



THE CHANGE AGENT

An Adult Education Newspaper for Social Justice



THE CHANGE AGENT

Adult Education for
Social Justice: News,
Issues, and Ideas

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The U.S. has the highest incarceration rate of any country in the world. It is home to 4% of the world's population, but it has 25% of the world's prisoners. Why? How did this happen? What effect has mass incarceration had on families and communities?
Read on. Find out.

Issue 40

changeagent.net.org

March 2015

Using the “Prisons” Issue in the Classroom

Plus TWO CCR-Aligned Lesson Plans!



New England Literacy
Resource Center



WORLD EDUCATION

Contact People

Webinar Facilitator

Cynthia Peters

Editor of *The Change Agent*

cpeters@worlded.org

617.482.9485 x3649

Webinar Host

Ben Bruno

Media Specialist

bbruno@worlded.org

617.482.9485 x3629



*New England Literacy
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In this webinar, you will:

- A. Get a tour of the new issue.
- B. See two lesson plans modeled.
 - 1. Learn Writing by Studying a Writer
 - 2. Learning about Rate by Analyzing Prison Population Charts
- C. Learn about our online resources.
- D. Find out about the new Call for Articles.



The Change Agent CALL FOR ARTICLES Theme: Food (Issue #39)

Food nourishes us, it comforts us, reinforces cultural and religious traditions, and brings up global and environmental questions, and invites us to consider the health of those who farm or process our food. We invite you to share your ideas about food. Use one or two paragraphs to share your writing:

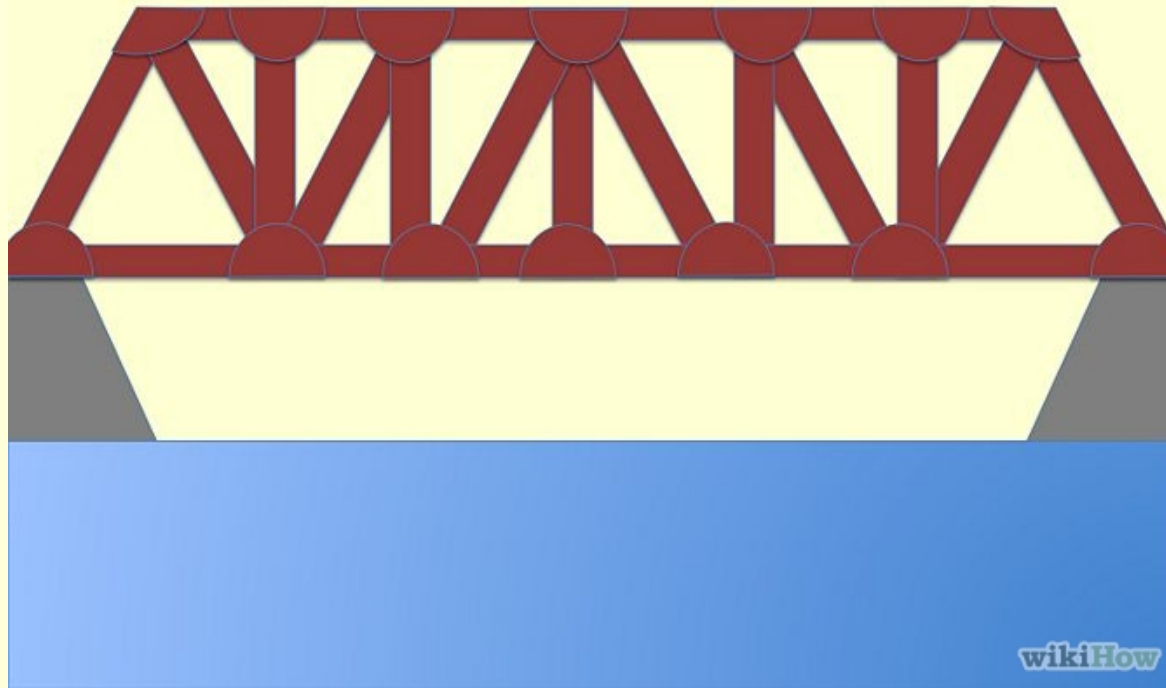
QUESTIONS TO CONSIDER:

1. How did you learn about food from when you were growing up. Share



Lesson Plan #1

Learn Writing by Studying a Writer



Learn Writing by Studying a Writer
Lesson Packet #1 – February 2015
***The Change Agent* <changeagent.nelrc.org>**

Introduction:

This lesson offers students the opportunity to read three articles by the same writer, an adult learner who is now in community college. Students will analyze his writing techniques (using CCR writing standards 1-4) and then deploy what they have learned by writing their own essay (W.CCR.5).

Reading level: 7-8 (grade level equivalent)

Lesson objectives:

- To provide adult learners with peer-written articles, which can inspire and motivate students to feel, “If he can do it, I can do it.”
- To give students a chance to see how a writer grows and develops over time. (The three articles in this lesson plan are written by the same adult learner over a two-year period.)
- To provide students with an opportunity to “reverse engineer an article” so they can lay bare the structure of the piece.
- To provide students with an opportunity to analyze and understand various writing techniques so that those elements are demystified and clarified.
- To give students a chance to try out their own writing after investigating writing modeled by a peer.

Find the Lesson Plan here:
<http://changeagent.nelrc.org/in-the-classroom/lesson-packets/>

Meet Timothy Lovett

Timothy Lovett is an aspiring comedian/writer out of Springfield, MA, by way of Lorain, Ohio. He hopes to start college in the spring of 2013 to study computer networking and IT security.



Timothy Lovett currently lives in Northampton, MA. He is studying computer security and IT at Springfield Technical Community College. He is also an amateur comedian who enjoys Crossfit and creative writing. By next year, Tim hopes to complete his Associates Degree, conquer Murph (a workout), get paid for a comedic gig, and complete a collection of short stories.



Timothy Lovett is a student at Springfield Technical Community College. He is in the Computer Security program scheduled to graduate in 2015. Tim is an amateur comedian and aspires to do public speaking, but most importantly he wants to keep writing.



The Best Job I Ever Had

Timothy Lovett

I don't think you ever forget your favorites in life, like your favorite teacher, or your childhood friends, or your first love. When I was an order selector at Hallmark Cards in Connecticut, it was the best job I ever had. Many reasons why I liked that job: it was interesting, my colleagues were fun, it was family oriented, and I believed these elements added up to a better experience and a lifetime of friends.

Like Bees in a Beehive

At the Hallmark warehouse, we took customer orders by using a system. We would get our orders off on a trek around the warehouse, picking up cards for our customers.

By the end of the day, we might have eight to ten orders selected

done with the conveyor, warehouse trial me being we m lecte

All About Food

Let's Get Down to the Meat of the Matter

Timothy Lovett

BEFORE YOU READ:

- 1) Consider the idiom, "meat of the matter." What does it mean? Try using it in a sentence.
- 2) What does it mean to be "at the top of the food chain?"
- 3) Share what you know about where your meat comes from.

"Beware! I hunger," I bellow as I enter the hunting ground. The air is cooler here and it triggers a slight tingling sensation along my arms. The scent of prey surrounds me, setting my salivary glands in motion, and my primal instinct is ablaze. I stalk the aroma, paying close attention to my surroundings while heeding the warning signs.

On the "Hunt"

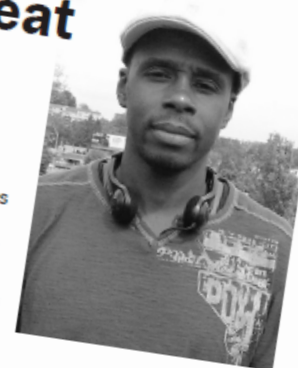
There are other hunters here with me; I give them a nod of respect when we make eye contact. We survey the land for a prize. However there is no competition among us because there is game aplenty here. I lick my canine teeth, which are designed for tearing flesh. My stomach is filled with hydrochloric acid that is designed to break down proteins, but my greatest tool is my fully developed brain. I am the alpha; I sit lonely at the top of the food chain, and I am the only one who can

but you have to work from 7AM to 3PM. Hallmark has a program called "Mother Hours." This allows you to work your work schedule around your life, so you can be home at 6AM.

the neighborhood by 9:30 AM



Body paralyzed, your mind races, rejecting the notion that you can stay



Brisket by the Bucket, Please!

Standing over the tenderloins, I pondered further on this. I drink milk, but I would never drink milk directly from a cow, I would never go up to a slaughtered pig and cut out a rack of ribs. I remember my father taking me fishing as a boy, and I caught a smallmouth bass by its eyeball. Not

"I don't think I would enjoy you as much if I had to eat you."

Day One

Timothy Lovett

Nothing can prepare you for the sound of the heavy door slamming behind you for the first time. The deafening noise echoes throughout the corridor; the startling crash slowly fades into roaring silence. The reality that you are trapped in this space runs through your mind as you stare at the slab of metal that is the bed. Body paralyzed, your mind races, rejecting the notion that you can stay.

You gaze into the eyes of the person looking back at you in the scratched mirror. The anger, frustration, sorrow, guilt, and hidden tears make the reflection barely recognizable. The images scraped into the wall serve as a mural of those who came before you. As you read the names—Spider, Pookie, J Dub—you're not thinking about who they were, but how they got out.

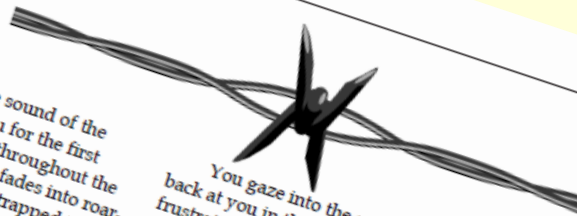
Inside this modern-day dungeon there is no indication of time, and after days without sunlight, you will no longer know if it is day or night. Movies and books can't prepare you for the fluorescent light shining into your cell, so omnipresent that your skin feels violated.

But the scariest thing is the loss of freedom. Not the petty privileges such as going to the movies or deciding what to eat. It's the loss of the ability to save your own life. In case of a fire, exit here. In case of a tornado, go here. You wrestle with the realization that you are property. You are the dog or cat that watches its owner leave you in the house every day while you wait to be fed and walked.

When there are no distractions to keep the voices in your head at bay, you are forced to listen to all the words, advice, and judgments you'd always ignored. You replay the events that led you into this place. You think about what you could have done differently, imagining a different outcome, using anything is more than giving into the guilt and regret. You

The florescent light shining into your cell [is] so omnipresent that your skin feels violated.

to think about the people who put their weight on your shoulders to picture the people at least you didn't disappoint them.



**What do you think?
How might getting to know this
writer motivate students?**



“Best Job I Ever Had” from Issue #36 to teach W.CCR.1 and 2

Use “The Best Job I Ever Had” (#36), GLE 8, by Tim Lovett to Teach CCR Writing Standards 1-2

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (W.CCR.1)

Which arguments does Tim make to support his claim that Hallmark was the best job he ever had? Are all the arguments equally strong? Why or why not? Strip the essay down to an outline showing key arguments and evidence to show the “bones” of the piece. Show how by doing this, you can see how the author “built” the essay.

Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.CCR.2)

How are the arguments organized? How does the author “preview” what he is about to say? Find specific examples in the text of how the author lets you know what he’s going to be talking about. Reflect on the headings. What role do they play? What conclusion does Tim draw?

“Meat of the Matter” from Issue #39 to teach W.CCR.3 and 4

Use “Meat of the Matter” (#39) GLE 7, by Tim Lovett to Teach CCR Writing Standards 3, 4	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (W.CCR.3)	What techniques does the author use to express himself? What temporal words does he use to signal event order and provide closure? Give examples of well-chosen details. What is the structured event and over-arching metaphor that this piece hangs on?
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.CCR.4)	Who is the audience for this piece? How did the author speak to his audience? Underline places where the author’s style reveals itself especially strongly.

Use “Day One” from Issue #40 to teach W.CCR.3 and 4

Use “Day One” (#40), GLE 8, by Tim Lovett to Teach CCR Writing Standards 3, 4	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (W.CCR.3)	What techniques does the author use to express himself? Note his use of juxtaposition and figurative language. Give examples of well-chosen details. Does the author succeed in describing his actions, thoughts, and feelings? Why or why not?
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.CCR.4)	Who is the audience for this piece? How did the author speak to his audience? Underline places where the author’s style reveals itself especially strongly.

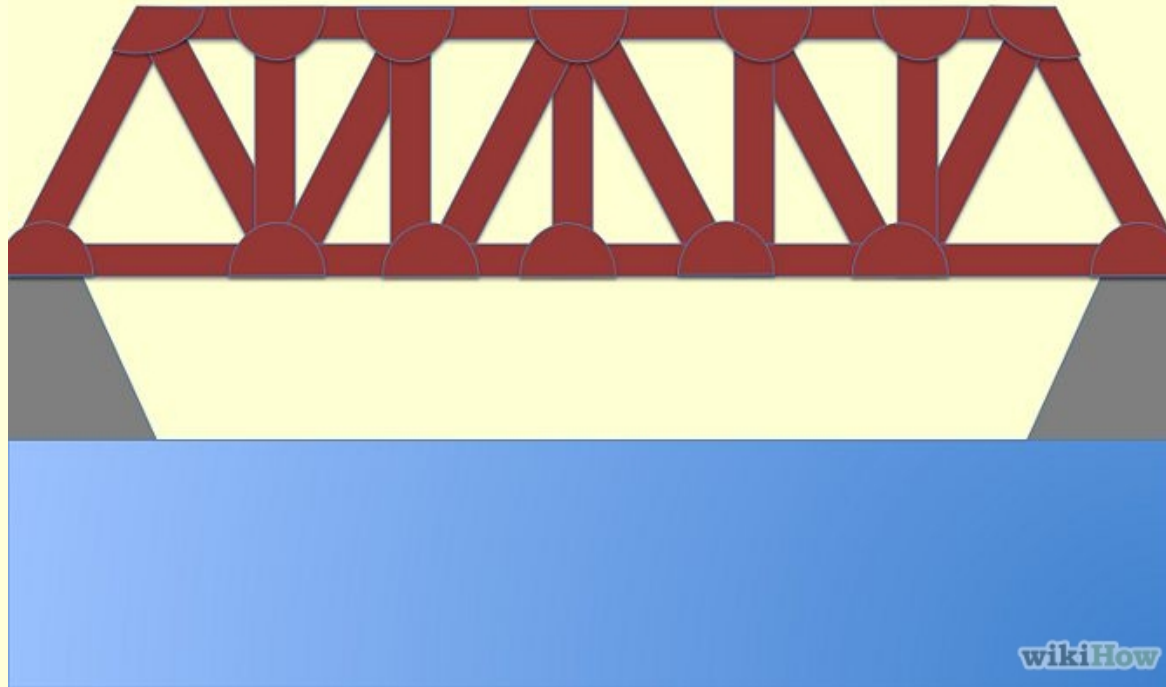
Use “Day One” from Issue #40 to teach W.CCR.5

Student Writing Assignment (Writing Standard 5)

Now that you’ve read Tim’s pieces and examined how he constructed his texts and built his arguments, it’s your turn to write your own essay. You can pick topics similar to Tim’s – for example, the best job you ever had, how you feel about meat, or a time you experienced “Day One.” Or you can pick your own topic. Your writing should reflect what you have learned from Writing Standards 1-4 – i.e., your writing should include valid arguments, be well organized, use details, and show style appropriate to the purpose. You should plan, edit, and re-write.

Lesson Plan #2

Exploring Ratio by Looking at Prison Statistics



Exploring Ratio by Looking at Prison Statistics

Lesson Packet #2 – March 2015

The Change Agent <changeagent.nelrc.org>

Introduction:

This lesson is meant to supplement instruction on ratio and is aimed at those who are comfortable or getting comfortable at Level C in the CCR standards. This lesson first explores ratio and then offers students the opportunity to think critically about ratio in the context of socially relevant data presented in two kinds of charts. Answer sheets are provided – for the teacher’s reference only or to share with students – your choice.

Objectives:

- to understand and be able to explain the difference between ratio and hard numbers
- to think critically about how ratio (and rate) and hard numbers are presented in charts

The Standards for Mathematical Practice:

- Make sense of problems and persevere in solving them (MP.1)
- Model with mathematics (MP.4)
- Use appropriate tools strategically (MP.5).

Level C Standards for Mathematical Content:

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (6.RP.1)
- Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.2)

Materials:

- This 2-page worksheet
- “A Skyrocketing Prison Population” by Alexis Greenblatt from *The Change Agent* Issue #40 “extras” at <http://changeagent.nelrc.org/issues/issue-40/> (Answer sheet included.)

You try it...!

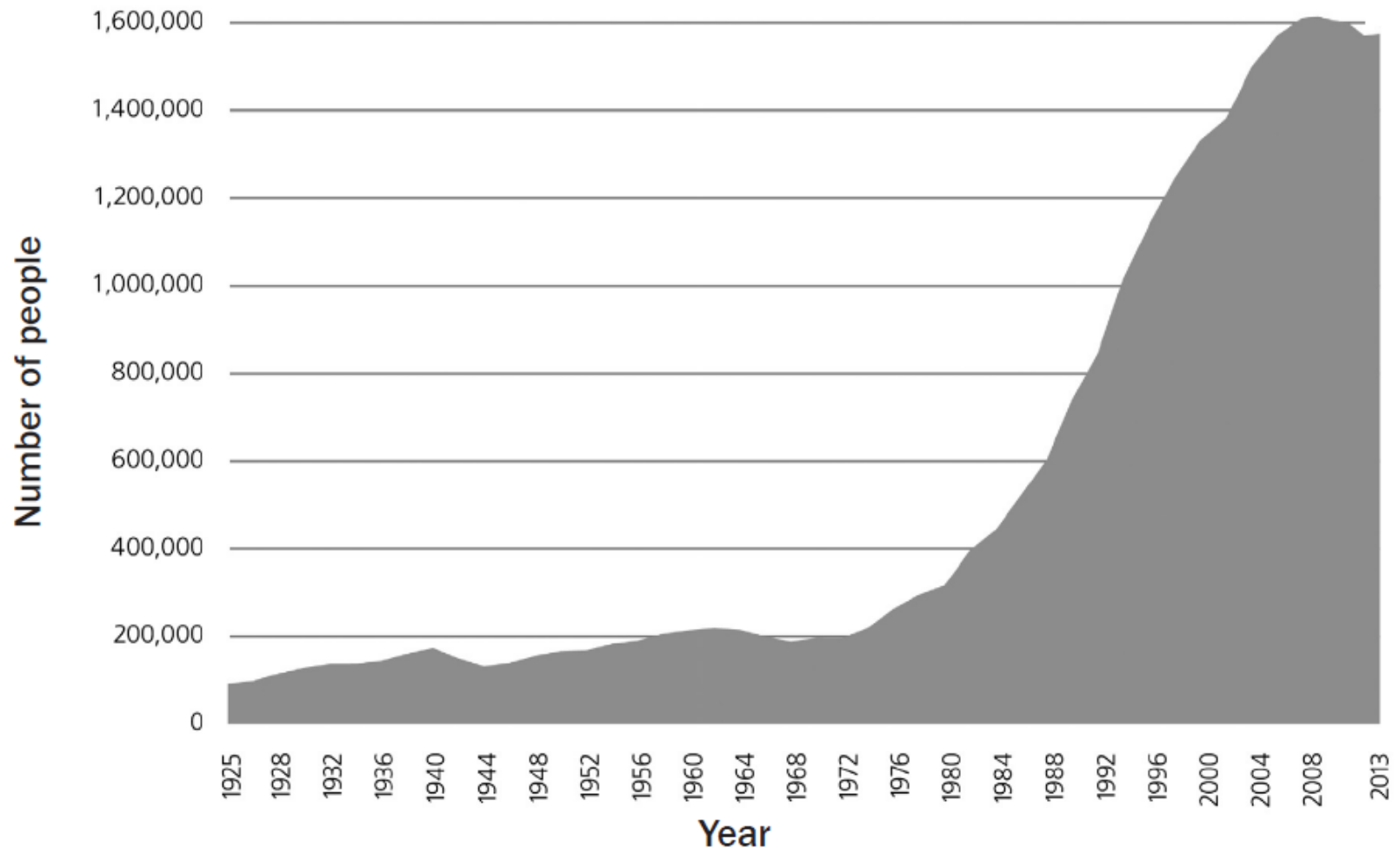
	The information given	R or HN?	The math problem	Can you solve it with the information given? Y/N	What information is missing?
1.	1 out of 5 students brings an apple to school.		How many apples did the children bring to school?		
2.	I have 20 apples.		I have twice as many apples as my friend.		
3.	Of every 3 people in our GED class, 2 pass the GED test on the first try.		How many people pass the GED in this class?		
4.	Six people in our class passed the GED test on the first try.		What percentage of people passed the GED test?		
5.	In 2006, over 7.2 million people in the U.S. were in prison, on probation, or on parole.		What percent of the population was in prison, on probation, or on parole in the U.S. at that time?		
6.	In 2009, almost 5% of all black males were incarcerated.		How many black males were incarcerated?		
7.	In 1953, there were about 100 people on death row. In 2001, there were about 3600 people on death row.		From 1953 to 2001, the number of people on death row increased by how many times?		

	The information given	R (ratio) or HN (hard num)?		The math problem	Solve it w/ info. given? Y/N
1.	1 out of 5 students brings an apple to school.	R	2.	How many apples did the children bring to school?	N
3.	I have 20 apples.		4.	I have twice as many apples as my friend. How many does my friend have?	
5.	Of every 3 people in our GED class, 2 pass the GED test on the first try.		6.	How many people pass the GED in this class?	
7.	In 2006, over 7.2 million people in U.S. were in prison, on probation, or on parole.		8.	What percent of the population was in prison, on probation, or on parole in the U.S. at that time?	

A Skyrocketing Prison Population

Alexis Greenblatt

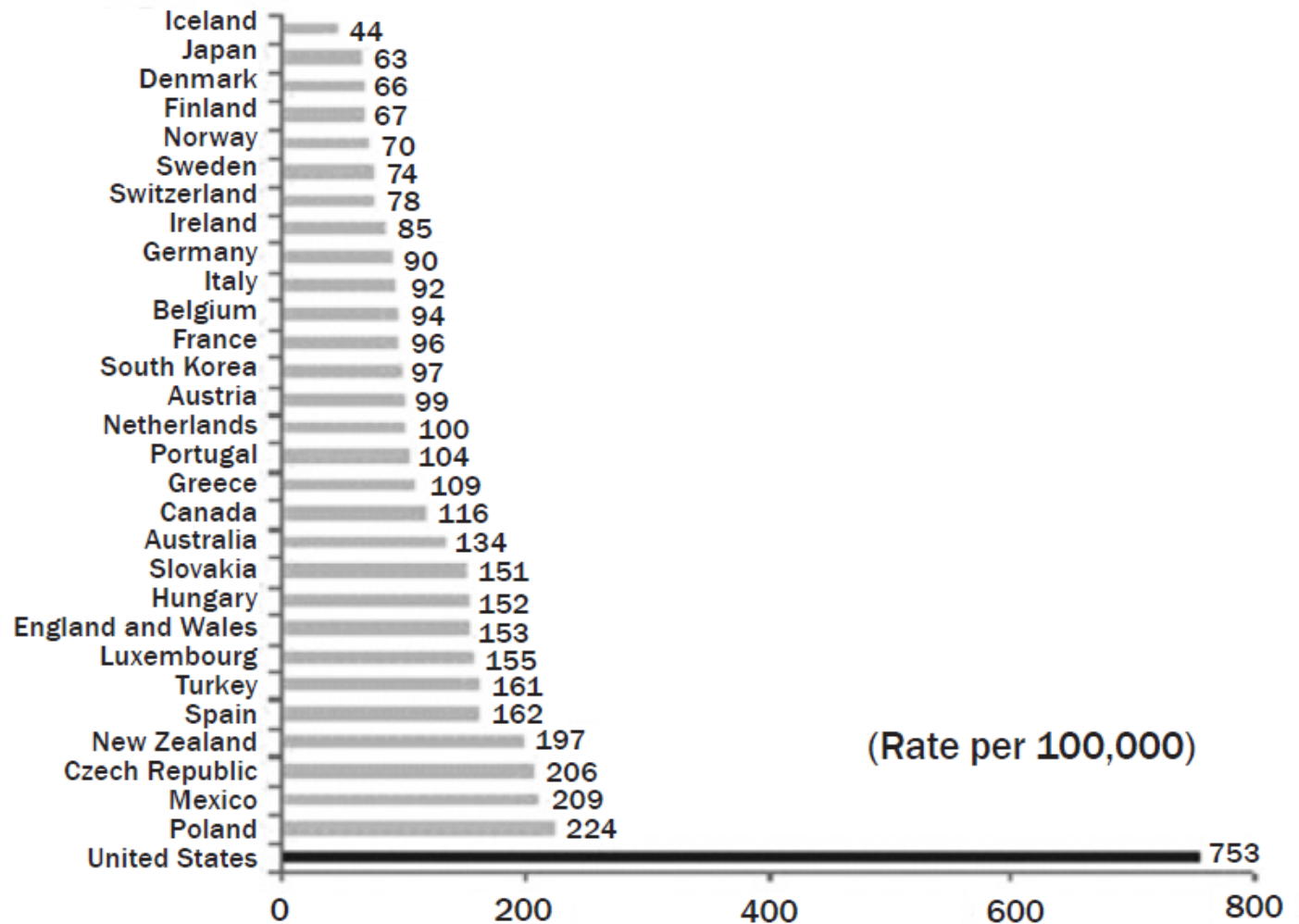
U.S. State and Federal Prison Population, 1925-2013



Incarceration Rates in OECD Countries

Alexis Greenblatt

- 1) Let your eye roam around the chart. What do you notice?
- 2) Get more specific. What type of countries are listed? What countries are left out? Discuss what the Organisation for Economic Co-operation and Development is.
- 3) What does "rate per 100,000" mean? Discuss the difference between "rate" and "hard" numbers. Can you tell from this chart



**How do these lesson packets help
you introduce complexity,
evidence and knowledge?**



Use the “Prisons” issue of *The Change Agent* to teach CCR Standards

The 10 anchor standards for reading can be broken up into 4 groups

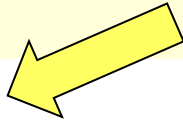
Anchor Standards	In Everyday English	TCA excerpts
Key Ideas and Details (R.CCR.1-3)	What does the text say? What does it not say? What does it mean? How can you prove it?	7, 13, 22, 30, 32, 51
Craft & Structure (R.CCR.4-6)	How does author use language to communicate? How is the text organized? Who wrote this and how/why does that matter?	5, 9, 10, 22, 47
Integration of Knowledge and Ideas (R.CCR.7-9)	How does this connect with other sources? Does it measure up? Is it valid?	38, 53
Range and Level of Text Complexity (R.CCR.10)	Can students read widely and deeply from a broad range of high-quality texts?	6, 9, 28, 38, 51, 53

The 9 anchor standards for writing can be broken up into 4 groups

Text Types and Purposes (W.CCR.1-3)	Write arguments. Write explanatory texts. Write narratives. Stress complexity, reasoning, evidence, and details.	7, 9, 45, 49
Production and Distribution of Writing (W.CCR4-6)	Know your audience. Speak clearly to them. Plan, revise, re-write. Use technology, including the Internet, to produce and publish writing and to collaborate and interact.	5, 9, 49
Research to Build and Present Knowledge (W.CCR.7-9)	Research. Gather information from various sources. Assess credibility of those sources. DO NOT plagiarize.	7, 9, 11, 14, 27, 45, 51

<http://changeagent.nelrc.org/issues/issue-40/>

READING LEVEL 6



► **Prison's Family**

by Lakeisha Williams


► Being involved with someone who is in prison is very hard for my children and me. It is a struggle to keep him a part of our lives. ► When I visit, I can't take all four of my children because inmates are only allowed three visitors at a time. So I take two children at a time.




► Visiting a prison makes you feel like you are in prison. It makes me angry when they search me and the children so aggressively. ► I guess they're just doing their job, but the way they talk to you makes you feel like a prisoner. ► I keep visiting my husband though. I guess when you love somebody, you do the things you have to do for them.



Research shows that literacy and English language learners improve fluency when they have the opportunity to hear a piece read out loud while they read along.

changeagent.nelrc.org/in-the-classroom/reading-levels

TITLE	PAGE ▼	LEVEL
A Skyrocketing Prison Population	3	5
 Day One	4	8
Friend of the Jailhouse Preacher	6	4
The Whole Family in Handcuffs	7	5
 My Son is Locked Up and So Am I	8	6
 Prison's Family	10	6
Families Say No to High-Priced Calls	11	7
A Second Chance	12	5
Incarceration Destroys the Family	13	5
 Non-Violent, Drug-Addicted	14	8
Treatment, Not Punishment	15	9

TITLE	PAGE	LEVEL
		▼
 My Letter to the Judge	37	3
Prison Industrial Complex	23	3
Friend of the Jailhouse Preacher	6	4
 Prison that Prepares You to Go Home	36	4
A Skyrocketing Prison Population	3	5
The Whole Family in Handcuffs	7	5
As a Man	47	5
A Second Chance	12	5
Incarceration Destroys the Family	13	5
 A Bone to Pick with a City	18	5
Notes from a Corrections Officer	44	6

Write for *The Change Agent*

- “Call for Articles” includes engaging and relevant writing prompts. The theme of our next issue is “Celebrations.”
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next writing deadline is May 5, 2015.

Download “Call for Articles” at:

<http://changeagent.nelrc.org/write-for-us/>

Use the “Call for Articles” in Instruction

- Show copies of *The Change Agent* to students so they have a feel for the magazine that they’d be writing for.
- Allow them to peruse the magazine. Ask them to share what they notice about it, including:
 - Articles are of different lengths and targeted towards different levels.
 - Articles are written by other adult learners.
 - The content all pertains to a certain theme.
 - The magazine includes learners from the whole country.
 - What else might they notice?
- Before handing out the “Call for Articles,” ask students, “What do you think would be in a magazine that chose as its theme: *Celebrations*?”

Prepare your students to write multiple drafts; encourage peer editing.

Respond to just one or two of the prompts.

Students whose pieces are accepted receive a \$50 stipend.

Speak from the heart! Write about something that matters.

Warning!
We get 100s of submissions and can only accept about 30.

Submitting Articles to *The Change Agent*




Each submission includes all relevant contact information for the student and the teacher.



Please email submissions as attachments.

Recent Themes

Veterans




THE CHANGE AGENT

Adult Education for
Social Justice: News,
Issues, and Ideas

COMING HOME FROM WAR

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My Nephew is on the Front Lines	7
The Truth of What Happened in Iraq	8
My Experience of War in Iraq	10
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"Only Then Did I Begin to Think"	



Advocate for Your Loved One

Yolanda Galloway

I want to reach out to folks who have a loved one coming home after being injured in war. This is my story. My son was eighteen, right out of high school, when he decided to join the military. He was deployed to Iraq for three of the four years he was in the military.

Every parent of a veteran knows how it feels when we hear on the news of soldiers being injured or killed. Our hearts

continued on p. 3


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Fashion



THE CHANGE AGENT

Adult Education for
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FASHION: THE POWER, THE PERIL, AND THE PASSION

FASHION DEFINITION: a prevailing custom, usage, or style • **SYNONYMS:** style, mode, vogue, fad, rage, craze • **ROOT:** from the Latin *factio* (the act of making) and *facere* (to make) • **INTERESTING NOTE:** fashion has the same root as the English word "faction," which means "people acting together in a group." • **IN THE CARTOON ABOVE,** does the girl want to stand out as an individual or blend in as part of the group? • **READ MORE** about how **OUR CLOTHES** make us feel • **BATHING SUITS** through the ages • **EXTREME BODY ART** • making **FASHION SMALL TALK** in the ESOL classroom • one writer's **RULES FOR SHOPPING** • fashion and **FEMALE BODY IMAGE** • dressing for **SUCCESS** • clothing and **STEREOTYPES** • whether **SCHOOLS AND GOVERNMENTS** should tell you what to wear • the **HIDDEN COST** of cheap clothes • **HAVE FUN** with fashion without breaking the budget • **WHO MAKES OUR CLOTHES** and where • **MEET THE WORKERS** who make these famous suits • the **PROBLEM WITH FUR** • how **PARENTS AND KIDS** work it out • and finally a chance to **BE A FASHION WRITER** yourself!

Issue 31 www.netrc.org/changeagent September 2010

Recent Themes

Everyday Toxins




THE CHANGE AGENT

Adult Education for
Social Justice: News,
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Fighting Contamination in a Chicago Neighborhood

Elvira García




Playing in Contamination

When my children were little, they played in the alley behind our house. The alley was wet and moldy. When it rained, the dirty moldy water came into the garage and yard. Sometimes it came into the basement. The kids were playing in god-knows-what contamination.

The children got rashes. The rashes were so bad. Sometimes the children looked like they had cigarette burns on their legs. Other parents had the same problem with their children. But there was no where else to play. All the parents took their kids to the doctor. But the doctor didn't know where the rashes came from. We didn't know what to do, so we didn't do anything.

continued on p. 24




STAYING SAFE IN A TOXIC WORLD

STORIES FROM THE HOME look at baby bottles, lead poisoning, hand soap, and "real cool stuff": pp. 3-7; **CIGARETTES** are toxic and addictive: pp. 8-9; **STORIES OF PEOPLE MAKING CHANGE**: pp. 27, 28, 30, 32-33, 37; **ORDINARY PEOPLE FIGHT AND WIN!**: pp. 12-13, 16-18, 19, 40-49; **MATH PRACTICE** (fractions, percents, and ratios): pp. 9, 14, 15, 16, 26, 32-33, 34, 45, 49, 52; **PICTURING A PART PER MILLION** (and very small units for measuring contaminants): pp. 4, 5, 26; **IDLING ENGINES** and diesel pollution: pp. 22-23; **APPLES, ORANGES, AND STRAWBERRIES**: pp. 15, 32, 34; **RECIPES**: pp. 7, 27, 39; **TAKING ACTION** at work: pp. 36-37, 48, 53; **QUIZ**: p. 39; **COAL MINING**: pp. 40, 41; **ALL ABOUT TRASH**—from chicken litter to packaging to the Gulf oil spill clean-up: pp. 42-53; **GARBAGE STINKS** (landfills to zero waste told in pictures): pp. 46-47; **SMART MOVES** for doing math: p. 35; **GLOSSARY**: p. 54; **SURVEY**: Tell us what you think of this issue: p. 55.

Issue 32 www.nelrc.org/changeagent March 2011

Remembering 9-11




THE CHANGE AGENT

Adult Education for
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Spared on 9/11, A Restaurant Worker Fights for Justice

Fekkek Mamdouh and Rinku Sen



At 8 a.m. on September 11, 2001, 40-year-old Fekkek Mamdouh was asleep. He had worked the night before at Windows on the World, the luxury restaurant on the 107th floor of the World Trade Center's North Tower.

Mamdouh's sister called. "Listen, brother, there was a plane that just crashed through the Twin Towers." Mamdouh and his wife, Fatima, turned on the TV. They were shocked by what they saw.

Without eating, Mamdouh left their house. He went to the offices of his union, Local 100 of the Hotel Employees and Restaurant Employees (HERE). He and other union members began searching for the restaurant staff that had been working that morning. They visited all the hospitals, but they did not find any restaurant workers. Mamdouh headed to the morgue on First Avenue and 30th Street, and he stayed there until 3 a.m.

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PEACEFUL TOMORROWS

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Recent Themes

Multi-Generational Classroom

Resilience

THE CHANGE AGENT

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WHAT'S AGE GOT TO DO WITH IT?

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A young person helps interpret Shakespeare: pp. 12-13
Students challenge, inspire, respect, and accept themselves and others: pp. 14-18
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Reaching educational goals: pp. 52-53
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Young Students Inspire Me!

Guerda Fevrier

When I was young, I lived in my country, Haiti. In Haiti, I used to be in class with kids my own age. When I came to America, I started in a multi-generational adult education program. I used to feel embarrassed to be with classmates the same age as my daughters. I felt like I was too old to be with them. As time passed, I realized that I was wrong because it's never too late to continue your education.

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TALES OF RESILIENCE

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Taywana "Mother Earth" James. Read her full story on p. 22.

// I didn't have the opportunity to read a book, so I had to read the environment. No one watched me, so I had to watch everything else. I didn't have the tools I needed to make a life for myself, but that motivated me to find the tools. //

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September 2012

Recent Themes

Good Jobs, Not Just Any Jobs!



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GOOD JOBS, NOT JUST ANY JOBS!

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Paid Today, Broke Tomorrow

Mariana Diallo

A good job should allow you to pay your bills, to eat, to get clothes according to the weather, and to get medical treatment when needed. Not only that, a good job should pay you enough so that you can have time to live and enjoy a little of life.

I've been at my job for almost 11 years but I have never gotten a raise even though the price of everything has gone up. We receive only minimum wages. We work hard for a paycheck that doesn't allow us to survive. Who wants a job where you get paid today and you're broke tomorrow? It makes you feel like things are falling apart around you because you know that you are not going to be able to pay your bills.

Nowadays, many adults realize that it's time to make a change for a better life. We don't want to accept any job in order not to be unemployed. But how can we get good jobs—jobs that allow us not only to survive but to enjoy life too?

Mariana Diallo is a student at the Adult Learning Center Mid-Manhattan, #5 in New York City. Mariana came from Senegal over 11 years ago. She is delighted to show her work to her 10-year-old daughter, Fatoumata, who is an excellent fifth grade student. Fatoumata has been selected to participate in the school's math bee.



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Technology



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You Are the Product! Google Sells You to the Highest Bidder; Is It Worth the Price?

Romertigue dos Santos

Google knows more about you than your own mother does. Somebody said it years ago, and today we know it's true. Google knows most of our likes and interests, and they sell this information to the highest bidder. What do we get in exchange? We get lots of great applications, developed by them, totally for free. So the question is: is it worth it?

Can't Eat These Cookies

Google uses a technology known as cookies to learn about what you do and what you search for on their Web pages. (Cookies are small programs placed in your computer that collect information about you and give it to Google.) For example, when you use Google to search for something like "gyms," Google knows you are interested in working out and probably other healthy things.

Moreover, Google doesn't use cookies just on their Web pages. They also use it on several thousands of other Web pages. Consequently, they know much more about you than you could imagine. Every day they get complete reports of the Web pages you visited, purchases you made, content you read and shared, music you listened to, videos you watched, and ads you clicked on.

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Immigration



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A Story of Push and Pull



The California Department of Transportation assigned graphic artist John Hord, a Native and a Vietnam veteran, to develop a caution sign for California highways. Faced in 1990, it quickly became a cultural icon for those who accept and those who oppose immigration, both legal and illegal.

As he strolled, Hord tried to imagine the people that might drive such a family across the border and onto a dangerous highway. He drew from his own experience fighting in Vietnam, where he had seen families run for their lives as villages were attacked. He remembered seeing his two grandparents had told him about ancestors who had tried to escape as U.S. soldiers marched them into concentration camps.

The drawing was finished in a week. Even without Hord, you can see the urgency that the characters feel. "It doesn't just mean they are running across the border," Hord said. "It means they are running from something else as well. I think it's a struggle for a lot of things, for opportunities, for freedom."

Source: www.cdot.com/pressroom/0001

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Food



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Dinner Night with Dad

Amanda Shumaker Bower



One day, my dad asked, "How would you feel about having a night out, just the two of us?"

That was a day I will never forget. I remember I got so excited! I rubbed it in my brother's face all week; I was the special one. This would be the first time my dad and I had ever done anything together alone.

So, it was a date. He wouldn't tell me where he was taking me. All I knew was we were going to dinner. "It is a surprise," he said. I can remember the anticipation I felt when we crossed the river towards downtown. We never went downtown! When we pulled up to the restaurant, the smell was amazing. I ordered steak, shrimp, and a soda. We never got to order anything this good when we went out with the whole family. The food was the best I had ever had.

That night is the best memory I have about food. I felt so special when my dad wanted to do something just with me. To this day, I take my kids out one at a time, so they can have that same feeling I had when I was a kid. I have taken all my kids to the same place my dad took me. The food is delicious, but what matters even more is who you eat it with.



Amanda Shumaker Bower is a 35-year-old, happily married mother of three. She is a student at North Kansas City Schools Adult Basic Education in Kansas City, MO. She plans on furthering her career in the medical field after completing her high school equivalency.

READ ANOTHER STORY about a father and child: "His Garden" by Tommy DeBairos. Available on our website.

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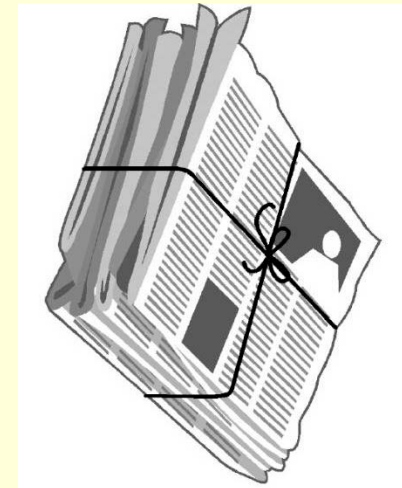
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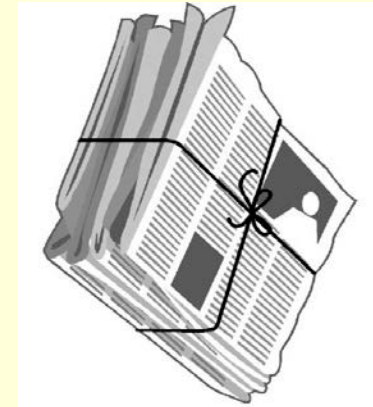
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