
	HIGHER ORDER QUESTIONS (3-5)
	1. How would you compare Miami to Nepal? 2. What are some societal reasons for human trafficking in major cities around the world? 3. Why do people fall victim to human trafficking? 4. What are some ways that human trafficking manifests itself? 5. How can human trafficking be stopped?

LESSON CYLCE	**BELLRINGER**	**TIME** Approximate
	Brainstorm possible solutions to human trafficking, then share with the person next to you.	*5 min*
	INTRODUCTION	*45 minute Session*
	Students will be introduced to the project and given materials to support their research.	
	MODELING *"I DO"*	

I will model how to fill out the problem/solution graphic organizer to plan before completing the project.
GUIDED PRACTICE *"WE DO"*
As students meet I will walk around and help groups as needed to find resources and create presentations.
COLLABORATIVE PRACTICE *"THEY DO"*
Students will collaborate together to create presentations of their findings using technology.
INDEPENDENT PRACTICE *"YOU DO"*
Each student will focus on their own task within the group.

Planning Graphic Organizer

Country:

_____

Forms of human trafficking in the country:

1.	2.
3.	4.
5.	6.

Problem:

Solution #1:

Solution #2:

Solution #3

Project Instructions

Groups will have 4-5 members. The groups will be responsible for research on human trafficking that occurs in their assigned region/country.

1. United States
2. Europe
3. Canada
4. Latin America
5. Asia

Group Roles:

2 researchers: Researches current human trafficking situation in the region/country.

- Types of human trafficking
- Causes for human trafficking
- How are people trafficked?
- Where do most people that are trafficked live?
- How many people are affected by it?
- 2-3 organizations that target human trafficking- evaluate if they are successful or not and why you think so.
- 2-3 possible solutions based on the research you have done, use evidence to support your conclusions.

1 graphic designer/multimedia expert: Using the research given, this person adds graphics and video clips to support the information in the presentation (must cite graphics and video clips (no more than 30 seconds). Music would be a plus!

1 writer/editor/leader: Synthesizes the information researched into coherent written language.

- Edits the written language phrases/sentences
- Corrects spelling and grammar errors, if any
- Uses font that is easy to read and visually appealing
- Creates References slide using MLA format at the end of the presentation/video.

Final Product must have all of the above requirements. You may use the following format to present the project:

Microsoft Sway- www.sway.com
Microsoft PowerPoint/ Google Slides/Buncee (www.buncee.com)
Public Service Announcement video/Documentary – animoto, Imovie, Windows MovieMaker
Webpage- www.wix.com, www.weebly.com

Resource List

Classroom Materials & Setup:

To complete the culminating project, students should have access to at least one computer. However, if there are no computers available the teacher can secure time at the school library during class time. Or, the teacher can share the activities and resources with students through Edmodo, email, or any other source where students can access the information electronically. Students can use their Smartphones or tablets to complete the research and project.

Resources:

The novel *Sold* by Patricia McCormick is the impetus for this project. However, it can also be obtained in electronic book format. Students need paper, pencil, computer access to complete the discussion and the culminating activity. Having a guest speaker through Skype or in person would add to the experience. Also, encouraging students to publish their work for the general public through competitions or organizations would provide a rich experience for students.
Sold by Patricia McCormick can be found in paperback through Amazon for $7.35.

Adaptability:

This project can be adapted to any fiction or non-fiction book. The focus is on tackling real-world problems by using research and analysis. Students also gain knowledge of different technological tools that they can use in other classes or in the future.

Supplemental Materials:

http://pms.pasco.k12.fl.us/wp-content/uploads/pms/2014/08/Socratic-Seminar.pdf
https://www.patriciamccormick.com/sold
http://www.endslaverynow.org/
https://humantraffickinghotline.org/
https://polarisproject.org/human-trafficking

List of organizations that oppose human trafficking, organizations with a primary, or significant, commitment to ending human trafficking:

1. **The A21 Campaign** (http://www.thea21campaign.org/): a 501 non-profit, non-governmental organization that works to fight human trafficking.
2. **California Against Slavery** (http://californiaagainstslavery.org/): a human rights organization directed at strengthening California state laws to protect victims of sex trafficking.
3. **Destiny Rescue** (http://www.destinyrescue.org/us/): an internationally recognized non-profit organization dedicated to rescuing children from human trafficking and sexual exploitation.
4. **Global Alliance Against Traffic in Women** (http://www.gaatw.org/): a network of more than 100 non-governmental organizations, who share a deep concern for the women, children and men whose human rights have been violated by the criminal practice of trafficking in persons.
5. **International Justice Mission** (http://www.ijm.org/): a U.S. based non-profit human rights organization that operates in countries all over the world to rescue victims of individual human rights abuse
6. **La Strada International Association** (http://lastradainternational.org/): an international NGO network addressing trafficking in human beings in Europe
7. **Maiti Nepal** (http://www.maitinepal.org/): a non-profit organization in Nepal dedicated to helping victims of sex trafficking
8. **MANNA Freedom (**http://www.mannafreedom.com/): working to prevent human trafficking in Eastern Europe.
9. **Not for Sale Campaign** (http://www.notforsalecampaign.org/about/): a 501 non-profit organization based out of California.
10. **Polaris Project** (http://www.polarisproject.org/about-us/overview): a nonprofit, non-governmental organization that works to combat and prevent modern day slavery and human trafficking.
11. **PREDA Foundation** (http://www.preda.org/en/): a charitable organization that was founded in Olongapo City, Philippines in 1974.

12. **Rapha House** (http://www.raphahouse.org/): a public benefit 501non-profit committed to ending human trafficking, bonded labor and the sexual exploitation of children.
13. **Redlight Children Campaign** (http://redlightchildren.org/): a non-profit organization created by a New York lawyer, the president of Priority Films, and an Israeli actress in 2002 to combat worldwide child sexual exploitation and human trafficking.
14. **Redlight Traffic** (http://redlightredemption.org/): a 501 non-profit that uses technology to unite organizations, communities, and individuals and say "NO" to human trafficking
15. **Salvando Corazones** (http://salvandocorazones.org/): a 50 non-profit organization that runs safe houses and is dedicated to the fight against human trafficking in Costa Rica.
16. **Shared Hope International (**http://sharedhope.org/): a 501 non-profit organization which exists to rescue and restore women and children in crisis.
17. **Slavery Footprint** (http://slaveryfootprint.org/): a nonprofit organization based in Oakland, California that works to end human trafficking and modern-day slavery.
18. **Somaly Mam Foundation** (http://www.somaly.org/): a registered 501 non-profit organization focused on combating the global sex slave trade through supporting the rescue, rehabilitation, and reintegration of the victims and through raising global awareness on the issue.
19. **The Protection Project** (http://www.protectionproject.org/): a 501 non-Governmental organization based at the Johns Hopkins University, School of Advanced International Studies in Washington, D.C. which advises governments on drafting and implementing anti-trafficking legislation and promotes the inclusion of trafficking in the curriculum of universities around the world.
20. **Visayan Forum Foundation** (http://www.visayanforum.org/portal/): a non-profit, non-stock, and tax-exempt non-government organization in the Philippines.
21. **Vital Voices** (http://www.vitalvoices.org/): an international, non-profit, non-governmental organization that works with women leaders in the areas of economic empowerment, women's political participation, and human rights
22. **Walk With Me Canada Victim Services** (http://www.walk-with-me.org/): Canada based, providing victim services for survivors of human trafficking
23. **Word Made Flesh** (http://www.wordmadeflesh.org/): serving victims of human trafficking in El Alto, Bolivia

Links and sources found from wikipedia.com

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THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Apply for an Ideas with IMPACT Adapter Grant!

All Miami-Dade County public school teachers, media specialists, counselors, or assistant principals may request funds to implement any project idea, teaching strategy, or project from the 2018 Idea EXPO workshops and/or curriculum ideas profiled annually in the ***Ideas with IMPACT*** catalogs from 1990 to the current year, 2018-19. Most catalogs can be viewed on The Education Fund's website at educationfund.org under "Ideas with IMPACT Catalog Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the Disseminator, communicating via email or telephone, by visiting the Disseminator in their classroom, or by having the Disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Monday, June 3, 2019.

APPLICATION DEADLINE:
December 13, 2018

Apply online at educationfund.org

For more information, contact:
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