**Lesson Plan**: You Can Make a Difference  
  
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**Grade Level**: 9th grade English  
  
**Lesson Time**: 100 minutes  
  
**Prior knowledge**:  
Students will have a basic understanding of what sex trafficking is. Their basic knowledge includes the ideas of sex trafficking, which have been showed to them through a few excerpts of books and poems. Today’s lesson will be a continuation of sex trafficking which will then take a more in depth look into the topic through media sources.  
  
**State Standards**:  
LA.910.6.4.1: The student will use appropriate available technologies to enhance communication

and achieve a purpose (e.g., video, digital technology).

LA.910.4.3.2: The student will include persuasive techniques.  
  
**Goals**:  
Students will express their thoughts in a journal to describe what it might be like to be Lakshmi or someone in her position. Discussing it from a personal angle will prepare them for exploring the topic of modern day sex slavery.

Students will work together to design a website to examine the impact that technology can have on causes like sex slavery today. Understanding how technology is being used by organizations today to promote causes will help students realize the growing impact of technology on today’s society.  
  
Students will create a poem or short prose for the class website to illustrate the negative impact of sex slavery. Contributing a poem or prose to the class website will allow students to express their own personal thoughts on sex slavery as well as give them the experience of promoting a cause using technology.  
  
  
  
**I Can Statements**:  
I can evaluate web sources. This means that, given articles and internet videos, I can decide how well they present the problem of sex trafficking and promote an end to it. I will demonstrate this by choosing one source and defending my opinion of it in class discussion.  
  
I can help create an informative/persuasive website. This means that, with the rest of the class, I can put together a website that gives information about sex slavery and tries to convince people to help end the problem. I will demonstrate this by contributing at least one persuasive piece of poetry or prose to the website.  
  
**Resources:**   
National Geographic video: <http://video.nationalgeographic.com/video/national-geographic-channel/shows/taboo-1/ngc-sex-workers-in-bangladesh/>  
Stella’s voice video:   
<http://www.stellasvoice.org/>  
Website examples:  
<http://www.warchild.us/>  
<http://www.polarisproject.org/index.php?gclid=CNPS3vLthK8CFSzptgodWgu41w>  
<http://www.endhumantrafficking.org/>  
<http://www.stellasvoice.org>  
Webpage:  
<http://www.wikispaces.com/>  
  
**Procedure:**  
1. I/teacher will ask the students what they have learned so far about human trafficking in class, especially from the book, *Sold*. (5 mins)  
    -Individual   
  
2. I/teacher will ask you/students to think about questions such as “What you think it would be like to be Lakshmi? What do you predict her life will be like as a sex slave?  Think about the living conditions, how you would have gotten involved in the sex trade, what are you feeling? What would a typical day be like? Would you feel trapped or would you want to rebel?” Then you/students fill out a diary/journal entry to capture students first impressions on the topic. (~10 mins)  
    -Individual  
  
3. I/teacher will ask you/students to share their diary/journal entry responses with the people in their groups.  You/students will discuss what your thoughts were and listen to the thoughts of those in your groups. (~10 mins)  
    -Groups (taped squares)  
      
4. I/teacher will show video from National Geographic to show what life was like for a girl as a sex slave in Bangladesh and ask you/students “How do you think technology affects sex trafficking?” and we/class discuss answers. I/teacher also asks you/students “How are the experiences of the girls in this video similar to Lakshmi’s in Sold?  How are they similar to the passage you wrote? How are they different?”(~10 mins)  
    -Individual  
  
5. I/teacher will show you/students the video for Stella’s Voice<http://www.stellasvoice.org/> pointing out how the technology is helping spread the word of sex slavery and the need to end it and how it is specifically affecting the issue of sex slavery and human trafficking. (~10 mins)  
    -Teacher led  
  
6.  I/teacher will show the website examples of War Child, Polaris Project, Project to End Human Trafficking, and Stella’s Voice (links available in resources section) and we/class will make comments about what catches their eye and what they think is really good to have and what they think is maybe not as helpful to include on a site whose purpose is to raise awareness on an issue.  (~15 mins)  
    -Individual  
  
7. I/teacher will ask the students if they would like to make a class website promoting an end to sex slavery. You/students will brainstorm on paper on what you would want to show on a website for their class and have them decide on a few things to include in groups.  You/students will record your brainstorming on paper so that I/teacher can use it later to make changes to the website. We/class will discuss your ideas and then use the input later in creating a web page for the class that is formed to be against sex slavery. (using www.wikispaces.com) (~25 mins)  
    -Groups (taped squares)  
  
8. You/students will begin working on writing one poem or short prose with the intention of persuading an audience to work for an end to sex trafficking and human devaluation that will be added to the website when finished. (~15 mins)  
    -Individual  
  
9.  You/students will be able to continue to contribute to the website with your teacher’s permission and can have your material sent to us to be added to the website.  This can include providing useful links, making your own videos, adding more written works, etc.  
  
**Assessment:**  
Teacher will make observations based on class discussion, brainstorming, and daily journal  to determine students’ understanding of the sex trade issue. A rubric will be used to assess the content selected for the class website, including the poem they will write and contribute to the website.