**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group leader\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Other group members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***\*The group leader must ensure that (1) all members of the group participate in all activities and (2) all steps/questions in this packet are completed by the group in the time allotted.***

**Sex Trafficking and Intergenerational Prostitution**

You and your group members will be given *homework* as well as *classwork* to help your understand your chosen topic. Some of this work will be **individualized** and some will be shared as a **group.** You are responsible for keeping all your work together and turning it in, with the assigned rubric, at the culmination of this unit on \_\_ **Monday, May 23rd**

**Part I. Homework-Individual Responsibility during the Week**

As homework, you and each of your group members are personally responsible for reading the chapters **ch1, ch2, ch 3\_\_\_\_\_\_\_\_\_** in the book *Half the Sky*. Reading this material is important for helping you to better understand the context of your assigned topic and film clip, which will be completed in class, yet, more importantly, the reading will help you write a better reflection paper at the end if this unit. You should begin reading this material on \_ **May 11th** \_\_\_\_.\_and finish it by \_\_\_\_\_ **May 16th** \_\_\_\_.

**Part II. Classwork –Individual and group work completed in class**

1. “**Do Now.”**

Briefly respond to the quotations below. First, state whether you agree or disagree. Then offer your comments/thoughts about it.

“No child, no woman, no human being should be selling their bodies for survival” (Umi Basu, founder of New Light.)

“I want to empower the survivors to stand up and say no if they want to say no” (Somaly Mam, Founder of AFESIP Cambodia).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Prescreening Activities (1 whole class period)**
2. As a whole class, we will view the 5:48 minute clip of the trailer for the *Half the Sky* series.
3. Following the trailer, complete the sheet **“What Is Modern Slavery?”**  on your own. (about 15 minutes)
4. Once all group members have completed their sheets, share your answers as a group and ask the following questions: What do you think this type of slavery looks like? If sex trafficking is the largest growing crime right now (which it is), why don’t we hear about sex trafficking in the news? Which countries do you think have these problems? (10 minutes)
5. As a group, look at the sheets “Mapping Modern Slavery” and assign 4-5 letters of facts to each group member. Below is a list of the countries represented by those facts. Each group member should try to guess which country’s facts he/she was assigned. (15 minutes)

USA AUSTRALIA INDIA SUDAN BRAZIL GUATEMALA

GREAT BRITAIN ARGENTINA FINLAND KENYA GERMANY IRAN

JAPAN HAITI RUSSIA SOUTH AFRICA MALAWI CANADA

MEXICO ISRAEL JAMAICA LAOS LIBERIA UGANDA SPAIN CAMBODIA

1. After each group member tried to guess which country he/she has, share your answers. After sharing, your group leader will give out the answers that he/she will receive from me. Discuss any facts that shocked you. Share your thoughts about this pre-screening activity here. (10 minutes) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Viewing the Film Clips (1-2 class periods)**
2. Before I put on the film clip, please read the handout “Cambodia in Context” individually or as a group.
3. Watch the 10:11 film clip as a class and take notes on the “Film Module Screening Guide” on your own. These notes will be collected at the end of the unit with all other materials, so pay attention and take notes.
4. During class we view all the other groups’ clips in addition to your own. You are not responsible for taking notes on these clips, but you can if you find them interesting or if you think you may want to refer to them in your final reflection paper.
5. **Post Screening Activities**
6. Gather as a group and discuss these questions: (15 minutes)
7. What shocked you about the film clip?
8. How did the women’s families play a role in their trafficking?

Based on what you have seen and read, why do so many girls who have been trafficked see prostitution as their only survival option?

1. Nicholas Kristof says “one of the global paradoxes is that countries with the most conservative sexual traditions tend to have the most prostitution.” Why do you think this is?
2. America Ferrera says about the girls “It’s not just saving them from prostitution; it’s saving them from a world where these women themselves have never been taught to value their own lives.” What do you think she means by this? Do you agree or disagree?
3. Complete the worksheet “Upstander, Bystander, Perpetrator, Survivor” on your own. (10 minutes).
4. As a group, look at the worksheet “Responsibility, Culpability, and Understanding.” Each group member should pick a different person from the film clip or the book’s reading and fill out whether that subject is an upstander, bystander, perpetrator, or survivor.
5. Once everyone picks a subject and completes the sheet, share your answers with the group. What were the long term consequences of each subject’s actions?
6. Complete the post screening lesson with a final “do now” below. Share any thoughts you have about all parts of this lesson so far.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part III. The Essay-Individual Reflection Due: Monday, May 23rd**

1. You and your group write join forces to write reflective essay about your thoughts on this topic. One copy of your group’s reflective paper should be on turnitin.com.

**2-3 pages total** **(A Group Grade)**

1. After completing the essay, turn in a printed copy on the last day of the course accompanied by the rubric and all the above unit materials you completed

 **(an individual grade).**

**Caste, Class, and Women’s Rights (Group Focus-Sex Trafficking and Prostitution)**

**Background:** Urmi Basu describes the cycle of intergenerational prostitution thus: “Women who are in prostitution have very little ability to make their daughters aspire to do something different. It’s not that transgenerational prostitution happens because they want to make it happen. It’s because they have no option, they have no escape.”In the United States,Human trafficking is a form of modern-day slavery where people profit from the control and exploitation of others. As defined under U.S. federal law, victims of human trafficking include children involved in the sex trade, adults age 18 or over who are coerced or deceived into commercial sex acts, and anyone forced into different forms of "labor or services," such as domestic workers held in a home, or farm-workers forced to labor against their will. The factors that each of these situations have in common are elements of force, fraud, or coercion that are used to control people. Then, that control is tied to inducing someone into commercial sex acts, or labor or services. Numerous people in the field have summed up the concept of human trafficking as "compelled service." Every year, human traffickers generate billions of dollars in profits by victimizing millions of people around the world, and here in the United States. Human trafficking is considered to be one of the fastest growing criminal industries in the world.

**Prompt: How does the caste system in India and or the social classes in other countries connect to sex trafficking and intergenerational prostitution? Examine other countries’ social hierarchy in relationship to the United States, which is among the least socially mobile of the industrialized countries. Consider these questions: Is there a caste system in the United States? What impact, if any, does our lack of social mobility have on women’s rights and their vulnerability to the sex trade? Would legalizing prostitution in the U.S. help or only hurt this problem? How does American culture reinforce a culture of sexual exploitation of women?**

**Research Requirement:** 2 research facts that focus on global systems and 2 research facts that explore America’s connection to this problem. (you may use resources provided in class).