

FREDERICK DOUGLASS FAMILY FOUNDATION presents



HISTORY, HUMAN RIGHTS and the POWER of ONE™

100 DAYS TO FREEDOM

A SERVICE-LEARNING PROJECT to create a New Proclamation of Freedom:
Taking a stand against modern-day slavery.

September 22, 2012 - January 1, 2013



“If there is no struggle, there is no progress.”

Frederick Douglass, Abolitionist, 1818 – 1895

This September is a very important month for the United States of America as we begin a countdown to freedom. 150 years ago, on September 22, 1862, President Abraham Lincoln issued a preliminary Emancipation Proclamation and announced that, in 100 days, he would sign his executive order into law. This document would finally provide the framework for making all of America’s citizens free.

You’re invited to join a student-led movement to create a modern document for freedom that addresses contemporary slavery. Participate with us in the **100 Days to Freedom** project. Your school will be given the opportunity to contribute in creating and promoting a **New Proclamation of Freedom** which, along with thousands of signatures, will be delivered to Washington D.C. on January 1, 2013. Your students can also enter a nationwide Video Challenge where they could win a trip to join us in Washington D.C.

“Agitate, Agitate, Agitate!” – reportedly the last words spoken by Frederick Douglass - capture flawlessly his conviction that we must be constantly vigilante in the struggle for equality and personal liberties. In that spirit, the **Frederick Douglass Family Foundation** announces 100 Days To Freedom, a service-learning project now available for free download to secondary schools across the country. The digital curriculum is designed both to Commemorate and Agitate.

The curriculum encourages teachers and students to dig deeply into the concept of Freedom as it exploded so suddenly in the public consciousness that September 22nd on its course to the reality of January 1, 1863. Could there have been a chapter in America’s brief history filled with greater promise and uncertainty since those “four score and seven years ago” when the nation was just conceived? Understanding what Lincoln’s 100 Days meant is a powerful way to honor and commemorate these upcoming 150th anniversary dates. Juxtaposing that history are facts about modern forms of slavery giving students a critical perspective on the issue of human trafficking and a key to creating a movement to help free modern slaves.

We know that institutionalized slavery was effectively eliminated with a single stroke of a pen. Eliminating today’s slavery will require much more. It will require the work of thousands – a shared dedication to agitate - in order to defeat injustice, just as Frederick Douglass did and just as he called upon us to do. Help lead the movement with a New Proclamation of Freedom!



What People Are Saying About 100 Days to Freedom

“Connecting the critical contemporary issue of human trafficking to an historical event like the 150th anniversary of the Emancipation Proclamation is an excellent way for students to learn about the reality of slavery and the meaning of freedom in America. We're proud to welcome the Frederick Douglass Family Foundation's 100 Days to Freedom curriculum in New York City Public Schools.”

Norma Abbene

Deputy Counsel
Office of the Mayor
New York City

“The Emancipation Proclamation is one of the most important documents in American History. With the 150th anniversary of the decree approaching, it is a propitious moment to examine slavery and emancipation and give renewed thought to what a modern document of freedom might look like. 100 Days to Freedom is an extraordinary project that will allow students to take the lead and investigate what slavery has meant in the past and what it still means today for millions of people. The time is right for a New Proclamation of Freedom. This project will empower students, raise critical issues that matter deeply, and may just lead to the joint creation of a document that, like Lincoln's Emancipation Proclamation, will lead to profound change.”

Louis P. Masur

Rutgers University, author of *Lincoln's Hundred Days: The Emancipation Proclamation and the War for the Union* (Harvard University Press, 2012)

“The 100 Days to Freedom curriculum leverages the moment provided by the commemoration of the 150th anniversary of the Emancipation Proclamation. Through this prism, the Frederick Douglass Family Foundation has created a marvelous tool to help students learn about the historical phenomenon of slavery and the meaning of freedom. Connecting lessons about our past to contemporary issues of human trafficking and modern slavery affords a deeper understanding of the world in which we live. I applaud the Frederick Douglass Family Foundation for carrying on the work of their famous ancestor to agitate and promote social change.”

Diane Miller

National Program Manager, National Underground Railroad Network to Freedom,
National Park Service



“As a direct descendant of the abolitionist John Brown, I am both honored and proud to endorse the Frederick Douglass Family Foundation’s 100 Days of Freedom curriculum. The curriculum presents students with an in-depth study of slavery; beginning with the dark years of our country’s Civil War through the current era when millions of people remain enslaved throughout the world. It encourages students to analyze the subject matter, share ideas for solving the problem, and then presents them a definitive way to act on these insights. The creation of the New Proclamation of Freedom, a document that has the potential to become as historically significant as the Emancipation Proclamation, the Constitution, the Bill of Rights, or John Brown’s Provisional Constitution, will allow students to experience the workings of our great government from the inception of an idea to the implementation of an action. More than a century ago my famous ancestor said, “Talk! Talk! Talk! That will never free the slaves. What is needed is action—action.” As we approach the 150th anniversary of the signing of the Emancipation Proclamation, I know that the students using this curriculum will prove him correct – action is what we need, and action is what the students will provide, as they continue the fight to eradicate slavery and its many horrors.”

Alice Keeseey Mecoy

Great-great-great granddaughter, John Brown
Board Member of John Brown Lives!, Human Rights Project

“CAASE believes in the strength of youth empowered by information and service learning. Through the implementation of our own curriculum, we have witnessed the power that comes when youth use what they learn to make a difference in their communities. The Frederick Douglass Family Foundation’s 100 Days Curriculum helps youth turn learning into action. By putting knowledge into the hands of youth through presenting the realities of modern slavery to students within an open and unprejudiced environment, students can be inspired by the lessons of the past to envision and work towards a more equitable future. Civil War Era or modern-day slavery, they will be equipped to refuse to accept these abuses as they occur in their current reality. The power to emancipate lies, today, with our youth. And the 100 Days to Freedom Curriculum is an effective engagement tool to help youth to work towards social change.”

Rachel Durchslag

Executive Director
Chicago Alliance Against Sexual Exploitation



**100 Days to Freedom
Curriculum Created by:**

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[Continue to Unit One](#)



Unit One

What is Slavery?

Focus Question: In his memoir, *The Narrative of the Life of Frederick Douglass, an American Slave* (1845), Frederick Douglass described in graphic detail his daily life and experiences as a slave in the pre-Civil War United States. Douglass wrote: "I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed."

What does it mean to be a slave?

Purpose: This session will provide an introduction to historical slavery in the United States, and the lives of enslaved people.

Duration: One 45-minute class period.

Objectives:

The learner will:

- *Learn about the life of Frederick Douglass.*
- *Analyze slavery's most basic elements—and the effects of slavery on an enslaved person's everyday life, ways of thinking and feeling, and struggles to survive.*
- *Learn that the most basic human right is dignity.*

Materials:

- Video introduction: [The Life of Frederick Douglass](#)
- Video introduction: [The History of Slavery in America](#)
- *Narrative of the Life of Frederick Douglass, An American Slave*, by Frederick Douglass, 1845 – [Read Narrative Excerpts](#)
- [The Universal Declaration of Human Rights](#), (UDHR) Articles 1 and 4

Lesson Guide:

- Ask students to read excerpts from *Narrative of the Life of Frederick Douglass, An American Slave* for homework (prior to class/Unit One).
- As a class, briefly discuss the focus question.
- Briefly discuss why being enslaved is a violation of a person's human right to dignity.



- Watch the introductory videos on the life of Frederick Douglass and on slavery in the United States. Ask students to share their thoughts, reactions, or discoveries.
- HOMEWORK: Conclude the lesson by asking each student to write a short reflection on what he or she is thinking and feeling about Frederick Douglass, dignity, and slavery. Students will be given an opportunity to share these in Unit Two if they wish.

Expected Outcomes:

- Students will better understand the meaning and tragedy of historic slavery in the United States and the realities of enslavement as the ultimate denial of human rights and dignity.
- They will begin to have a perspective on their common humanity with enslaved persons.

References for Further Study:

[NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE BY FREDERICK DOUGLASS](#)

Video: [What Are Human Rights?](#)

[Continue to Unit Two](#)



Unit Two

What is Freedom?

Focus Question: The U.S. Constitution allowed for the continuation of slavery despite promises of freedom for all citizens in the founding documents. Eighty-seven years later, on September 22, 1862, Abraham Lincoln took the first step to correct those grave inconsistencies. On January 1, 1863, with the signing of the Emancipation Proclamation, Abraham Lincoln affirmed that *"all persons held as slaves. . . shall be. . . forever free."*

What does it mean to be free?

Purpose: To allow students to reflect on the concept of Freedom in contrast to Unit One's focus on historical slavery—as a preparation for participating in the writing of the New Proclamation of Freedom (Unit Four),

Duration: One or more 45-minute class periods.

Objectives:

The learner will:

- *Be introduced briefly to references of Freedom in America's most important legal documents.*
- *Take part in a conversation about what Freedom means in the world today as well as in his or her own life;*
- *Be exposed to and evaluate several competing historical concepts and claims relating to Freedom;*
- *Observe several current portrayals of Freedom (through short video clips);*

Materials:

- [Emancipation Proclamation](#)
- Online video resources
 - [Braveheart](#): "They will never take our freedom..."
 - ["What is Freedom"](#) – From the streets of London
 - ["What is Freedom"](#) – From Anonymous group (graphic)
 - ["What is Freedom"](#) – Through animation
- Student videos: [FDFF YouTube Channel](#)



Lesson Guide:

- Ask if any of the students would like to share their homework reflections on slavery from Unit One.
- Ask if any student would like to share his/her video for submission to the Video Challenge. Discuss.
- Discuss the ways in which we think about Freedom. Is Freedom easier to understand when we think about it in relation to slavery?
- Is Freedom necessary for human dignity—the basic human right discussed in Unit One?
- Discuss how Freedom is defined in the following documents: [U.S. Constitution](#), [Declaration of Independence](#), the [Emancipation Proclamation](#), [The Universal Declaration of Human Rights](#) (Article 4).
- Have we lived-up to the intentions of those documents?
- HOMEWORK: Share creative products (written and video) relating to the character and importance of Freedom for human dignity.

Expected Outcomes:

- Students will begin to think critically about Freedom -- a word that is central in the vocabulary of Democracy and a human right that most of us take for granted.
- Students may learn how Freedom feels from the standpoint of individuals who have newly found it or are without it.

References for Further Study:

- [Was Freedom Enough \(for freed Slaves\)?](#): Article Slavery vs. Freedom

Highlight: *For a century and a half, historians like (Booker T.) Washington, have explained the emancipation of 4 million slaves by contrasting their slavery with their newfound freedom.*

- [“What is Freedom?”](#) – Post-Civil War history of freedom in the U.S.

Highlight: *Blacks had a set of ideas about freedom: it meant access to education, protection against violence, the right to work under conditions not just dictated to them?*

- Freedom - 100 years after the Emancipation Proclamation

Martin Luther King, Jr. – [“I Have a Dream” speech - text](#)

- Audio: [“I Have a Dream” – Audio](#)
- Audio – [“Let Freedom Ring” - Rap](#)



Highlights: *“Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity. But one hundred years later, we must face the tragic fact that the Negro is still not free.”*

- [U.S. Constitution:](#)
 - “the Blessings of Liberty”
 - Amendment 1 – Freedom of Religion, Press and Expression
 - Amendment 13 – Slavery abolished
 - Amendment 14 – Citizenship rights

- [Declaration of Independence:](#)
 - *...all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness...*
 - *A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.*

- [Emancipation Proclamation:](#)
 - *I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free;*

- [The Universal Declaration of Human Rights](#)
 - Article 4 - No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

[Quotes About Freedom](#)

The secret of happiness is freedom, the secret of freedom is courage.

— [Carrie Jones, Need](#)

Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally.

— [Abraham Lincoln](#)

He who has overcome his fears will truly be free.

— [Aristotle](#)

For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.

— [Nelson Mandela](#)



When the people fear the government there is tyranny, when the government fears the people there is liberty.

— [Thomas Jefferson](#)

[Continue to Unit Three](#)



Unit Three

What is Human Trafficking?

Focus Question: After the signing of the Emancipation Proclamation, the victory of the North in the Civil War and the adoption of the 13th Amendment to the Constitution, legal slavery formally ended in the United States and all formerly-enslaved people were declared to be free.

Article Four of the Universal Declaration of Human Rights, which was ratified by most nations of the world after World War II, states that: *No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.*

Nevertheless, today there are still millions of people in the world and thousands of people in the United States who are illegally enslaved.

How can slavery continue to exist in the world? In our country?

Purpose: Provide a student-friendly introduction to the latest information on modern-day slavery/human trafficking, informed by student's understandings of historical slavery ([Unit 1](#)) and the importance of Freedom ([Unit 2](#)).

Duration: One 45-minute class period.

Objectives:

The learner will:

- *Begin to understand how slavery can still exist in the world today.*
- *Think critically about the relationships between historic slavery and modern-day slavery.*
- *Begin to develop ideas for reducing and eliminating the presence of slavery in the world today.*

Materials:

- [Video "Sex+Money" Trailer](#)
- National hotline number: 888-3737-888
- "What is Human Trafficking" FACT SHEET
- Slavery Then and Now:
 - [Poor Provisions](#)
 - [Isolation](#)
 - [Violence](#)



Lesson Guide:

- Review the Definition of Human Trafficking (Fact Sheet) and the Focus Question.
- Watch the video “Sex+Money” and afterwards discuss students’ reactions. Ask students where they saw slavery in the video.
- Hand out National Trafficking Hotline Number Sheet and talk about when this number should be called (*to get help if you are being trafficked, to report suspected trafficking, to get information, to find places where victims can get help and safety*)
- Ask students why they think trafficking and slavery exist today. (Thoughts to consider: *Trafficking in persons is the second most lucrative criminal enterprise behind drugs. There is a supply of roughly 14,500-17,500 enslaved people being brought into the U.S. each year. From an economic perspective there is clearly a demand to purchase humans and traffickers who are looking to profit by generating the supply.*)
- The three handouts, *Isolation*, *Violence*, and *Poor Provisions* feature sections from Frederick Douglass’s *Narrative...* paralleled with modern accounts of slavery. Students should divide into three groups—each choosing one of the three handouts and answer the questions provided to explore how slavery as it existed in the 19th century is both consistent with and different from slavery as it exists today. Remind students that all of this took place in the United States.

Expected Outcomes:

- Students will be introduced to the concept of modern day slavery/trafficking and will hear the stories of several victims.
- Students will understand how victims are tricked, forced, and threatened into being enslaved.
- Students will be given the national hotline number for information about human trafficking, and for knowledge about what to do if they identify trafficking among their peers.
- Students will develop empathy for those enslaved today.

References for Further Study:

- [Human Trafficking FAQs—Polaris Project](#)
- [Human Trafficking in the United States: A Fact Sheet for Schools](#)
- [Know the Facts: Pimps and Traffickers](#)



“What is Human Trafficking?”

FACT SHEET

DEFINITION: *Human trafficking is a form of modern-day slavery where people profit from the control and exploitation of others. Victims of human trafficking include:*

- *children (under 18) involved in the sex trade,*
- *adults (age 18 or over) who are coerced or deceived into commercial sex acts, and*
- *anyone forced or tricked into different forms of "labor or services," such as domestic workers held in a home, farm-workers forced to work against their will, traveling sales teams, and other people who are promised good work, only to be given unhealthy and unsafe jobs without pay and without a chance to leave.*

COMMON MISCONCEPTIONS ABOUT TRAFFICKING:

MYTH: *No U.S. citizens are trafficking victims, only very poor international immigrants.*

Reality: There are both U.S. citizens and international victims of trafficking in the United States; trafficking victims come from situations of both poverty and affluence. What they all have in common is that they are vulnerable—through not being educated, being previously abused, or they are just looking to fulfill their dreams for better lives.

MYTH: *Trafficking victims must be transported from place to place.* **Reality:** If a person under 18 is used in commercial sex, he or she is being trafficked—no travel is necessary. In fact, minors are sometimes trafficked from their own homes.

MYTH: *Force/bodily restraint must be present in trafficking.* **Reality:** The legal definition of trafficking does not require physical restraint, bodily harm, or physical force. Psychological means of control, such as threats and lies, used to force someone to work or be prostituted are just as powerful, and count as trafficking.

MYTH: *If a trafficking victim consented (or agreed) to be trafficked one time, he or she is not a victim, because he or she made their choice and should have known better.* **Reality:** Minors under the age of 18, cannot legally agree to be sexually trafficked—even if they are not forced or tricked, and even if they are paid.

MYTH: *Girls who are prostituted have glamorous and fun lives and earn a lot of money.* **Reality:** Girls who are prostituted by traffickers (or pimps) usually have to hand over all the money to their pimps. They are often emotionally abused, beaten, tortured, branded, brainwashed, and sometimes even killed by their pimps.



1-888-3737-888

NATIONAL HUMAN TRAFFICKING HOTLINE NUMBER

Are you or someone you know being trafficked? Is human trafficking happening in your school or community? The following is a list of potential red flags and indicators of human trafficking to help you recognize the signs (from Polaris Project). If you see these red flags, [contact](#) the National Human Trafficking Resource Center hotline at **1-888-3737-888** to report the situation.

Common Work and Living Conditions:

- Is not free to leave or come and go as he/she wishes
- Is under 18 and is providing commercial sex acts
- Is in the commercial sex industry and has a pimp / manager
- Is unpaid, paid very little, or paid only through tips
- Works excessively long and/or unusual hours
- Is not allowed breaks or suffers under unusual restrictions at work
- Owes a large debt and is unable to pay it off
- Was recruited through false promises concerning the nature and conditions of his/her work
- High security measures exist in the work and/or living locations (e.g. opaque windows, boarded up windows, bars on windows, barbed wire, security cameras, etc.)
- Doesn't know where he/she is, or what day or time it is

Poor Mental Health or Abnormal Behavior

- Is fearful, anxious, depressed, submissive, tense, or nervous/paranoid
- Exhibits unusually fearful or anxious behavior after bringing up law enforcement
- Avoids eye contact

Poor Physical Health

- Lacks health care
- Appears malnourished
- Shows signs of physical and/or sexual abuse, physical restraint, confinement, or torture

Lack of Control

- Has few or no personal possessions
- Is not in control of his/her own money, no financial records, or bank account



- Is not in control of his/her own identification documents (ID or passport)
- Is not allowed or able to speak for themselves (a third party may insist on being present and/or translating)

[Continue to Unit Four](#)



Unit Four

New Proclamation of Freedom

Focus Question: Today, slavery is illegal everywhere and yet it still exists as a shadowy, illegal, black market industry. Stopping slavery is very difficult and even measuring its scope and impact has proved extremely challenging.

How can we end today's slavery?

The Emancipation Proclamation had the legal power of turning slaves into free people. On January 1, 2013 we will celebrate the 150th anniversary of this crucial document, but there are still people enslaved in the United States and around the world. The *New Proclamation of Freedom* will be a student-created document stating students' beliefs that modern-day slaves should be free--and affirming students' intention to work towards freedom for all.

Purpose: This session is dedicated to students discussing the importance of a new proclamation and what should be included. [Every school that submits ideas for the *New Proclamation of Freedom* will have its name imprinted on the bottom of the document.]

Duration: One 45-minute class period.

Objectives:

The learner will:

- *Understand the importance of activism (Agitate!) to affect the history of our country for the betterment of humanity.*
- *Connect the effects of nineteenth-century slavery to modern day slavery and discuss ways to implement change for Freedom.*
- *Identify the various aspects of Freedom and its relationship to the human right of dignity.*
- *Create a draft of key ideas for a document to give voice to the young people of today proclaiming Freedom for the future.*

Materials:

- [Emancipation Proclamation](#)
- [The Constitution of the United States](#)
- [Declaration of Independence](#)
- [The Universal Declaration of Human Rights of the United Nations](#)



Lesson Guide:

Review with students information about the upcoming student effort to write *The New Proclamation of Freedom* and the trip to Washington D.C. (found on the FDFP web site)

- **DISCUSS: What are things that you believe about human freedom and reducing the incidence of human trafficking that should be part of the *New Proclamation*?** (EXAMPLES: *Children should not be sold for sex or labor. Young people must be educated regarding the dangers of modern day slavery. Workers must be paid a fair wage for their labor. Undocumented immigrants who are trafficked should receive care and services. Trafficking hotline numbers should be posted in public areas.*)

Choose 5 ideas for submission--and submit to the Frederick Douglass Family Foundation. [Click here to submit](#)

Expected Outcomes:

- Students will understand the importance of standing together and becoming a strong voice for those who are enslaved today.
- Students will grow in appreciation of the value and meaning of Freedom in our society.
- Students will be inspired and empowered to take action in implementing systemic change and/or small acts of compassion for those who have been violated or oppressed and enslaved.
- Students will begin planning for disseminating the *New Proclamation of Freedom* through web sites, blogs, Facebook, Twitter, and other social media.
- Students will begin planning to attend the presentation ceremony in Washington D.C. on January 1, 2013. (Details to follow.)

References for Further Study:

[The Emancipation Proclamation, An Act of Justice](#)

[Overview of Frederick Douglass and Abraham Lincoln](#)

[Frederick Douglass Museum](#)

[National Freedom Day](#)



Service Ideas For the New Proclamation of Freedom

Once the New Proclamation of Freedom is complete, how can we get all of America to support it?

Here are some ideas:

- Online Petition - The online petition is one of the best ways to start a modern movement. We will create an online petition for the New Proclamation of Freedom, but how do we get lots of people to sign it?
- Facebook - If you have a Facebook page send the petition link to all your friends and ask them to forward it to theirs.
- Twitter - Tweet the link to your followers and ask them to forward. Try to get the attention of celebrities and find out if they will Tweet it to their followers.
- Other sites - There are lots of other social networking sites where the petition link can be sent.
- Flyers - Create a flyer that talks about the New Proclamation and our effort to get signatures then distribute the flyers around your school.
- School Website - Ask if you can post a link on your school's website.
- Text - Text the link to your friends.
- TV - Talk to someone at the local news station about what you're doing on the New Proclamation. They might want to do a story. If they do, be sure to promote the Petition link.
- Newspaper - People like stories about students that are proactive. Call the local newspaper and tell them what you're doing.
- Radio - Weekends are a great time for local radio stations to feature local interest stories. Choose two or three spokespeople to talk about the project.
- Clubs, Churches, Events - Wherever people gather is a good place to promote the Petition link.

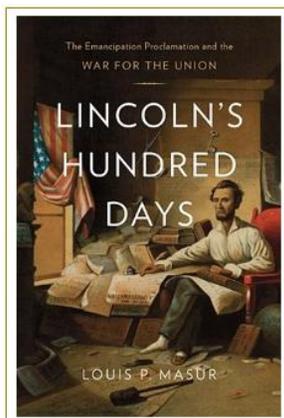
Preparing for your Service Projects - tips for online safety and good digital citizenship from Common Sense Media:

[For grades 6-8](#)

[For grades 9-12](#)



References & Resources



"Lincoln's Hundred Days is the first book to tell the full story of the critical period between September 22, 1862, when Lincoln issued his preliminary Proclamation, and January 1, 1863, when he signed the final, significantly altered, decree. In those tumultuous hundred days, as battlefield deaths mounted, debate raged. Masur commands vast primary sources to portray the daily struggles and enormous consequences of the president's efforts as Lincoln led a nation through war and toward emancipation. With his deadline looming, Lincoln hesitated and calculated, frustrating friends and foes alike, as he reckoned with the anxieties and expectations of millions. We hear these concerns, from poets, cabinet members and foreign officials, from enlisted men on the front and free blacks as well as slaves.

Masur presents a fresh portrait of Lincoln as a complex figure who worried about, listened to, debated, prayed for, and even joked with his country, and then followed his conviction in directing America toward a terrifying and thrilling unknown."

International Sex Trafficking of Women and Children

Half the Sky, Nicholas D. Kristof and Sheryl WuDunn (Knopf, 2009)

A Crime So Monstrous: Face to Face With Modern Day Slavery, E. Benjamin Skinner (Free Press, 2008)

Sold, Patricia McCormick (Hyperion Press for Children, 2006)

Legal Definitions of Trafficking

Mann Act ("White Slave Traffic Act") (U.S. 1910)

The Trafficking Victims Protection Act (U.S. 2000 and reauthorizations)

Palermo Protocol (United Nations, 2000)

Law Enforcement Initiatives

[F.B.I. Innocence Lost Initiative](#)

Domestic Minor Sex Trafficking (DMST)

Somebody's Daughter: The Hidden Story of America's Prostituted Children and the Battle to Save Them, Julian Sher (2011)



Social Service Organizations Fighting Trafficking

[Demand Abolition](#)

[New Friends/New Life](#)

Research

Characteristics of Suspected Human Trafficking Incidents, 2008-2010, U.S. Dept. of Justice, Bureau of Justice Statistics, April 2011

ILO Global Estimate of Forced Labor: Results and Methodology (June 2012)

Trafficking in Persons Report 2012 U.S. Department of State

[**Continue to What is Service Learning?**](#)



What is Service-Learning?

Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

“The National Service-Learning Clearinghouse Service-learning can provide young people with experiences that are eye-opening, challenging and satisfying. It allows them to see the influence and impact that each individual can have on their community, and ultimately, it empowers them to use that influence toward the creation of a better, more humane world for all.”

Service-Learning Lesson Plans and Projects
by **Kristine Belisle** and **Elizabeth Sullivan**

“Service learning, when done well, can enrich and invigorate young people’s lives in and out of school; improve academic scores and school climate; strengthen leadership, civic engagement, and work-place skills; and promote and enhance character development through ethical decision making.”

Scott Richardson (srichardson@cns.gov) is the K-12 program coordinator for Learn and Serve America K-12 at the Corporation for National and Community Service,

Michael Josephson (msj@jiethics.org) is founder and president of the Josephson Institute of Ethics and Character Counts!

Getting Started in Service-Learning

This easy-to-use teachers' guidebook covers the basics of service-learning, from accessing community needs to using multiple reflection strategies. [Click here](#) to download the guidebook.

[What is the Frederick Douglass Family Foundation?](#)



WHAT IS THE FREDERICK DOUGLASS FAMILY FOUNDATION?



The Frederick Douglass Family Foundation (FDF) was co-founded in June 2007 by Nettie Washington Douglass, her son, Kenneth B. Morris, Jr. and Robert J. Benz. FDF exists to honor and preserve the legacy of Frederick Douglass and to create awareness about the issue of modern-day slavery in an effort to expedite its demise.

The founders represent a remarkable living history. Ms. Douglass and Mr. Morris are direct descendants of Frederick Douglass, the man called “the father of the civil rights movement” and Booker T. Washington, the famed educator and founder of Tuskegee Institute.

Through the union of Ms. Douglass’ mother, Nettie Hancock Washington (granddaughter of Booker T. Washington), and her father, Dr. Frederick Douglass III (great grandson of Frederick Douglass), the founders unite

the bloodlines of two of the most important names in American history.

A few years back, the founders were confronted for the first time with solid facts about modern-day slavery: millions are still enslaved in every country of the world, including the United States, in conditions as bad or worse than those suffered by their ancestors. They decided that this was not something from which they could walk away especially considering the platform granted to them by their lineage.

Based on their experience and the opinions of leading experts in the field, FDF founders believe that awareness is the first step to ending Human Trafficking in our lifetimes. The foundation has, therefore, made it their business to educate the public about this veiled crime with the starting point being young people.

“When we work with students,” says Ms. Douglass, “we can accomplish several things at once: provide an interesting narrative about an important period in our history that is often overlooked; inspire modern Abolitionists; provide timely information that may prevent young people themselves from becoming victims and help create better world citizens.”

[Who was Frederick Douglass?](#)

[Who was Booker T. Washington?](#)

[Nettie Washington Douglass](#) - Chairwoman

[Kenneth B. Morris, Jr.](#) - President

[Robert J. Benz](#) – Founder & Executive Vice President

[100 Days to Freedom Website](#)

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