

Week Eight: Human Trafficking and Analyzing Graphic Evidence

Weekly Focus: Analysis
Weekly Skill: Charts and Graphs

Lesson Summary: This week students will have a chance to consider the unit's essential question, "What does Independence Mean?" by examining the issue of modern day slavery in the form of Human Trafficking. Students will analyze statistics concerning this topic in both written and visual forms. Students will then be asked to engage in a critical written response to this topic.

Materials Needed: Paper and pencils, Reading (pages 1 and 3 ONLY), Human Trafficking Chart and Questions, Individual Response

Objectives: Students will be able to...

- Read and comprehend technical writing and supplemental graphs
- Demonstrate comprehension by correctly extracting information to answer questions
- Think critically about this unit's essential question
- Respond to a topical question using evidence from the day's reading to support their opinion.

Common Core Standards Addressed: [CCSS.ELA-Literacy.RI.11-12.1](#), [CCSS.ELA-Literacy.RI.11-12.7](#), [CCSS.ELA-Literacy.W.11-12.1e](#)

Notes: Tell students to read all of the questions first before completing the worksheet in groups. This will aid them in identifying key words or information as they go back through the article.

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Activities:

Warm-Up/Review: Writing what you know

Time: 15 minutes

Re-introduce students to this unit's essential question: "What does Independence Mean?" Tell them that today you will be considering this question from an alternative viewpoint: that of someone who is not free. Today we will look at a modern form of slavery in the form of Human Trafficking.

Hand out what you know/what you want to know chart. Model filling out one statement on each side of the chart. Have students finish filling out the chart out based on their own personal knowledge.

Reading Activity: Analyzing Data

Time: 45 minutes

- 1) Remind students that today we will be focusing on the Analyzing portion of our CARE model. This means that we will work to better understand an issue by breaking it down. We will do this by closely examining written and graphic material.
- 2) Hand out pages one and three of Human Trafficking Report. Read through together as a class.
- 3) Hand out questions based on the article and its graphs. Have students work in pairs to complete the questions. (Note: #4 is a trick question. There is not specified evidence for females only.)
- 4) If students finish early, have them come up with a new question that could be answered by reading the report and then answer it.
- 5) Go over answers together.

Break: 10 minutes

Wrap-Up: Writing and Reflection

Time: 50 minutes

- 1) Have students revisit their "What do you Know?" chart and add new information that they have learned to the "know" side and new questions to the "want to know" side. Ask them to try to list as many facts as possible on the "know" side. Model at least one for them. Students may work in pairs.
- 2) Now, go over instructions for the individual writing section with students. Have them respond to the question either using the CLOZE template provided or a structure very similar to it. Students should use one of the facts that they learned from the reading as evidence to support their opinion.
- 3) If time, either pair share answers or share out as a class.

Extension Activity: Research

Time: 45 minutes

- 1) Have each pair of students agree on one specific question that they would like to have answered about Human Trafficking that they feel will better help them understand the data/issue. Before they begin their computer research, work with each pair to ensure that

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their question is one that works well for research.

- 2) Students should work together on the computer to find their answer. Together, they should then prepare a one to two minute presentation to the class to inform the students of both the question they asked and the answer they found. If students would like to use poster paper, markers, or the whiteboard, make these available to them.
- 3) Students should present their research question and findings to the class.

Extra Work/Homework:

Assign Extension Activity as Homework

Differentiated Instruction/ELL Accommodation Suggestions	Activity
Have Beginning Students only answer the first half of the questions. Have Advanced students Summarize the Report's Highlights in paragraph format.	Reading
Have beginning students use CLOZE model.	Writing

Online Resources:

- 1) [GED Testing Service Educator Page](#)

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HUMAN TRAFFICKING

What do you know?

What do you want to know?

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Human Trafficking Questions

- 1) Who wrote this report and what time period does the report cover?
- 2) What are the different types of human trafficking covered in this report?
- 3) What is the difference between a human trafficking suspect and a human trafficking victim?
- 4) If you are a female, of what type of human trafficking are you most likely to be a victim? Give one statistic to support your answer.
- 5) If you are an undocumented alien, of what type of human trafficking are you most likely to be a victim? Give one statistic to support your answer.
- 6) How many more cases were opened for investigation in Quarter 4 of 2009 than in Quarter 4 of 2008?
- 7) What percentage of human trafficking incidents opened for investigation between 2008 and 2010 involved child prostitution?
- 8) Name one specific group of people that you believe is at a high risk of becoming human trafficking victims. Give at least one statistic to support your answer.

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Individual Response

Directions: Read through the question below and write a response that either is similar to or uses the format provided. You should use the information from today's reading as evidence to support your response.

Prompt: Based on today's reading, do you believe that human trafficking keeps some people from being independent? Why or why not? *Use at least one fact or statistic from the article as evidence to support your opinion.*

Human trafficking (does/does not) keep people from _____. One reason that I believe this is _____

_____. A fact that supports this opinion is _____

_____. In my own experience I've noticed that _____

_____. In conclusion, human trafficking _____

_____.