

the **Change** Agent

An Adult Education Magazine
for Social Justice



THE CHANGE AGENT

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

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Celebrating Freedom on Juneteenth

Inez Sadler

On June 19 ("Juneteenth"), 1865, Union general Gordon Granger arrived in Galveston, Texas, and issued General Order Number 3, which read in part, "The people of Texas are informed that, in accordance with a proclamation from the Executive of the United States, all slaves are free. This involves an absolute equality of personal rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and hired labor."

continued on back cover

Issue 41

changeagent.netlc.org

September 2015

Using the "Celebrations" Issue in the Classroom



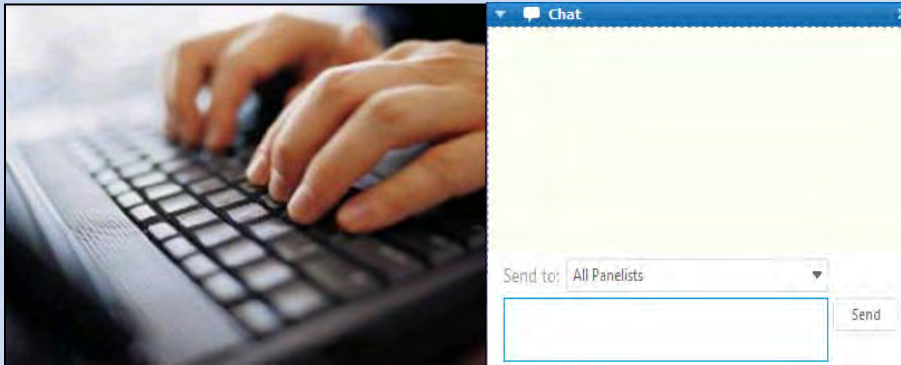
New England Literacy
Resource Center



WORLD EDUCATION

Webinar Tools

Use chat box for discussion

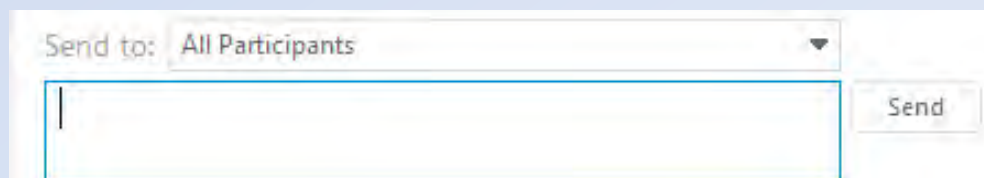


Adjust Screen



Write your questions in the chat box.

*Please remember to please send chats to **“all participants”** NOT “all attendees.”*



Contact People

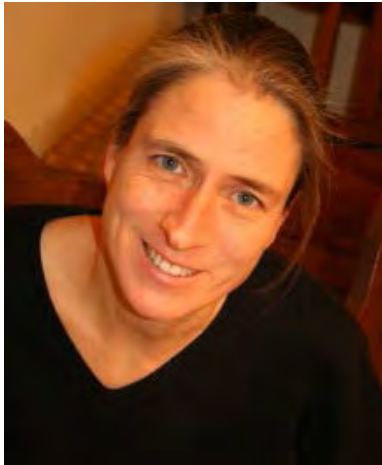
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WORLD EDUCATION

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In this webinar, you will:

- A. Get a tour of the new issue.
- B. See a CCR-aligned lesson plan modeled.
- C. Learn about our online resources.
- D. Find out about the new Call for Articles.





Lesson Plan

Celebrating Freedom on Juneteenth



Celebrating Freedom on Juneteenth

Reading Closely, Studying Further, and Learning Mechanics at Three Levels

Lesson Packet #6 – September 2015

***The Change Agent* <changeagent.nelrc.org>**

Description: “Juneteenth” is the celebration of June 19, 1865, when slaves in Texas learned they were free – two and half years after the Emancipation Proclamation. This activity includes text (at three different grade levels) and art work. The text shares a family’s oral account of being slaves in Texas in 1865 when word of the Emancipation Proclamation finally reached them, a description of Juneteenth celebrations in Texas, and the ways an artist has preserved family history with her artwork. Students also have a chance to look at and analyze two full-color paintings by Sonia Sadler. The text is available at three different levels (GLE 4, 7 and 10).

Find the Lesson Plan here:

<http://changeagent.nelrc.org/in-the-classroom/lesson-packets/>

One Story – Three Levels

LEVEL 4

Celebrating Freedom on Juneteenth

Inez Sadler



PRE-READING:

1. What important event happened in what you know about it.
2. Share what you know about U.S. history?
3. Look at the two images (on p. 10) and share what you know about U.S. history?
4. Look at the title. Using what you know about U.S. history, do you think this article is about...?

NOTE: This is a Level 4 version of an article that appeared in the print version of the magazine as "Juneteenth at Oak Bluffs" by Sonia Sadler. Used with permission from Inez Sadler.

LEVEL 7

Celebrating Freedom on Juneteenth

Inez Sadler



PRE-READING:

1. The U.S. Civil War lasted from 1861 to 1865. Share what you know about it. Were there two sides? What were some of the key issues?
2. Share what you know about U.S. slavery.
3. Looking at the two images and the title, what do you think this article is about?
4. What is oral history? Why might it be particularly important in African American culture?

NOTE: This is a Level 7 version of an article that appeared in the print version of the magazine as "Juneteenth at Oak Bluffs" by Sonia Sadler. Used with permission from Inez Sadler.

LEVEL 10

Celebrating Freedom on Juneteenth

Inez Sadler



PRE-READING:

1. What important event happened in the United States between 1861 and 1865? Share what you know about it.
2. Also, share what you know about U.S. slavery and the Emancipation Proclamation.
3. What is another name for the Executive of the United States?

On June 19 ("Juneteenth"), 1865, Union general Gordon Granger arrived in Galveston, Texas, and issued General Order Number 3, which read in part:
 "The people of Texas are informed that, in accordance with a proclamation from the Executive of the United States, all slaves are free. This involves an absolute equality of personal rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and hired labor."



"Jubilee" by Sonia Lynn Sadler. Used with permission from Inez Sadler.

On June 19, 1865, a general from the north came to Texas. He told the people of Texas: The president of the United States says that all slaves are free. June 19th became a holiday called "Juneteenth."

My great-great-grandmother was Mariah Johnson. She was a slave in Texas. One day the master told the slaves to come to his house. Mariah did not want to go. She was afraid. She hid behind a tree. After a while, her mother ran to her. She was happy. She said they were free.

When I was a child in Texas in the 1940s, we celebrated Juneteenth. In our town, we celebrated Juneteenth with barbecue, ice-cream, watermelons, and red soda pop. We got new play clothes, and we were so proud of them.

Mariah Johnson was alive when my mother was a little girl. She told my mother stories about her life as a slave. Sonia Sadler, my daughter, wanted people to remember this history. Her pictures showed the end of slavery (see below) and Juneteenth celebrations (page 1). Sonia wanted everyone to understand that slavery caused pain. As a people, we have suffered. But we are strong. We have found ways to survive and celebrate.

Sources: Handbook of Texas <tshaonline.org/handbook>; "The Overstreet Family Reunion Booklet," 2012.

Inez Sadler lives in Maryland. She is the mother of artist Sonia Sadler (1958-2013). Find more of her art at <sonialynnsadlerarts.com>.

What do you think?

- Use the chat box to share some of your thoughts about how a story like this could be used to extend knowledge.
- Answer this question at any of the levels.
- How you would use the art in your teaching?



Reading Anchor 1: Read closely to determine what the text says; make logical inferences; cite specific textual evidence.

B/C (GLE 2-5.9)	D (GLE 6-8.9)	E (GLE 9-12)
Ask and answer who, what, when, where, why questions to demonstrate understanding of key details in text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.	Cite <i>strong and thorough</i> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.



Reading Anchor 1: Read closely to determine what the text says; make logical inferences; cite specific textual evidence.

B/C (GLE 2-5.9)	D (GLE 6-8.9)	E (GLE 9-12)
<p>1. What is Juneteenth? How do people celebrate it?</p> <p>2. Imagine you could talk to Mariah Johnson. What questions would you ask her?</p>	<p>According to the author, what does Sonia Sadler celebrate with her paintings?</p>	<p>According to the author, what does Sonia Sadler celebrate with her paintings?</p>

Reading Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

B/C (GLE 2-5.9)	D (GLE 6-8.9)	E (GLE 9-12)
<p>Describe relationship between a series of historical events. Use language that pertains to time, sequence, and cause/effect.</p>	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>



Reading Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

B/C (GLE 2-5.9)	D (GLE 6-8.9)	E (GLE 9-12)
<p>In a couple of sentences, tell the sequence of events covered in this article. Use words and phrases like “first,” “then,” and “after that.”</p>	<p>What is Sonia Sadler’s connection to slavery, freedom from slavery, and celebrations of community resilience (such as Jubilee and Juneteenth)?</p>	<p>Unpack the paragraph that starts “Juneteenth was a big thing during my childhood.” What changes happened in how Juneteenth was celebrated? Explain the sequence of events.</p>

Writing Anchor 7: Conduct short as well as more sustained research projects...

B/C (GLE 2-5.9)	D (GLE 6-8.9)	E (GLE 9-12)
<p>Conduct short research projects that build knowledge about a topic. Use sources.</p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Conduct research projects to answer a question. Narrow or broaden the focus as necessary. Synthesize multiple sources and demonstrate understanding of the subject under investigation.</p>



Writing Anchor 7: Conduct short as well as more sustained research projects...

B/C (GLE 2-5.9)	D (GLE 6-8.9)	E (GLE 9-12)
<p>What important event happened in the United States between 1861 and 1865? Share what you know about it.</p>	<p>Read several sources on the Emancipation Proclamation. What questions does your research raise? What would you like to know more about?</p>	<p>Read and synthesize several sources about the Emancipation Proclamation. Did it free all the slaves? Explain.</p>

Language Anchor 1: Demonstrate command of the conventions of standard English when writing or speaking.

B/C (GLE 2-5.9)	D (GLE 6-8.9)	E (GLE 9-12)
Form and use past tense of frequently occurring irregular verbs. Form and use the present perfect (have found).	Form and use verbs in the active and passive voice, and the conditional tense.	Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety.



Language Anchor 1: Demonstrate command of the conventions of standard English when writing or speaking.

B/C (GLE 2-5.9)	D (GLE 6-8.9)	E (GLE 9-12)
<p>Lesson includes a grid listing past tense verbs used in text. Task for student is to create a rule for how to use past tense.</p>	<p>Students identify passive voice and the conditional tense.</p>	<p>Students evaluate sentence structure, vocabulary, and use of the word “slave” vs. “enslaved person.”</p>



READING LEVEL 7

▣ Celebrating Freedom on Juneteenth







Inez Sadler








▣ On June 19 (“Juneteenth”), 1865, a general from the north arrived in Galveston, Texas. He told the people of Texas: The president of the United States says that all slaves are free. Former slaves and masters are now equal.

▣ My great-great-grandmother Mariah Johnson was a slave in Texas during this period. Mariah said that one day the “ole master” told the slaves to come to his house. ▣ Mariah did not want to go because she thought he wanted to whip them. She hid behind a tree. After a while, her mother came running to tell her that they were free.

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
 Celebrating Freedom on Juneteenth	1	10
 Celebrating Freedom on Juneteenth	Extras	7
 Celebrating Freedom on Juneteenth	Extras	4
 Silent Celebration	3	5
Because of Linda	4	6
Graduation & Blessings	4	8
 Celebrating Being a Teen Mom	6	6
 Adolescent Sexual Health	7	12
Celebrating Sobriety	8	7
You Are Not Alone	9	7
 I Celebrate Myself	10	7
 Celebrating Myself	11	4

TITLE	PAGE	LEVEL
 Celebrating Freedom on Juneteenth	Extras	4
 We Are the Ones	54	4
 First Kiss	11	4
Celebrating 5 Pounds	15	5
 My Second Chance	20	5
 Silent Celebration	3	5
My Moroccan Wedding	25	5
 Mexican Thanksgiving	26	5
Working during Holidays	30	5
 The Day We Arrived in Africa	23	6
Walking Backward to Freedom	52	6

Write for *The Change Agent*

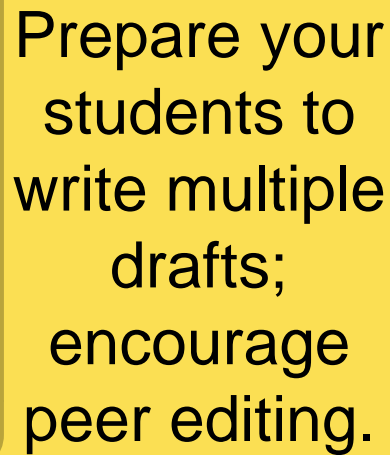
- “Call for Articles” includes engaging and relevant writing prompts. The theme of our next issue is “Race.”
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next writing deadline is November 6, 2015.

Download “Call for Articles” at:

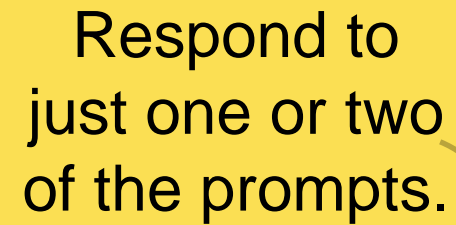
<http://changeagent.nelrc.org/write-for-us/>

Use the “Call for Articles” in Instruction

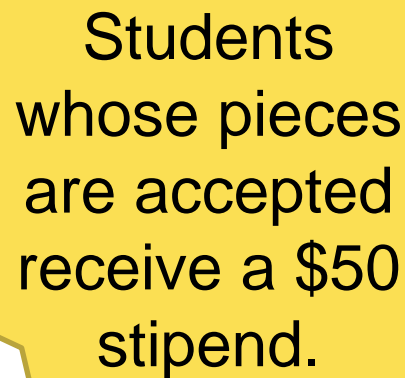
- Show copies of *The Change Agent* to students so they have a feel for the magazine that they’d be writing for.
- Allow them to peruse the magazine. Ask them to share what they notice about it, including:
 - Articles are of different lengths and targeted towards different levels.
 - Articles are written 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: *Race?*”



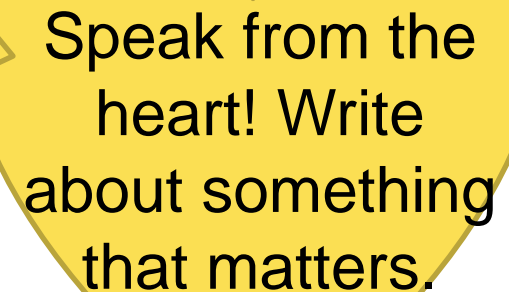
Prepare your students to write multiple drafts; encourage peer editing.



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

C




THE CHANGE AGENT

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

COMING HOME FROM WAR

- Advocate for Your Loved One 1
- A Returning Salute 4
- The Day My Husband Came Back 6
- My Nephew is on the Front Lines 7
- The Truth of What Happened in Iraq 8
- My Experience of War in Iraq 10
- Coming Home to More Battles 11
- Coming Home...Leaving Gang Life 12
- A Father Honors His Son... 14
- Veterans Are Everywhere, Paying for Vets' Care 18
- The Ultimate Sacrifice 20
- How Can We Heal the Broken Heart? 21
- Numerous Nightmares 22
- A Battle I Cannot Forget 23
- Why Did the U.S. Invade Vietnam? 24
- The Unseen Wounds of War (PTSD) 25
- Surviving Military Sexual Trauma 27
- Vietnam: A Life Rewritten 28
- Coming Home 30
- Ding Dong 32
- One Man's World War II Journey "I Never Felt Like a Hero" 34
- What Do You Know About World War II? 36
- Society's Responsibilities for its Veterans 37
- Support Veterans in Times of Peace & War 38
- Improve the Medical Benefits... 39
- Counseling Should be Mandatory... 40
- Using Multiple Sources (Lesson Plan) 41
- Farm for Veterans/ Conquer Addiction 42
- New Education Benefits for Veterans 43
- Listening to Refugees' Stories 46
- Listening to Students (for Teachers) 49
- Tears of Separation and Reunion 50
- The War Destroyed Our Home, Our School... 52
- War and Emigration Break Up Families 53
- "Only Then Did I Begin to Think" 54



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

Issue 30
www.nelrc.org/changeagent
March 2010

Fashion

C



THE CHANGE AGENT

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

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!




FASHION: THE POWER, THE PERIL, AND THE PASSION

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Issue 31
www.nelrc.org/changeagent
September 2010

Recent Themes

Everyday Toxins



THE CHANGE AGENT

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

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, 48-49; **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 math 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** (handbills to zero waste fold 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 33 www.nelrc.org/changeagent March 2011

Remembering 9-11



THE CHANGE AGENT

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

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


Fekkek Mamdouh and Riniku 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.

continued on p. 22



PEACEFUL TOMORROWS

Spared on 9/11, pp. 1 and 22-23; My Brother "Chelo," p. 3; Background on 9/11, pp. 4-6; Ripple effects of 9/11, pp. 12-13, 16, 17, 28, Ordinary Heroes, pp. 8, 9, 13, 19, 20-21, 24-25; A 9/11 family member travels to Afghanistan, pp. 14-15; Memorials, pp. 26, 27; Paying Tribute through Service, p. 29; "We and They" (a poem), p. 30; Fear, p. 31; Forgiveness, pp. 32-33; U.S. government responses, p. 7, 34, 50, 51; Seeking justice via the rule of law, pp. 35-37; 48-49; Post-9/11 anti-Muslim discrimination, pp. 10, 11, 38-39; Rejecting retaliation, pp. 40-43; USA Patriot Act, pp. 44-45; Detained and Tortured, pp. 46-47; What is Terrorism? pp. 52-53; Resources for Action and Reflection, p. 54.

Issue 33 www.nelrc.org/changeagent September 2011

Recent Themes

Multi-Generational Classroom

Resilience



THE CHANGE AGENT

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

WHAT'S AGE GOT TO DO WITH IT?

Younger and older students tell their stories: pp. 1-7

Exploring the generations: pp. 8-9

Older students get their GED: pp. 10-11

A young person helps interpret Shakespeare: pp. 12-13

Students challenge, inspire, respect, and accept themselves and others: pp. 14-18

Recognizing LGBTQ students: pp. 20-23

High school drop-outs speak out: pp. 24-29

The Bigger Picture: pp. 30-31

School to Prison Pipeline: pp. 32-34

Stories from the States

Vermont: p. 27

North Carolina: p. 36

Massachusetts: pp. 46-47

New Hampshire: pp. 48-49

A 37-year old freshman: pp. 38-39

College for the Right Reasons: pp. 40-42

Education, work, and paying for school: pp. 43-45

Technology and the brain: pp. 50-51

Reaching educational goals: pp. 52-53

Resources: pp. 54-55



Young Students Inspire Me!

Guerdia Fenier

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.

cont'd. on p. 15

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THE CHANGE AGENT

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

TALES OF RESILIENCE

Dropping Out to Take Care of my Family: 3

I Am Who I Am Because: 4

To Gain Resilience Will Hurt: 5

How Did You Get Here?: 6

My Baby Girl: 7

I Walked Out a Warrior: 8-9

Broken But Not Defeated: 10-11

Hard-Wired to Bounce Back: 12-13

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My Brother Believed in Me: 15

It's Not the What, It's the How: 16-17

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Resilience Means Bounce Back: 44

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Two Stories of Surviving Fire: 47

Robbers and Cops: 48

"Be as Big as You Dream": 49

Such a Heavy Load: 50-51

Learning to Read at Age 59: 52-53

Resources: 54-55



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. //

www.netrc.org/changeagent September 2012

Recent Themes

Good Jobs, Not Just Any Jobs!

Technology



THE CHANGE AGENT

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

GOOD JOBS, NOT JUST ANY JOBS!

- Humans, Not Machines: 3
- My Work as a Beautician: 4
- A Tale of Two Jobs: 5
- A Job is a Job is a Job... Right?: 6
- Soaring Skyward with Heavy Lifts: 8
- Hell in a Steel Mill: 9
- Greasy, Wet, and Stinky Work: 10
- Should My Fingers be Faster: 11
- The Best Job I Ever Had: 12
- Sweet Scents, Customer Satisfaction: 14
- Mister Larry, The Daycare Chef: 16
- Taking Care of People Gives Me Joy: 17
- My Fulfilling Job as a Social Worker: 18
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- "I Must Say": 20
- Inspired to Become an Architect: 22
- My Ideal Job: Mexican Dance: 23
- From Dishwasher to Chef: 24
- "Daniel of All Trades": 25
- "We Can Fix It" and "We Can Do It": 26
- If You Want it, Go For It: 28
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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, 45 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, Fatounata, who is an excellent fifth grade student. Fatounata has been selected to participate in the school's math bee.



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March 2013



THE CHANGE AGENT

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

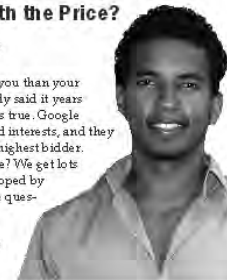
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You Are the Product! Google Sells You to the Highest Bidder: Is It Worth the Price?

Romeriguo 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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A Story of Push and Pull



The California Department of Transportation (Caltrans) is a state agency that manages the state's transportation system. It is responsible for the design, construction, and maintenance of the state's highways, bridges, and airports. Caltrans is also responsible for the operation and maintenance of the state's public transit system. The agency is headed by the California State Transportation Director, who is appointed by the Governor of California. Caltrans is a large and complex organization, with a budget of over \$10 billion. It is one of the largest state agencies in California. The agency's work is essential to the state's economy and the well-being of its citizens. Caltrans is committed to providing safe, reliable, and efficient transportation for all Californians.

Food



ALL ABOUT 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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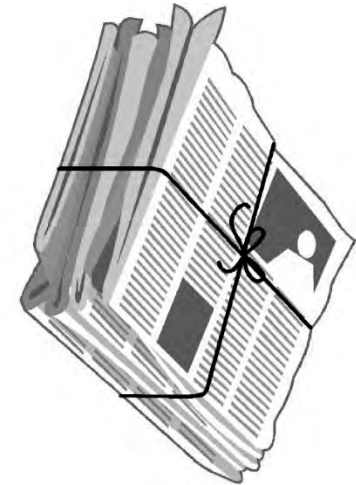
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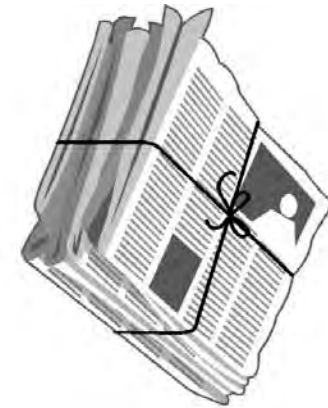
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Please feel free to contact Cynthia Peters cpeters@worlded.org with any questions or comments.

Thank you for participating!

