



The Rights of Workers in United States

Lesson Plan: Understanding Modern-Day Slavery

Grade Level: 9-12



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Lesson Plan: Understanding Modern-Day Slavery

Goal: To introduce students to modern-day forms of slavery and human trafficking in the United States and to examine the human rights violations associated with these injustices.

Objectives:

- Students will redefine their understanding of slavery and discover that slavery still exists (Activity 1).
- Students will challenge their assumptions and critique commonly held misconceptions concerning slavery and human trafficking (Activity 2).
- Students will be introduced to various forms of slavery that occur in the United States (Activity 3).
- Students will learn how slavery violates the fundamental human rights of workers (Activity 4).
- Students will reflect on case studies illustrating instances of modern day slavery (Activity 4).
- Students will demonstrate the knowledge they have gained from this lesson in a written final assessment.

Essential Question: How can we understand modern forms of slavery within a human rights framework?

Time Frame: 2-5 class periods

Grade Level: High School – Adult

Materials: markers, colored pencils or crayons, poster board or large paper, internet access

Handout 1: To Be a Slave

Handout 2: Fact or Myth Quiz Questions (for teacher)

Handout 3: Modern-Day Slavery Resource List

Handout 4: Research Guide

Handout 5: The Universal Declaration of Human Rights

Handout 6: Cassandra

Handout 7: Katya

Handout 8: Melissa

Handout 9: Maria

Handout 10: Jenna

Handout 11: Sofia

Handout 12: Paulo

Handout 13: Liso

Handout 14: Fernando

Handout 15: Slaves and their Rights

Handout 16: Glossary of Terms (for teacher)

Resources: Internet resources for information on slavery in the United States are provided in *Handout 3: Modern-Day Slavery Resource List*

Vocabulary: bonded labor, child labor, coercion, commercial sexual exploitation of children, consent, contract slavery, debt bondage, descent-based slavery, domestic servitude, forced labor, forced marriage, human trafficking, involuntary servitude, modern-day slavery, prostitution, sexual exploitation, sexual slavery, traditional slavery, chattel slavery, worst forms of child labor

Some sections of this lesson plan were adapted from existing lesson plans or other resources on slavery and human trafficking published by Amnesty International, the Free the Slaves Campaign, The Garment Worker Center, Verite, the Global Nomads Group, The University of Iowa Center for Human Rights, the Not for Sale campaign, Florida State University, from news stories published by ABC and NBC news, and from the book *Underground America: Stories of Undocumented Lives*, edited by Peter Orner.

Warning: Please be aware that some of the activities in this lesson plan contain sensitive language and graphic material, which may be difficult and/or traumatic for some students to experience. In making decisions regarding the use of these materials, we strongly recommend that teachers preview the curriculum to familiarize themselves with the content. As you review the materials, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class and ensure that students are getting the maximum instructional benefit afforded by the lesson.



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ACTIVITY 1: Defining Slavery: What Does It Mean To Be a Slave?

Overview: In small groups, and then as a class, students will attempt to conceptualize and define slavery. The discussion of slavery in secondary school curriculum has been relegated primarily to an historical context.¹ History and civic education classes educate students solely on the traditional, “chattel” form of slavery and the historical process leading to its abolishment. As a result, students are left with the impression that the practice no longer exists. The purpose of this activity is to raise awareness to the inaccuracy of this notion, to encourage students to challenge their assumptions about slavery, and to reassess and broaden their understanding of the term.

Time Period: 1-2 class periods

1. **Small Group Discussion.** Divide students into small groups. Allow each group 5-10 minutes to come up with words and phrases that they associate with or that they feel define a slave or a condition of slavery. The following questions should be written on the chalkboard or whiteboard to guide discussion and prompt appropriate responses:

- What is a slave?
- What does it mean to be in slavery?
- Do you think slavery still exists?
- Why or why not?

Students should each take notes and record their group’s conclusions so that they may report them to the class after discussion.

2. **Read and Respond.** Distribute *Handout 1: To Be a Slave* to the students. Each student should have his or her own copy. Allow students another 5-10 minutes to read the passage from Julius Lester’s “To Be a Slave” on their own and then to respond to the corresponding questions provided on the worksheet. Students should respond in writing, and they may do so directly on the handout provided or on a separate sheet of paper.

3. **Class Discussion.** What does it mean to be a slave? Have students raise their hands and share the ideas they came up with as a group and the ideas they came up with individually, with the help of the “To Be a Slave” excerpt. Write their responses on a chalkboard, white board, or large paper. Ultimately, the goal will be to guide students towards the following recognitions:

- Slaves are not paid or compensated in other forms for their work.
- Slaves are held against their will by physical and psychological violence or threat of violence.
- Slaves are separated from the support of friends and family.
- Slaves are portrayed as inferior to the slaveholder as justification for abusive treatment.
- Slaves are subjected to unreasonably long work hours, as well as dangerous and often unsanitary conditions.
- Slaves live with substandard food, shelter, and medical care and without a viable means of escape.
- Slaves are deprived of educational and other opportunities and are therefore prevented from achieving full development as human beings.

Be sure to ask questions that may prompt or guide students toward conclusions similar to these.



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4. **Watch.** Show the 12-minute film *Slavery 101*² (can be found free online at <http://www.freetheslaves.net/Page.aspx?pid=348>). The film introduces students to the issue of modern-day slavery. The teacher may choose whether or not to show the video clip according to the time available, the maturity level of the students, or simply the direction in which the teacher wishes to lead the lesson.
5. **Discuss.** Following the video, students will discuss the following questions as a large group:
 - Were you surprised to discover that slavery still exists?
 - Did you know anything about the types of slavery mentioned in the film?
 - What are your reactions to any statistics regarding the frequency with which slavery occurs? To the statistics on slavery in the United States?
 - How has your definition or particular view of slavery changed after viewing the film clip? Do you view slavery differently now than you did during the small group discussion?
 - Do you feel that these types of slavery are an issue of concern? Should these modern forms of slavery be addressed in the same way as more traditional forms of slavery that you have learned about in history classes? Are they, or should they be, considered equally reprehensible?
 - Does it upset you that people are enslaved in this way? Why or why not?
 - Why do you think there is not a higher level of awareness of modern-day slavery and those it affects?



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ACTIVITY 2: Slavery and the United States

Overview: The following activity is intended to provide a brief overview of trafficking and modern-day enslavement and to correct common misconceptions and assumptions regarding those issues. It will accomplish this by providing students with factual and statistical information. In Part 1, students will play a game in a question-and-answer format. Then, in Part 2, students will research instances of human trafficking and modern-day slavery that occur in the United States today. Following this activity, students will be able to describe the most common forms of slavery. They will also understand who is vulnerable to slavery, where it occurs, and how often it occurs.

Part 1: Fact or Myth Quiz

Time Period: 1 class period

- 1. Prepare.** Before starting this lesson, the teacher may want to cut out copies of the prepared questions in *Handout 2: Fact or Myth Quiz Questions* and sort them by point value.
- 2. Explain Game.** Let students know that you will be reading a series of statements that represent facts or myths about modern-day slavery and human trafficking. Each statement has an assigned point value, based on the difficulty level of the question. Students from each team will select the questions they wish to answer based on the point value they wish to acquire. If there is still a question with that point value that has not already been answered, the instructor will read the statement to the team that has selected it. The students should collaborate as a team and determine if they believe the statement to be a fact or a myth. If the team answers the question correctly, they receive the predetermined amount of points. If they answer it incorrectly, they will lose half the number of points that the question is worth. (For example, if the team incorrectly answers a question that is worth two points, they would lose one point).

Bonus Questions. Some questions have a special bonus question associated with them. If a team answers the primary question correctly, they are given the option to answer the bonus question. If they do not answer the bonus question correctly, they do not lose points. However, the opposite team has a chance to answer the bonus question instead, for two times the original point amount of the bonus question. All bonus questions are worth two points. (For example, if the original question was worth two points, and Team 1 answered it correctly, they would get two points. Then, if they answered the bonus question incorrectly, Team 2 would get a chance to answer it. If Team 2 answered it correctly, they would get four points).

- 3. Play Game.** Divide the students in the class into two teams. The scores acquired by each team will need to be recorded on a chalkboard, whiteboard, or overhead. When all questions have been answered, the team with the most points wins. Teachers may want to offer some sort of prize for motivation!



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ACTIVITY 2: Slavery and the United States (continued)

Part 2: Research

Time Period: 1-3 class periods

- 1. Assign Group Research.** Divide students evenly into five groups. Assign each group one of the following topics: bonded labor/debt bondage, chattel slavery, human trafficking, forced labor, and sex slavery. Give each student *Handout 3: Modern Day Slavery Resource List* for recommended resources. Through their research, students should come to understand each of these forms of slavery and how they overlap and interrelate. Instructors may choose how much time to allot to this research project, depending on the depth of research desired, the level of students' skill and prior knowledge, and time available.
- 2. Create Poster Board.** As students research their topic, each group will prepare a presentation of their findings. On poster board or a large piece of paper, students should include the following information:
 - The term they have been assigned
 - Definition of the term
 - Who is particularly vulnerable to its exploitation
 - Five facts regarding the existence of the practice in the United States
- 3. Present.** Have students set up their poster boards for everyone in the class to see. Give each group 3-5 minutes to present on their term. Students should become familiar enough with the term and its practice that they could explain it in moderate detail to their classmates and answer any clarification questions. This project could also be shared with other students at the school through a display or presentation.
- 4. Individual Research.** After the group presentation, have students continue to research on their own, with the aid of *Handout 4: Research Guide*. The answers to the questions on this worksheet can be found from multiple sources provided on the recommended resource list. Allow students enough time to complete the handout.
- 5. Discuss.** When all students have finished the worksheet questions, discuss the answers as a large group. Have students raise their hands and provide the answers that they found for each question. This will allow for any mistakes to be corrected, and it will also allow students to learn from each other, as some questions may have multiple correct answers.



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ACTIVITY 3: Slaves and Human Rights

Overview: In this activity, students will be exposed to case studies of slaves. These case studies have been adapted and compiled from true stories of enslavement, gathered from multiple sources. As they read each story, students will consult the Universal Declaration of Human Rights. They will be asked to determine which of the individual's rights are being violated in each case, and which articles of the UDHR protect individuals from those violations. If students have not been previously introduced to the Universal Declaration of Human Rights, teachers may find it beneficial to provide a brief introduction to the document. Students will need a general understanding of its content and purpose in order to complete and fully benefit from this activity.

WARNING: Some of the case studies contain graphic content. The instructor should review each story prior to conducting the lesson and choose the stories that are appropriate for the age and maturity level of the students.

- 1. Set-up.** As the instructor, read through Case Study Handouts 6-14 and choose which ones you would like to use. Place one handout from the case studies you have chosen at each table. Divide students into nine groups (or less, depending on how many case studies you choose to use) and start each group at a different station.
- 2. Distribute.** Distribute to each student *Handout 5: The Universal Declaration of Human Rights*. This handout lists the articles of the UDHR in an abbreviated, easy-to-understand format. Also give students *Handout 15: Slaves and their Rights*. This handout is a worksheet with sections corresponding to each of the case studies from Handouts 6-14.
- 3. Read and Respond.** Have each small group complete the worksheet as they visit each station in the classroom. Give students a predetermined amount of time (3-8 minutes) at each station to fill out the section of the worksheet. When the time is up, they will rotate to the next station. As they read each case study, students will have to answer the following questions on their handouts:
 - Is this person a slave? Why or why not?
 - Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights indicate this?
- 4. Discuss.** When each group has visited all stations and completed all corresponding sections of their worksheet, have students return to their seats to discuss the following questions as a large group:
 - How do these stories compare to the Julius Lester's "To Be a Slave:"? How are they similar or different? (see Activity 1, Handout 1)
 - Some of these stories included people who had been paid, but in a very small amount or not in the agreed upon terms. If a person is compensated for their work in some form, can they still be considered a slave? If yes, what other conditions (besides lack of payment) must be present for the individual to be considered a slave? If no, why not?
 - After reading the stories, do you feel that the individuals had any control over their situation? If so, how much? If you were in their position, how would you feel? What might you do?
 - Which story did you find most upsetting? For what reason?
 - Which story did you find most surprising? For what reason?
 - Were there any patterns or commonalities that you found among the different stories? What were they? Do these patterns suggest anything about the nature of slavery?



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ACTIVITY 3: Slaves and Human Rights (continued)

Note: The following homework assignment can serve as a final assessment for this lesson. It can be administered as a casual journal response, or it can be used as a more formal paper assignment. Requisite page lengths and other guidelines can be set according to the preferences of the teacher.

5. **Write.** Ask students to utilize the information they have gained about modern-day slavery to respond to one or both of the following essay questions (see below). Encourage students to synthesize class discussions, research findings, case studies, and any of the written answers they provided on worksheets.

Essay Questions:

- In class, we have been discussing what it means to be a slave. Write a summary of your own personal conclusions. What is slavery? If an individual is to be considered a slave, what characteristics must he or she have or what conditions must they be subjected to?
 - Pretend you are a human rights activist, and write a letter to one of the slaves you read about in a case study. Tell them about the Universal Declaration of Human Rights and describe to them the rights that they are entitled to as a human being, and specifically as a worker. Write to them about what actions you are going to take to help them realize these rights.
6. **Take Action.** Ask students why they think the broader community should be concerned about modern-day slavery. Have students brainstorm what actions they could take to address this problem. Choose a few actions the whole class could participate in and implement them! Here are some potential actions you could share with your students:
- Get students in school to sign a petition. Check out Free the Slaves' Anti-Slavery Petition at <http://freetheslaves.net/action/>.
 - Write an article for your school newspaper or a letter to the editor. For some key points to cover in your article go to: <http://freetheslaves.net/resources/guides/>.
 - Host a screening of the film "Dreams Die Hard" A 35-minute documentary about modern-day trafficking and slavery in the U.S. You can receive the film free of charge by contacting Jacob Patton at patton@freetheslaves.net.
 - Organize a Walk to End Slavery! Free2Walk is a community movement to proclaim that no human being should be for sale. Support raised from Free2Walk directly enables the local and global anti-trafficking initiatives of Not For Sale, the campaign to end slavery in our lifetime. For more information see, <http://www.notforsalecampaign.org/action/student/free2walk/>.
 - Educate yourself and your community about the products you use and how to ensure they are not made with slave labor. Learn how you can shop differently at <http://free2work.org/products>, www.sweatfree.org/shoppingguide and www.transfairusa.org/content/WhereToBuy/.

Go Further! To learn more, download The Advocates' toolkit on the rights of workers in the U.S. at www.discoverhumanrights.org/the_rights_of_workers.html which includes a fact sheet, quiz, resources, and take action ideas.



“To Be a Slave”

By Julius Lester

The following is an excerpt from “To Be a Slave” by Julius Lester. Please read the passage and respond to the questions in writing.

To Be a Slave

“To be a slave. To be owned by another person, as a car, house, or table is owned. To live as a piece of property that could be sold—a child sold from its mother, a wife from her husband. To be considered not human, but a “thing” that plowed the fields, cut the wood, cooked the food, nursed another's child: a “thing” whose sole function was determined by the one who owned you.

To be a slave. To know, despite the suffering and deprivation, that you were human, more human than he who said you were not human. To know joy, laughter, sorrow, and tears and yet to be considered only the equal of a table.

To be a slave was to be a human being under conditions in which that humanity was denied. They were not slaves. They were people.
Their condition was slavery.

They who were held as slaves looked upon themselves and the servitude in which they found themselves with the eyes and minds of human beings, conscious of everything that happened to them, conscious of all that went on around them. Yet slaves are often pictured as little more than dumb, brute animals, whose sole attributes were found in working, singing, and dancing. They were like children and slavery was actually a benefit to them—this was the view of those who were not slaves.
Those who were slaves tell a different story.”¹⁶

~ Julius Lester

Source: Lester, Julius. *To Be A Slave*. New York, Dial Press, 1968, (pp. 28-29).



Fact or Myth Quiz Questions

1–Point Questions

Statement: Slavery still exists today. Myth or Fact?

Answer: FACT

Although traditional slavery is illegal in all countries, it still persists today in various forms.

Statement: Slavery still exists in the United States. Myth or Fact?

Answer: FACT

Estimates by the U.S. State Department suggest that up to 17,500 slaves are trafficked into the U.S. every year, with 50,000 of those working as prostitutes, farm workers or domestic servants. According to the CIA, more than 1,000,000 people are enslaved in the U.S. today.³

Statement: Victims of human trafficking in the United States are always illegal immigrants. Myth or Fact?

Answer: MYTH

Human trafficking does not require the physical movement of a person (but must entail the exploitation of the person for labor or commercial sex). Additionally, victims of human trafficking are not permitted to leave upon arrival at their destination. Trafficked victims in the U.S. are both U.S. citizens and immigrants (legal and illegal) and all are equally protected under all legal statutes regarding trafficking.⁴

2–Point Questions

Statement: Sex trafficking is the only form of human trafficking. Myth or Fact?

Answer: MYTH

Elements of human trafficking also occur in situations of forced labor or services. The broader concept of human trafficking encompasses both “sex trafficking” and “labor trafficking.”⁵

Statement: Human trafficking only occurs in illegal, underground industries. Myth or Fact?

Answer: MYTH

Bonus Point: Can you name any of the areas of work that are prone to conditions of slavery?

Elements of human trafficking can be identified whenever the means of force, fraud, or coercion induce a person to perform commercial sex acts, or labor and services. This means that trafficking can occur in legitimate business settings, as well as underground markets. Victims of trafficking can be found in domestic situations (where victims are forced to be nannies or servants), sweatshop factories, construction, farming, landscaping, fisheries, hotel or tourist industries, the sex trade, janitorial services, restaurant services, and in other sectors.⁶



Fact or Myth Quiz Questions

2–Point Questions (continued)

Statement: Trafficking and slavery victims are always poor and uneducated. Myth or Fact?

Answer: MYTH

Although poverty is one of the biggest risk factors, anyone can become a victim of human trafficking and modern enslavement. In fact, victims come from a range of income levels—some victims are university-educated, some are professionals, and some come from middle class and upper class suburban areas.⁷

Statement: Slavery is hidden behind many other names, thus disguising it from society. Myth or Fact?

Answer: FACT

Bonus Point: Are you able to name any of these? (Hint: Some were discussed in the short video clip from Activity 1.)

Some of these names include chattel slavery (traditional slavery), bonded labor, trafficking, forced labor, and involuntary servitude.⁸

Statement: Most slavery victims are women and children. Myth or Fact?

Answer: FACT

The National Underground Railroad Freedom Center suggests that three out of four slavery victims are women and that half of all modern-day slaves are children.⁹

3–Point Questions

Statement: The value, or cost, of slave labor has decreased over time. Myth or Fact?

Answer: FACT

In 1850, the monetary value placed on a human being sold into slavery was approximately \$40,000. According to figures published by Free the Slaves, the parallel cost today averages around \$90, depending on the type of forced labor.¹⁰

Statement: There must be elements of physical restraint, physical force, or physical bondage for the situation of an individual to be classified as trafficking or enslavement. Myth or Fact?

Answer: MYTH

Bonus Point: Can you name or describe any other forms of violence that may constitute as conditions of enslavement?

Physical restraint or bodily harm is not required for an individual to be considered a slave or trafficking victim. Individuals may also be held against their will through psychological means of control (such as threats of violence) or abuse of the legal process.¹¹



Fact or Myth Quiz Questions

3–Point Questions (continued)

Statement: There are more people in slavery now than at any other time in human history. Myth or Fact?

Answer: FACT

According to research carried out by the organization Free the Slaves, more people are currently enslaved worldwide than ever before. In its 400 years, the transatlantic slave trade is estimated to have shipped up to 12 million Africans to various colonies in the West. Free the Slaves estimates that the number of people in slavery today is at least 27 million.¹²

Statement: If a person consents to the initial situation that then leads to human trafficking, that person is not a victim but a willing participant. Myth or Fact?

Answer: MYTH

According to the United Nations, consent is irrelevant in the case of exploitation.¹³

Statement: Human trafficking is the 2nd largest criminal industry in the world. Myth or Fact?

Answer: FACT

The United Nations estimates that human trafficking generates around \$7 billion dollars a year—a number that is surpassed only by the drug industry.¹⁴

Statement: The choices you make can have an effect on the lives of laboring slaves. Myth or Fact?

Answer: FACT

Bonus Point: Can you explain how?

Slave labor is common in the cocoa, cotton, steel, oriental rug, diamond and silk industries. To ensure that the products you purchase are made with slave-free labor, make smart consumer choices and buy fair trade certified goods.¹⁵



Modern-Day Slavery Resource List

Listed below are recommended resources for research on the topics of modern-day slavery and human trafficking, both in the United States and around the world. You may use resources not provided on the list, but please make sure that they are credible sources: Do not use blogs, homemade websites, or other similar sources of information.

American Anti-Slavery Group

http://www.iabolish.org/slavery_today/primer/index.html

Anti-Slavery International

http://www.antislavery.org/english/slavery_today/default.aspx

Change.org

<http://humantrafficking.change.org/>

Coalition to Abolish Slavery and Trafficking

<http://www.castla.org/definition-of-the-issue>

Coalition Against Trafficking in Women

<http://www.catwinternational.org/factbook/index.php>

Free the Children

<http://www.freethechildren.org>

Free the Slaves

<http://www.freetheslaves.net>

“Hidden Slaves: Forced Labor in the U.S.”

<http://www.freetheslaves.net//Document.Doc?id=17>

“Defining and Measuring Modern Slavery”

<http://www.freetheslaves.net/Document.Doc?id=21>

“Slavery in the 21st Century”

<http://www.freetheslaves.net/Document.Doc?id=1>

“An Introduction to Modern Slavery”

<http://www.freetheslaves.net/Document.Doc?id=69>

“Interactive Slavery Map”

<http://www.freetheslaves.net/Page.aspx?pid=375>

Global Alliance Against Trafficking in Women

<http://www.gaatw.org/>
http://www.gaatw.org/publications/WP_on_Labour.pdf

Human Trafficking

www.humantrafficking.org

Human Trafficking Awareness Partnerships

<http://humantraffickingawareness.com/faqs-main-menu-34.html>

International Justice Mission

<http://www.ijm.org/ourwork/whatwedo>

National Underground Railroad Freedom Center

<http://www.freedomcenter.org/slavery-today/>

Not For Sale

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

Polaris Project

<http://www.polarisproject.org>

Stop Child Trafficking Now

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

Womens’ Funding Network

<http://www.womensfundingnetwork.org/resource/past-articles/enslaved-in-america-sex-trafficking-in-the-united-states>



Research Guide

Please use the following questions to guide your research on the topic of modern slavery and human trafficking. For any question involving a statistic, be sure to cite your source. Please carefully consider and respond to the following questions on a separate sheet of paper.

Questions:

1. What is the estimated number of slaves trafficked into the United States each year?
2. What percentage of victims of trafficking are women and girls?
3. What is the average age that a person becomes a victim of sex trafficking?
4. How many children are estimated to be in the commercial sex trade worldwide?
5. After reading definitions or descriptions of “human trafficking” from the internet resources provided on *Modern Slavery Resource List*, define the term in your own words.
6. Who is particularly vulnerable to enslavement? What makes these individuals vulnerable?
7. Name four areas of work that tend to violate the rights of workers by placing them in conditions of slavery. (Example: domestic work.)
8. Why might it be difficult for an enslaved person to walk away from his/her situation?
9. The National Underground Railroad Freedom Center website lists three important differences between traditional slavery and modern-day slavery. Name and explain these differences.
10. What is the difference between human trafficking and human smuggling?
11. What warning signs can you watch for to detect someone who may be in slavery?
12. Go to the Free the Children website and watch the video on the homepage. After viewing this video, do you feel that you have the ability to effect change with regard to slavery?
13. What kinds of things can you do to make these kinds of changes? (Many of the recommended websites offer suggestions.)



Universal Declaration of Human Rights

The Universal Declaration of Human Rights was adopted on December 10th, 1948 by the General Assembly of the United Nations as a common standard of achievement for all peoples and all nations.^{17 18} It provides a list of fundamental rights to be universally guaranteed to every individual without distinction as to race, color, gender, language, religion, political or other opinion, national or social origin, property, birth or other status.¹⁹ Each of these rights protects the dignity and freedom of individuals. The following is a shortened version of the original document. (For the purposes of this activity, some sections have been omitted). As you read, you will discover that there are fundamental human rights guaranteed specifically to workers. Many of these rights are violated by conditions of slavery.

- Article 1 All human beings are born free and equal in dignity and rights.
- Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
- Article 3 Everyone has the right to life, liberty and security of person.
- Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
- Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- Article 6 Everyone has the right to recognition everywhere as a person before the law.
- Article 7 All are equal before the law and are entitled without any discrimination to equal protection of the law.
- Article 8 Everyone has the right to an effective remedy by national tribunal for acts violating the fundamental rights granted him by the constitution or by law.
- Article 9 No one shall be subjected to arbitrary arrest, detention or exile.
- Article 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.
- Article 11 Everyone charged with a legal offense has the right to be considered innocent until proven guilty.
- Article 12 Everyone has the right to protection of the law against arbitrary interference with his privacy, family, home or correspondence and to attacks upon his honor and reputation.
- Article 13 Everyone has the right to freedom of movement and residence within the borders of each State. Everyone has the right to leave any country, including his own, and to return to his country.
- Article 14 Everyone has the right to seek asylum from persecution in a country other than his own.
- Article 15 Everyone has the right to a nationality.
- Article 16 Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to have a family. Marriage shall be entered into only with the free and full consent of the intending spouses.



Universal Declaration of Human Rights

- Article 17 Everyone has the right to own property.
- Article 18 Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.
- Article 19 Everyone has the right to freedom of opinion and expression.
- Article 20 Everyone has the right to freedom of peaceful assembly and association.
- Article 21 Everyone has the right to take part in the government of his country and to equal access to public service in his country.
- Article 22 Everyone, as a member of society, has the right to social security and is entitled to realization of the economic, social and cultural rights indispensable for his dignity and the development of his personality.
- Article 23 Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. Everyone has the right to form and to join trade unions for the protection of his interests.
- Article 24 Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.
- Article 25 Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- Article 26 Everyone has the right to education.
- Article 27 Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- Article 28 Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.
- Article 29 Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.
- Article 30 Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.



Cassandra

I am 15 years old, and for the past two years, I have worked for a family in the United States. I work every day, from 5:00 am to 11:00 pm—eighteen hours of work. I do all the work in the house. I clean, I cook the meals, and I wash and feed the baby. There are never any days that I do not have to work. I have very little time to eat and rest, and sometimes, if I do not work fast enough or long enough, the father of the family will hurt me.

I did not choose this life. I was born in Haiti, and after my parents died, I needed a way to make money for myself. A man approached me in my country and told me he had a job for me as a waitress in an American restaurant. He put me on a plane. When I arrived, a different man picked me up at the airport. He told me that he would take me back to his house for the night, and then I would start my job the next morning. This was a lie. We arrived at his house, and he locked me in his kitchen.

He is now my boss and he is not a nice man. He tells me that he sends money back to my family each month as payment for my work, but I know that this is not the truth. I know that there is no money, that there will never be any money. He keeps my important papers in a safe, and he will not let me leave the house. If I do not do what he says, he threatens to call the police. He tells me that they will do horrible things to me, worse than the things he already does to me. I must choose between misery and misery—between a rock and a hard place.

There are many days when I feel very sick with terrible headaches and stomachaches and I cannot eat. I sometimes am in so much pain that I cry, but the family does not care. They tell me to stop imagining that I am sick—that I am telling stories so that I will not have to work. They will not take me to the doctor.

The physical pain is only the beginning. My head and my heart hurt more. I have been so trampled, so beaten, that I do not know happiness, or hope, or love. I feel broken, yes, completely broken.^{20,21,22,23,24}



Katya

My name is Katya, and I am from Russia. One day, years ago, I met an American man in a restaurant where I worked. We started dating. He came back to Russia to visit me a few times. He was very nice to me—calling me sweet names, telling me I was beautiful, telling me he loved me. He seemed like a good man, so when he asked me to marry him, I said yes. I felt that I loved him and that he would take good care of me. We got married when I was 19, and I came with him to the United States.

Once we got to the United States, he told me that he wanted to take me to a romantic guest house for the weekend to celebrate our marriage. When we got to the guest house, he locked me in the room and left. Minutes later, four strange men came into the room and forced me to have sex with them. I did not know what was happening. I said, “Why are you doing this to me? Who are you?” One of the men slapped me across the face. He told me that I had been sold by my husband for \$300. They could now do with me as they choose; I was their property. I have never been so scared in my life.

I tried to escape but I should have known it wouldn't work. They were guarding the doors with guns. The windows were covered in bars. I had no passport, no money, nowhere to go, and no one to turn to. They hit me until I couldn't walk. I never tried to escape again.

For five years, I was forced to have sex with five to ten men each day. I was physically beaten and emotionally abused. I made thousands of dollars each day, but I was never given the money. I was their slave, their property, their sexual object – to them I was disposable.^{25,26,27,28}



Melissa

My name is Melissa, and I am from Phoenix, Arizona. A few years ago, I was working two jobs, trying to pay my way through college. One of my jobs was as a cashier in a mall near my house. While I was at work one day, a man came to my register and purchased his items. He was attractive, well-dressed, and charismatic; there was no reason to be suspicious of him. He said he was a modeling agent, looking for models in the area. He had a business card and everything. He told me that I was very beautiful and asked me if I would like to be a model for his company.

I agreed to meet with him after my shift at work. He took me to dinner with a woman who he said was his wife. They told me they would need to take me to get a makeover, and then they would fly me to California for my first photo shoot.

I got my hair, nails, and makeup done. Everything seemed normal, exciting. They invited me back to their home for the photo shoot. When they started taking pictures of me with a disposable camera, I thought it was strange. They noticed it made me nervous, so they assured me that once we got to California, there would be a photo shoot with expensive equipment and professional photographers.

But the trip to California never happened.

The couple has kept me locked inside their home where I am forced to work as a prostitute. The man put the pictures from the disposable camera on a website for an escort service. Now men can view my profile on a website, find out how much I cost, and how to purchase me. I miss college, I miss my friends. I don't know how this happened to me.^{29,30,31}



Maria

For several years now I have worked in a factory in Los Angeles, sewing clothes for a large retailer. I want to leave. I am not treated well here—not like a human being. Sometimes I think seriously about leaving. Sometimes while I am sewing the clothes, I imagine myself working somewhere else, somewhere where I am treated well. But I am afraid. I must make money for my children, and I know that some money is better than no money at all.

In the factory, I work six and sometimes seven days a week, twelve hours a day. Some days I must take the clothes home with me and continue working. I cannot go to the bathroom or take a break until I have sewn enough clothes—sometimes I cannot take breaks at all. They do not let me look up from my machine, or even talk to the other workers. The air is unclean, and it hurts my lungs to breathe. But I keep working. I work so hard. I work, I work, I work. I make \$3.18 an hour.³²



Jenna

I was 16. I was living a normal, happy life in a suburb of Detroit, Michigan. Everything changed the day my friend Brianna called me and told me to come out to my driveway. She said she had a surprise for me. I walked out to my driveway, and she was in an idling car with two older men. She got out of the car and came over to hug me. Instead, she pushed me into the car. A gun was put to both of our heads, as she was forced to tie me up and gag me. She was crying.

We were both taken to an apartment building, where we were locked in a room with lots of other girls. This is where my nightmare began. For the next few months, we were forced to have sex with men who came to the apartment and paid for us. I was young, so men wanted me more than some of the other girls. The worst part was that every night, when I finally was allowed to sleep, I had to sleep in the same bed in which I had been forced to service “customers” all day.

Eventually, I escaped. But most people don’t escape. It’s a hidden, underground, invisible crime, and it is a crime that people don’t understand. People think that trafficking and sex slavery is something that only happens to poor people, or to immigrants, or that it only happens somewhere far away in other countries. This isn’t true. It happens to next-door neighbors, to best friends, to 10,000 people a year in the United States alone. I was a normal girl—a happy, comfortable, suburban girl. It happened to me, and it could happen to anyone.^{33,34}



Sofia

I am from a very small town in South America. A lady came to my town to offer good jobs in the United States. I was recruited, along with two other women, to come to work in a restaurant in California. When I arrived in the United States, Mario, the trafficker, took me to a restaurant in California. A man gave Mario some money and then left. The man told me that I needed to work to pay off the money it cost to get me to the United States.

Now I am forced to work long hours every day, and I am told that I cannot leave until all my debt is repaid. Almost all of the money that I make is taken away to pay my debts, so I only make \$1.60 an hour. I really want to get a different job, so I work really hard and really fast, hoping that I will pay off all the debt soon. I cannot understand how I could owe so much money.

One day I tried to ask the restaurant owner how much more money I owed him. He got very angry, telling me to mind my own business. He slapped me across the face. What I do not understand is this: how could my own money, my own job, and my own life not be my own business?

I would try to escape but I'm afraid—if I do own him money and run away without paying it I could be arrested. Also I'm not sure where I would go or who I would turn to. I do not speak english and I am scared.^{35,36,37}



Paulo

I came to the United States from the Mexican state of Oaxaca. After Hurricane Katrina, I was offered a job with a subcontractor to help clean up all the mess—the houses, the trees, and everything—all that the wind had damaged and destroyed. We collected the trash from the streets. We cut up the fallen trees, piling them in one spot. This is the type of work we were doing. It was a big, serious disaster, and there was so much cleaning up to do.

Our boss kept a notebook with our names and all the records of our hours. We'd been promised \$11 per hour. We worked every day—Monday to Monday—and the first three weeks we weren't paid at all. When we complained about this, the bosses would say, "It's fine, don't worry. I'm going to the bank right now." Then, they would come back and tell us that the bank wouldn't give them the money, that we would have to wait. That's the excuse they gave us.

We slept on cots at night, in an airplane hangar on the base. After two weeks, they started to take away some of the cots. We did not understand why. Some of us had to sleep outside. We didn't know what to do. We worked it out according to who needed the cots most. The people on the floor had some blankets, but that was it. There was intense heat during the day and intense cold at night.

Well, then the boss disappeared. We tried to find her so we could get our checks, but she was gone. After three days, the military men came. They came up to our cots—the few cots that we had—and took them. Then they shut off the bathrooms and kicked us out, like they were cleaning out the base.

After that, the group of us stayed next to the cemetery, under plastic tarps. I felt so sad. I hadn't been paid. I had nowhere to go. I didn't know where they wanted me to go, what they wanted me to do. That's what I was thinking: What am I supposed to do now? I thought about my family because they were thinking that I was earning money, and there I was, without work, and without payment for the work I had done. I really wanted to go back at that point. My idea was to get to Mississippi, to start working, and to earn money to send to my family. I thought that here it would be easy to earn money. I couldn't imagine this kind of humiliation.³⁸



Liso

My name is Liso. I am a woman of God, and I come from South Africa. I remember the day like it was yesterday. A woman approached me in my village. She said that she had come to my country to recruit volunteer missionaries. “Would you like to come and serve the Lord at my church in the United States?” she said. I did not need to think about this. I knew I would go. I did not go illegally—no, no. I am a woman of God. I was taken to America on a special visa for religious workers, so that I could teach the word of the Lord to American children.

When I arrived in America, I was taken to Houston, Texas. There, I met the pastor of the church I would be working in, and he took me to his house, where I would be staying. He took my work visa from me; he told me he would keep it safe.

The next day I began teaching classes in the church. But at the end of the day, they told me that I could not teach anymore because my English pronunciation was not good enough. This was strange to me because I taught English at home, in South Africa.

I soon realized that, from the beginning, there were other plans for me. I was lured there with false promises. I was not there to teach; I was there to work for the pastor’s family, to cook for them, to clean their house, and to care for the children. I became a maid, but I did not choose to become one. This was not right. This was not why I came to this country. When they say you are a missionary, and you come over here, you are coming to help people, to teach the children and to show them the Christian way to live. But I was not doing the missionary work that I’d agreed to do here.

I live in the garage, sleeping on a bare mattress. I am not allowed to talk to anyone. I cannot leave the house. When my four-month visa was about to expire, I asked the pastor and his wife to please renew my papers. They would not do it. Now, I have become an illegal immigrant, but not by choice. I am afraid to try to escape—afraid that they will call immigration. I am not paid for my work. They tell me I came here to be a volunteer missionary, not to be paid. But I came here to serve the Lord. I did not come here to serve the pastor’s family.³⁹



Fernando

I am Fernando, and in the United States, I work like a slave. I come from Guatemala, from a land of indigenous people. I wanted to come to the United States to work for a short time. When a friend of mine told me about the H2 guest worker program, I knew that it was the best way for me to come to America. A recruiter offered me a job through the program where I would plant trees in North Carolina, working for \$1,300-1,500 each month, plus very good benefits. He also told me that there was a \$1,500 recruitment fee, but that all of my travel expenses would be paid for by the employer. I paid the fee by borrowing money from my family. I came to the United States on a legal visa, and I paid for my plane ticket with a loan.

It was all a trap. When I arrived there, a man who did not speak my language took away my passport and my visa. He made me sign a contract written in English. I signed my life, my dignity, and my humanity away—all in a language that I do not understand. Later, I discovered that I had agreed to a new salary of only \$800 per month.

I work long hours. Every day we are assigned very difficult quotas, and if we do not meet them, we are punished. We may not be given dinner that night or we may be beaten, and sometimes the women will be raped. We are all crammed like animals into a small, two bedroom apartment—seven or eight of us in each room. My employer takes away \$500 dollars from each paycheck for food, travel expenses, telephone use, and housing. The remaining money is deposited into a bank account that I am not allowed to access, even though it is mine.

This is not what I had hoped for, and it is not what I was promised. I feel as though I am dirt on another man's shoe—something to step on and spit upon. I know that this is the place they call "The Land of the Free." I am here. Why am I not free?⁴⁰



Slaves and their Rights

This activity is designed to expose you to the realities of modern-day enslavement. Each case study is based on real events. Read the excerpts provided at the station and answer the corresponding questions on this worksheet. You will need a copy of the Universal Declaration of Human Rights.

Case Study: Cassandra

Is this person a slave? Why or why not?

Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights protect individuals from these violations?

Case Study: Katya

Is this person a slave? Why or why not?

Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights protect individuals from these violations?

Case Study: Melissa

Is this person a slave? Why or why not?

Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights protect individuals from these violations?



Slaves and their Rights

Case Study: Maria

Is this person a slave? Why or why not?

Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights protect individuals from these violations?

Case Study: Jenna

Is this person a slave? Why or why not?

Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights protect individuals from these violations?

Case Study: Sofia

Is this person a slave? Why or why not?

Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights protect individuals from these violations?

Case Study: Paulo

Is this person a slave? Why or why not?

Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights protect individuals from these violations?



Slaves and their Rights

Case Study: Liso

Is this person a slave? Why or why not?

Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights protect individuals from these violations?

Case Study: Fernando

Is this person a slave? Why or why not?

Are any of the human rights of this individual being violated? Which articles of the Universal Declaration of Human Rights protect individuals from these violations?



Glossary of Terms

Bonded labor: An individual's labor is forced/demanded as a means of repayment for a loan. It begins when an individual accepts a loan from a lender, often in order to purchase basic necessities, such as food or medicine. The laborer (and often his or her family, as well) is then kept as collateral for the loan. This "debt bondage" is passed down for generations, as the debt is rarely forgiven by any amount of labor, even though the value of the work invariably surpasses the original sum of money borrowed. This method of enslavement accounts for nearly 20 million of the world's slaves.^{41,42,43}

Child labor: A form of slavery where the laborer is below the minimum legal working age. Some employers prefer to hire under-age workers because they are less likely to protest against low wages and poor working conditions. Common forms of child labor include work in the sex trade, forced marriages, human trafficking, and traditional slavery.⁴⁴

Commercial sexual exploitation of children: Sexual exploitation of children for commercial value through prostitution, trafficking and pornography. The children are often kidnapped, bought, or forced to enter the sex market.⁴⁵

Contract slavery: A form of slavery in which the laborer is lured into enslavement by a false employment contract. Once the individual arrives at her place of work, she is forced to work for little or no pay and cannot escape, due to threats of violence or other methods of coercion. The false contracts are used to avoid criminal charges or to prove that a "debt" is owed to the slaveholder.⁴⁶

Debt bondage: See bonded labor

Descent-based slavery: A form of slavery affecting individuals who are born into a "group" that society views as suited for, or deserving of, slave labor. This "group" could be based on class, race or ethnicity. People born into this group face ongoing discrimination throughout their life and are not free to choose their employer or field of employment.⁴⁷

Domestic servitude: The slavery of young women and girls in domestic work may be hidden under the guise of "housekeeper" or "nanny." Children in domestic service are among the most vulnerable and exploited of all, and are the most difficult to protect. These children are largely "invisible workers," hidden and ignored. Because of the "hidden" nature of this work, the dispersal of the child in separate households, and the informal nature of the job arrangements, it is impossible to calculate accurately the number of children in domestic service. But there is evidence that the practice is widespread.⁴⁸

Forced labor: A form of slavery that affects people who are illegally recruited by individuals, governments or political parties and made to work against their will. The victims of this kind of slavery are threatened with violence and other penalties and usually receive little or no pay for their work.^{49,50}

Forced marriage: This type of slavery affects girls and women who are told who they are to marry and are not given any choice in the matter. Many of these girls and women are treated as slaves by their husbands and are often victims of physical violence.⁵¹

Human trafficking: human trafficking involves the recruiting, harboring, receipt or transportation of persons for some exploitative purpose. These laws do not, as is commonly believed, require that people be moved from one point to another for an act to be considered human trafficking. Some provisions of international and federal law also specify that traffickers use means such as force, fraud, coercion, or the abuse of power to place or maintain someone in an exploitative situation.^{52,53}

Involuntary (or forced) labor slavery: Condition of compulsory service or labor performed by one person, against his or her will, for the benefit of another person due to force, threats, intimidation, or other similar means of coercion and compulsion directed against him or her.⁵⁴



Glossary of Terms

Involuntary servitude: A condition of servitude induced by means of—any scheme, plan, or pattern intended to cause a person to believe that, if the person did not enter into or continue in such condition, that person or another person would suffer serious harm or physical restraint; or the abuse or threatened abuse of the legal process.⁵⁵

Modern-day slavery: Any condition in which a person is held against his or her will for the purpose of economic exploitation.⁵⁶

Non-governmental organization: Non-profit organization which is not part of any state or interstate agency.⁵⁷

Sexual exploitation: An act of a person or group of people buying, arranging, or facilitating the exchange of anything of value for the sexual services of another.⁵⁸

Sex Trafficking: A form of slavery and involuntary servitude resulting in grave human rights violations. Sex trafficking involves individuals profiting from the sexual exploitation of others and often results in brutal sexual assaults and devastating physical and psychological injuries.^{59,60}

Traditional or “chattel” slavery: The buying and selling of people. Individuals are often abducted from their homes, inherited, or given as gifts. The slaveholder assumes complete legal ownership over the slave. This type of slavery exists today primarily in Mauritania and other parts of Northern Africa. (Slavery is technically illegal in these countries, but law enforcement often return escaped slaves to their slaveholders based on asserted ownership, just as if the practice was legal).⁶¹

Worst forms of child labor: Child labor under exploitative or dangerous conditions. Tens of millions of children around the world work full-time, depriving them of the education and recreation crucial to their personal and social development. According to a report by the International Labor Organization, 8.4 million children are involved in the worst forms of child labor, including trafficking, forced and bonded labor, armed conflict, and prostitution and pornography.⁶²



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