

# NOT FOR SALE CAMPAIGN

HIGH SCHOOL CURRICULUM

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NOT  
FOR SALE

# NOT FOR SALE HIGH SCHOOL CURRICULUM

## A Secondary Thematic Curriculum for the book Not for Sale by David Batstone

This series of lessons was designed to introduce the major themes and concepts in Not for Sale. These lessons are designed to enable teachers to use the book in a broad range of course subjects. The lessons provide an interdisciplinary approach that equips students to investigate and critically engage a major social crisis afflicting the world today: modern slavery. This study guide aims to help students to become more astute readers who can move “beyond the text” and interpret the world in which they live.

- LESSON 1** Preaching critical vocabulary and using the KWL Chart—Connecting with prior knowledge and question-making for the unit
- LESSON 2** Critical questions and the geography of the global slave trade
- LESSON 3** Studying Chapter One—Sexual Slavery in Indochina
- LESSON 4** Studying Chapter Two—Bonded Laborers in South Asia
- LESSON 5** Studying Chapter Three—Child Soldiers in Uganda
- LESSON 6** Studying Chapter Four—Tracing Nadia’s Journey
- LESSON 7** Studying Chapter Five—Lost Children in Peru
- LESSON 8** Studying Chapter Six—The “Underground Railroad” in the USA
- LESSON 9** Logos, Ethos and Pathos—An examination of the author’s purpose
- LESSON 10** Final Project and Writing Prompt

**Major Themes in Not For Sale:** War, poverty, religion, immigrant and refugee status, global economies, forced labor, justice systems, and the abolition of slavery

## LESSON ONE: WORD SPLASH AND KWL CHART

The word splash is a great way to start a unit. Words are posted by the teacher in large font on poster or chart paper. They are “splashed” willy-nilly onto the paper to create a visually-pleasing display. Students see/read the words throughout the unit, study them in the context of meaningful and relevant text, and gain mastery by unit’s end. There is not the need for copying dictionary definitions or using words (often incorrectly) in sentences. The word splash activity leads into the class KWL chart.

### WORD SPLASH VOCABULARY

**ANTISLAVERY**

**OPPRESSION**

**ABOLITION**

**DOMESTIC LABOR**

**VULNERABILITY**

**TRAFFICKING**

**EXPLOITATION**

**PERPETRATOR**

**CORRUPTION**

**UNDERGROUND RAILROAD**

**INJUSTICE**

You will need a good map for this unit. It is interesting to trace the vignettes across continents, and in chapter 4 we will actually follow one woman’s journey into servitude.

After introducing the key vocabulary, provide students with the KWL Chart. This is a graphic organizer with three columns that allows students to process as they learn new information about a topic. The headings at the top of the columns are: What I Know, What I Want to Know, What I’ve Learned.

Look at the world map together. To help them generate statements for the K column (What I Know), point to the continents and ask these or similar questions:

- What do you currently know about slavery?
- Can you connect any of your current knowledge to specific regions in the world?
- Where did the United States’ first slaves come from?
- Do you have any information about slavery or servitude in other parts of the world?

Vary your questions depending upon the grade level and prior knowledge base of your students. Allow students some time to fill in the K section of the graphic organizer.

Post their knowledge in the classroom. It is nice to have both a large class KWL chart and individual charts for the students to utilize. You can transfer their statements to a chart drawn on poster paper. The KWL chart will be completed in lesson two.

## LESSON TWO: INTRODUCTION, CRITICAL QUESTIONS, AND GEOGRAPHY

The W section of the KWL chart is where student show curiosity and genuine thinking. Their questions inform the teacher and guide the study.

One possibility for generating questions is to read the introduction of the book. Here, Dr. Batstone gives some background knowledge and introduces his readers to his own interest in the topic. We will come back to the introduction and use both it and the conclusion to study ethos, logos, and pathos.

Another possibility, again, depending upon the level of the students, is to show clips from the “Not for Sale Documentary.” Either option will set students up to create questions for the unit.

Introduce a large world map and indicate that this study will include a trek across several continents, ending with North America.

Use Read Alouds to define place/geography and introduce issues. (Each of the following passages should be printed onto a separate page for duplication into an overhead transparency/slide and handouts for students.)

Read Alouds are a great “into” strategy and can “set the stage” for further study. They are a literacy tool with multiple applications (also used in lesson five) and provide students with the opportunity to listen to good text, read well, by the teacher. They allow for high engagement because the passages are short and may follow with a prompt. A Read Aloud is NOT reading entire chapters to students. When the passages are brief, the students can listen attentively and respond with interest.



In this lesson, the teacher will read the passages and invite students to make connections to the world map. The teacher may briefly define new words/phrases and then move to the next passage. Allow limited time after each passage for the students to use their KWL charts, ask questions, and discuss geography.

### READ ALOUD #1

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“The old woman bought her not long after she turned seven. Her parents were struggling to care for five children in a camp for internally displaced Cambodians. The camp was situated near the border with Thailand where food was scarce and jobs nonexistent. The old woman and her son came to the camp seeking a young girl to be a house servant. Her parents sacrificed one sibling for the survival of her siblings.

“She cooked the woman’s meals, bathed her, washed clothes, scrubbed the floors, and performed any other chore demanded of her. Her master demonstrated neither affection nor malice; she expected only obedience. The girl was never addressed by name. ‘Hey you, get me some water,’ the woman would say, or ‘Girl, go sweep the floor.’ Did the old woman know her name? Some days, the girl whispered her own name softly to herself simply so that she would not forget.”

## READ ALOUD #2

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“For over two decades, a rebel army in East Africa has been enslaving children. The children, some as young as seven, are forced to perform as soldiers, sex slaves, and baggage porters. Human rights groups estimate that as many as forty thousand children have been taken captive.

“It is called ‘the forgotten war.’ Most westerners know next to nothing about it, and our governments do little to stop it. We treat it as just another story of Africans killing Africans in endless guerilla warfare. Perhaps if the rebels were stealing oil rather than children, the world would pay more attention.”

## READ ALOUD #3

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Each year thousands of young girls from eastern Europe are forcibly tracked along this channel to brothels all over the globe. A victim typically originates from a country that was once part of the Soviet Blok. From her home country, she will be transported through Romania to Serbia, Montenegro, or Croatia, then to Albania, and on into Italy. The final destination for the victim will likely be the European Union, though a significant number of girls will be trafficked to the United States, the Middle East, or the Asia Pacific.

## READ ALOUD #4

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“The president of Peru in 1991, Alberto Fujimori, declared that his government would ‘cleanse’ the city of street kids. The dead bodies of several children showed up in city parks shortly thereafter; many more went missing. Some children reported that police used brute intimidation against them, putting a gun to their head and pulling the trigger on an empty chamber.

“Street kids around the world suffer from a cascade of curses. A traumatic incident initially tears them away from their families. Once displaced, they become vulnerable to predators of every stripe: traffickers set traps to ensnare them, the police consider them outlaws, and “decent folk” regard them as less than human. The stigma of rejection brands their tiny bodies.”

## SLAVERY STATISTICS

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If you read the introduction with students, make a poster that details the statistics outlined in that section of the book. They are as follows:

- Twenty-seven million slaves exist in the world today
- Two hundred thousand people are currently enslaved in the US
- 17,500 new victims are trafficked across US borders each year
- 30,000 slaves are transported through the US to other destinations
- 800,000 to 900,000 human beings are bought, sold, or forced across the world’s borders each year
- The FBI estimates that the slave trade generates nearly \$32 billion in revenue each year

## LESSON THREE: CHAPTER ONE-SEXUAL SLAVERY IN INDOCHINA

*“In June 2006, Cambodia was ranked as one of the worst countries in the world for human trafficking. The report card, published annually by the U.S. State Department, pulled no punches: ‘Cambodia is a source, destination, and transit country for men, women, and children trafficked for the purposes of sexual exploitation and forced labor.’”*

**“IF HEAVEN COULD CRY, THEN CAMBODIA WOULD NEVER KNOW DROUGHT.”  
(KHMER PROVERB)**

In addition to the larger world map posted, students will benefit from a map of Indochina as a visual assist to their learning in this chapter.

### STUDY QUESTIONS

- What are the four forces that contribute to the trafficking of sex slaves in the region? Find factual support in the chapter to explain these forces.
- Describe the factors in Annie Dieselberg’s background that make her well-suited for the role of abolitionist.
- How does NightLight Design offer women an opportunity to live normal and free lives?
- Describe the concept of shame and its cultural force in womens’ lives.
- How do religious practices and discrimination influence a woman’s opportunities in Southeast Asia?



#### Major characters in this chapter:

Srey Neang  
Annie Dieselberg  
Pierre Tami  
Sean Litton

### JIGSAW ACTIVITY

#### Use the Jigsaw Model to learn about the individuals in the chapter:

For the jigsaw activity, assign students to groups of four within the classroom (depending upon the number of students, you may need more home groups)—each student will become an “expert” on their assigned character. Students will take their “expertise” back to the home group to share with the members.

Establish some class norms before you begin this reading; briefly introduce the nature of the material and allow students to list the behaviors they will need to successfully read the material. List these using the overhead projector and offer brief definitions (for example, cultural sensitivity, gender sensitivity, religious tolerance/ sensitivity).

## LESSON FOUR: CHAPTER TWO-BONDED LABORER IN SOUTH ASIA

“Oppressors use violence to commit acts of injustice and to discourage potential rescuers from coming to the aid of the victims.”

“Today there is not a single country in the world where slavery could be considered legal. Yet slavery still thrives. If the laws that already appear on the books were enforced, the slave trade would end tomorrow.”

### STUDY QUESTIONS

- In what ways does Gary Haugen give lawyers a “good name”?
- How does “family solidarity” work for and against the working family group in this chapter?
- List the key objectives IJM has adopted to aid in its work of rescuing victims.
- Describe the critical role of “aftercare” in helping victims return to a normal life.
- What do Western democratic societies offer as a solution for violence? Contrast this with systems in developing countries.



Begin class reading of this chapter with the quiz (95). Type or scan the questions onto overhead transparencies and a student handout. One strategy for processing the information is the Make and Break model. This strategy allows students to manipulate text and use contextual clues and prediction to match questions with their correct answers.

### MAKE OR BREAK ACTIVITY

**Directions for the Make and Break activity using “Is this Slavery? True or False”**

- Provide students with the title and introduction paragraph to the activity. Briefly discuss the paragraph.
- Type the falsehoods onto a separate sheet, keep adequate white space around each item (they will be cut into strips) and number them (there are 11).
- Create a sheet with the truths; these will also be cut into strips, letters A through K.
- Handout the “falsehood” strips and allow student to read them and spread them out on their desks.

**Answer any vocabulary or context questions.**

- Hand out the “truth” strips and give students time to match the items.
- Provide individual and partner work time, depending upon the level of your class.
- If you wish, allow students to glue the strips to paper, for posting in the classroom.
- Allow students to return to their KWL charts and record new questions in the “W” column and learnings in the “L” (What I’ve Learned) column.
- Process the activity with a quickwrite—“What new learning did you gain from this assignment?”

### TIMELINE ACTIVITY

**Timeline activity for following the journey of Narayan and Maya:**

The vignettes Dr. Batstone uses in the book are ideal for giving students a first-hand view of lives that they lead in slavery. The personal stories read like fiction and provide opportunity for students to develop greater empathy and understanding. In this chapter, we follow the journey of an entire family group.

As students read and discuss the sections in this chapter, they'll need to keep notes on events and characters. Encourage students to visualize as they read. This practice will help them create the timeline. When they have completed the chapter, provide poster paper for students to create a timeline of the experiences of Narayan and Maya and their family members. The timeline may include both events and images. Students may work individually or in small groups.

## LESSON FIVE: CHAPTER THREE-CHILD SOLDIERS IN UGANDA

### STUDY QUESTIONS

- How has Uganda's violent history contributed to its current situation and the ongoing "forgotten war"?
- Consider the factors that allow the "humanitarian crisis" in Uganda to continue.
- How did Florence Lacor's work with rescued children allow her to move beyond the anger and helplessness she felt about her own daughter's abduction?



Begin this chapter with several Read Alouds. Unlike those used earlier in the unit, these readings have prompts that guide student responses. Type or scan the following passages onto paper and make both transparencies and student copies. There should be one Read Aloud per sheet.

### READ ALOUD #1

"Parents suffer so much when their children are abducted and held in captivity. When it's night, you know your child is out in the cold. When a thunderstorm comes, you can feel your child getting soaked. When you hear bombing, you think of the bombs dropping on your child.

"When your child dies, at least you can mourn. But when she is abducted, you always wonder what is happening. You can never forget." -Florence Lacor (114)

**Prompt:** Consider how it is "easier" to mourn the loss of a child, rather than to always wonder about his/her safety...

### READ ALOUD #2

#### The Night Commuters

"The Lord's Resistance Army typically raids villages at night. Given the risk, many families living in northern Uganda send their children off to seek safety in city centers before night falls.

"As many as thirty thousand 'night commuters' journey on foot—some walk for five to ten miles—to reach a shelter that lies near a national army garrison. Not all of the children are fortunate to find a formal shelter. Many sleep in bus terminals, in parks, under shop verandas, or in abandoned buildings. The kids walk back to their home village at dawn."



In July, 2006, the town of Juba in Southern Sudan hosted landmark talks between the Lord's Resistance Army (LRA) rebels and the Ugandan government, aimed at ending their 20-year conflict. Months of dragging negotiations have failed to generate the accord that many were optimistic would be produced. Nonetheless, both sides mostly have respected a ceasefire, and the LRA has reduced drastically its practice of child recruitment. The flood of "invisible children" in Northern Uganda who had to seek nightly refuge has, for the moment, slowed to a trickle.

**Prompt:** Imagine leaving your family each night, just as the rest of the members are settling in for the evening, to walk many miles to find a safe resting place...

## READ ALOUD #3

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Childhood slavery should give the international community sufficient cause to intervene and put an end to the war in northern Uganda. The effect of the war on the entire population reinforces the moral obligation to do so without delay.

According to the United Nations, over 1.7 million people—roughly 85 percent of the population of northern Uganda—have been driven from their homes and today live in camps for internally displaced persons (IDPs). Children account for over half the residents in these IDP camps.

**Prompt:** Think about all of the ways that war impacts a people, a society, a country.

You may consider other prompts for these passages—they may be written or thinking prompts, or involve partner discussion. These lessons should not take more than 10 to 15 minutes each.

## MAKING ANNOTATIONS

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**Using annotations to bring personal meaning to the reading:**

This chapter has dense material—the stories of torture and abuse are difficult to read. Instruct the students to annotate as they read each section. There are 24 sections in the chapter—using the guide on the next page, consider having students provide one annotation for each section of the chapter. (Provide each student with a copy of the following guide.)

The act of annotating provides accountability for reading and fosters critical literacy. Think of annotations as "talking back to the text." Students who practice this strategy consistently, with a wide range of texts, are more confident and careful readers.

Their annotations in this lesson can be used to bring textual meaning to the visual representation they will create of Uganda and the personalities in the chapter. You may want to provide colored post-it notes for their annotations. They may keep the notes either in the book, or up in the classroom, on display.



As you work with the text, consider all of the ways that you can connect with the reading and assist yourself in making sense of what you read:

- Vocabulary—define words and phrases; make them real; explore why the author would have used that word
- Make connections to other parts of the book. Use quotations
- Ask questions of the text
- Make connections to other things you have read or experienced, such as—
  - movies
  - television
  - comics or graphic novels
  - new stories
  - other books, plays or readings
- Draw a picture to represent a visual connection
- Re-write, paraphrase or summarize a difficult part of the text
- Make connections to your own observations and/or experiences
- Argue with what you are reading—is it wrong or right and how does it make you feel?
- Explain the historical context or traditions/social customs that are explained in the text

## UGANDA MAP

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### Create a Visual Representation:

- Provide each student with an 11x18 piece of construction paper.
- Students will draw an outline of Uganda that takes up the space of the paper. (Make a master and duplicate, if you wish.)
- Inside the map, they should place a visual that represents each of the main individuals in the chapter. Consider having students include 3-5 facts or details about each person that they learned while reading the chapter.

Students should include facts for the following personalities:

Charles Achana, Florence Lacor, Margaret Lacor, and Idan Lagum Lumoro

## LESSON SIX: CHAPTER FOUR-NADIA'S JOURNEY ON THE BALKAN TRAIL

### STUDY QUESTIONS

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- Describe the “Balkan Trail’s” significance as a major smuggling route for sex slaves.
- Discuss the wide-ranging influence of the Russian Mob
- How has the “zone” of trafficking shifted from the 1970s to today? Discuss the geographic shifts and their causes.
- Consider the issue of police corruption and the trafficking of women and children.



You will need a map of Europe and Asia for this chapter. Students are going to trace the journey of Nadia across the “Balkan Trail.” Nadia’s stops along her journey are listed below. As you are reading with the students, have them study the map (posted large in the room or provided as individual hand-outs) and trace Nadia’s route. You may provide the students with sticky notes to make brief notations. They can then post the notes on the large map or place them on paper in their folders.

- 1 Chisinau, Moldova
- 2 Romanian border
- 3 Romania to Serbia
- 4 Belgrade
- 5 Montenegro
- 6 Shkodra, Albania
- 7 San Foca, Italy

To prepare for the study of Padre Cesare’s character, provide students with the following prompt.

**Writing Prompt:**

What human qualities must a person possess to live a life in service to others—abolitionists, relief workers, etc.?

Padre Cesare Lo Deserto is the other main character in this chapter. His shelter, Regina Pacis, is located in San Foca, Italy. San Foca is, according to Padre Cesare, “the destination where the poverty and wealth of world collide.” Students can easily understand his impact on the lives of sex slaves by studying some of the statistics relevant to sexual servitude in this region of the world.

- After the collapse of the Soviet Union in 1991, unemployment rates surged in the Ukraine—females made up 80 percent of the population who lost jobs in the 1990s.
- Unemployment rates for women ranged between 70 and 80 percent in most of the former Soviet Republics.
- A study in the Ukraine in the late 1990s found that three out of four girls between the ages of 10 and 19 expressed a strong desire to work abroad.
- 70 percent of the prostitution in the United States is linked to organized crime.

For the section “Leveraging International Diplomacy” that begins on page 191, consider getting students into small groups to study the section and to create visuals that represent the “three tiers” and the countries designated to each tier. You could also assign “tiers” to small groups for a mini-jigsaw activity. Students could create a visual for their tier with maps and figures and then present their visual to the class. \*\*One important consideration for group work is to be certain that each student has a task. Often it is best to have students arrive at their group with some assignment or work partially completed.

## LESSON SEVEN: CHAPTER FIVE-SHELTERING THE LOST CHILDREN IN PERU

### STUDY QUESTIONS

- Summarize the findings of the “Save the Children” report published in 2004.
- The process of enslavement involves 5 key elements, what are they?



As a follow-up to the writing prompt from the last lesson, read aloud the introductory section from chapter 5, the circumstances that led Lucy Borja to her work as an advocate for the street children in Lima.

This chapter contains stories of adults in positions of power in Lima who exploit and abuse children. These stories are disheartening and may cause student responses ranging from despair and anger to apathy. Perhaps the best way to navigate the stories is to have students read them and keep a journal of their responses. You may want to require one journal entry per vignette, or perhaps a total number for the entire chapter.

Prepare students ahead of time that this is heavy and serious reading, and they will have the opportunity to respond in an individual and private manner. Honor their responses and allow them privacy if requested. Consider also allowing students to use their KWL chart to post questions for use in a class discussion at the conclusion of the chapter.

Engagement for the reading will be high, but it is critical that the tone of the classroom be one of serious study and respect for the issues presented. Be attentive to individual students who may need to skip the reading in this chapter.

Gauge the level of sensitivity you will need to both consider student written responses and lead a class discussion on the issues.

## LESSON EIGHT: THE UNDERGROUND RAILROAD IN THE USA

Now is the optimum time to revisit the KWL chart. (Students may have more than one copy in their possession! You may have issued one per chapter, even.) We'll end the study with focus on the United States, and students should acknowledge all they have learned about the issues in the “global” sense.

### STUDY QUESTIONS

- Is religion a tool that is used to justify acts of terror and human oppression?
- What assumptions might we, as Americans, make about the individuals who become victims of slavery?
- Think about places in your community where slavery might possibly exist.
- Be prepared to discuss the issues of monetary gain when considering why modern-day slavery is so difficult to abolish (see page 260 for a key example).



You provide, or have students create, a poster of the data from the “Free the Slaves” study. This should be displayed prominently in the room as students read the final two chapters.

In this chapter, students should consider the four interwoven stories about modern-day abolitionists and choose an individual or organization that they would like to study more closely. You can make this study the final project for the unit, if you wish.

## **AMERICAN ABOLITIONISTS**

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Louis Etongwe

Katherine Chon and Derek Ellerman—The Polaris Project

Anna Rodriguez

Kay Buck

Tina Frundt

Students should study the “Hot Spots” list on page 265 (post this list in large text in the classroom or on the overhead) and consider their own interactions with or knowledge about these industries. Caution is necessary here; be sensitive to discussions about the list if your students or their families work in these industries/jobs.

## **HOT SPOTS**

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- Housecleaning services
- Landscape and gardening businesses
- Domestic (home/childcare) workers
- Large-scale agricultural labor
- Construction sites
- Casinos
- Garment factories
- Hotels (housekeeping)
- Nail salons
- Migrant or transitional communities
- Zones known for prostitution
- Strip clubs/massage parlors
- Domestic violence cases

Lastly, students should consider the questions for evaluating potential cases of slavery on page 266. They can then complete a quickwrite assignment that addresses the following prompt:

Think of possible areas in your own community where you might encounter slavery. What would YOU be willing to do, as an abolitionist, if you believed your actions would save or free individuals held in bondage?

# LESSON NINE: LOGOS, ETHOS, AND PATHOS

**A Critical Look at the Author's Life and Final Writing Assignment:** Older students benefit from a critical study of the author and his/her motivation and intent. David Batstone writes about his own life journey, and how it prepared him to write the book. Students should consider Dr. Batstone's experiences when seeking to understand his path toward modern-day abolitionist. This is also a good time (if you haven't already done so) to introduce students to the [notforsalecampaign.org](http://notforsalecampaign.org) website to explore all the ways one might become involved in the movement. Before reading, provide students with the following definitions of rhetorical argument.

## LOGOS, ETHOS, AND PATHOS

Whenever you read an argument you must ask yourself, "Is this persuasive? And if so, to whom?" There are several ways to appeal to an audience. Among them are appealing to logos, ethos and pathos. These appeals are prevalent in almost all arguments.

### To Appeal to Logic (logos)

- Theoretical, abstract language
- Denotative meanings/reasons
- Literal and historical analogies
- Definitions
- Factual data and statistics
- Quotations
- Citations from experts and authorities

Logos evokes a cognitive, rationale response.

### To Develop Ethos

- Informed opinions
- Language appropriate to audience and subject
- Restrained, sincere, fair minded presentation
- Appropriate level of vocabulary

Ethos demonstrates the author's reliability, competence, and respect for the audience's ideas and values through the reliable and appropriate use of support and general accuracy.

### To Appeal to Emotion (pathos)

- Vivid, concrete language
- Emotionally loaded language
- Connotative meanings
- Emotional examples
- Vivid descriptions
- Narratives of emotional events
- Emotional tone
- Figurative language

Pathos evokes an emotional response.

## DEFINITIONS

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**Logos:** The Greek word logos is the basis for the English word logic. Logos is a broader idea than formal logic—the highly symbolic and mathematical logic that you might study in a philosophy course. Logos refers to any attempt to appeal to the intellect, the general meaning of “logical argument.” Everyday arguments rely heavily on ethos and pathos, but academic arguments rely more on logos. Yes, these arguments will call upon the writers’ credibility and try to touch the audience’s emotions, but there will more often than not be logical chains of reasoning supporting all claims.

**Ethos:** Ethos is related to the English word ethics and refers to the trustworthiness of the speaker/writer. Ethos is an effective persuasive strategy because when we believe that the speaker does not intend to do us harm, we are more willing to listen to what s/he has to say. For example, when a trusted doctor gives you advice, you may not understand all of the medical reasoning behind the advice, but you nonetheless follow the directions because you believe that the doctor knows what s/he is talking about. Likewise, when a judge comments on legal precedent audiences tend to listen because it is the job of a judge to know the nature of past legal cases.

**Pathos:** Pathos is related to the words pathetic, sympathy, and empathy. Whenever you accept a claim based on how it makes you feel without fully analyzing the rationale behind the claim, you are acting on pathos. They may be any emotions: love, fear, patriotism, guilt, hate or joy. A majority of arguments in the popular press are heavily dependent on pathetic appeals. The more people react without full consideration for the WHY, the more effective an argument can be. Although the pathetic appeal can be manipulative, it is the cornerstone of moving people to action. Many arguments are able to persuade people logically, but the apathetic audience may not follow through on the call to action. Appeals to pathos touch a nerve and compel people to not only listen but to also take the next step and act in the world. <http://www.public.asu.edu/~macalla/logosethospathos.html>

## CONCLUSION QUESTIONS

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As students are reading the conclusion, they should answer the following questions:

### Questions about Logic (Logos):

1. In a brief summary, outline Dr. Batstone’s major claims and assertions. Do you agree with his claims?
2. Are any of his claims weak or unsupported?
3. What are the counterarguments to Dr. Batstone’s assertions?

### Questions about the Writer (Ethos):

1. Dr. Batstone traveled the planet to research these stories. How does this affect the reliability of his reporting?
2. What is Dr. Batstone’s background? Do you think he is trustworthy?
3. Do the reviews on the book’s back cover influence your thinking relative to Dr. Batstone’s credibility?

### Questions about Emotions (Pathos):

1. Does Not for Sale affect you emotionally? Reference three passages from the book that cause you to respond emotionally.
2. Do you think that Dr. Batstone is trying to manipulate your emotions? If so, in what ways?
3. Do your emotions ever conflict with the logical interpretations of the arguments?

## LESSON TEN: FINAL WRITING PROMPT

Students have been studying the roles of abolitionists from diverse walks of life. As a review, revisit the continents, the countries and the people who have been prominent during the course of study. Ask the following questions (some questions may have been considered earlier in the unit):

- What factors motivate an individual to become an abolitionist?
- Why do some individuals work tirelessly to end human rights abuses and other injustices they encounter in the world?
- What “comforts” in life might an individual deny to work for justice and equality?
- What are the human rights abuses that you take most to heart?
- What is freedom? Who has it? Who does not have it?



Consider the following song lyrics in preparation for the writing activity--

### **None of Us are Free (When One of Us is Chained)**

Solomon Burke

Well you better listen my sisters and brothers,  
'cause if you do you can hear  
there are voices still calling across the years.  
And they're all crying across the ocean,  
and they're crying across the land,  
and they will till we all come to understand.  
None of us are free.  
None of us are free.  
None of us are free, one of us is chained.  
None of us are free.  
And there are people still in darkness,  
and they just can't see the light.  
If you don't say it's wrong, then that says it's right.  
We got to try to feel for each other, let our brother's know that we care.  
Got to get the message, send it out loud and clear.  
(Chorus)  
It's a simple truth we all need, just to hear and to see.  
None of us are free, one of us is chained.  
None of us are free.  
now I swear your salvation isn't too hard to find,  
None of us can find it on our own.  
We've got to join together in spirit, heart and mind.  
So that every soul who's suffering will know they're not alone.  
(Chorus)  
If you just look around you,



you're gonna see what I say.  
Cause the world is getting smaller each passing day.  
Now it's time to start making changes,  
and it's time for us all to realize,  
that the truth is shining real bright right before our eyes.  
(Chorus and Fade)

You may choose to play a recording of the song to inspire students to address the prompt.

**Writing Prompt:** Are any of us “free” when even one of us is held in bondage? Think about your own response to the stories and issues presented in the text *Not for Sale*. Consider the actions of modern-day abolitionists when crafting your response. Be sure to include specific examples from your reading.



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I am the teacher I am because of their leading...