Marginalized Literature in the English Classroom Working with Barbara Ehrenreich's Nickel and Dimed

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Marginalized Literature in the English Classroom: Working with Barbara Ehrenreich's *Nickel and Dimed*

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Marginalized Literature in the English Classroom
Working with Barbara Ehrenreich’s Nickel and Dimed

Noelle Carpenter
Marginalized Literature in the English Classroom  
Working with Barbara Ehrenreich’s Nickel and Dimed

The voices of the marginalized and the oppressed are lacking in canonical literature for the English classroom, and our students need to hear these voices. By listening to the voices of these individuals, our students will be able to, initially, recognize the obscured conditions that exist in the world around them, and to further empathize with the situations of the oppressed. With the knowledge that students gain from marginalized literature, they will be able to fight ignorance surrounding the lives of these people and the prejudice that is a result of that ignorance.

Literature in the English classroom should give students the opportunity to explore the voices of a diverse range of people, especially in a school system that is becoming increasingly diverse itself. By exposing students to literature that engages them in important social issues, students become aware of a world beyond their own school, neighborhood, town, state, and even country. Marginalized literature shows students the different perspectives that exist in the world in which they live. Once students uncover these different perspectives, they are able to understand the unique situations that encourage people to act in the ways they do. This knowledge helps deepen students’ empathy for and acceptance of others.

Literature of the oppressed is also an excellent way to help students understand and give meaning to the elements of literature that commonly accompany the study of more canonical texts. Students are often eager to discuss cultural issues and to explore different perspectives; therefore, the study of literary elements comes easily into the discussion of texts that explore these issues. With these works, students can not only discover the elements of literature that are used, but how and why these elements are used. Instead of studying literary elements out of context, marginalized literature allows students to see how these elements are put to use in order to develop the author’s work and his or her perspective. The literature of the oppressed is also home to unique viewpoints that make for even more engaging literary discussions.

Ehrenreich’s autoethnography Nickel and Dimed is a window into the lives of the working poor based on her own personal experiences and research during a time when the views surrounding those in poverty are becoming more distorted, creating an increasingly classist society; therefore, it is important for our students to understand the issues surrounding poverty. This novel touches on several different issues that arise in the struggle against poverty, both for the impoverished individual, and for those on the other side. In this genre that is often foreign to the classroom, Ehrenreich explores the stresses on the impoverished who work one, and sometimes two or more jobs, just to get by, or not get by as she alludes to in the book’s title, Nickel and Dimed: On (Not) Getting By in America. This novel offers students a glimpse into the lives of the impoverished and the lives of those who hold them back. It raises issues about housing costs, living wage, child-care, health-care, management, and several other issues that have recently been receiving more attention. With the diverse array of people even in the United States, it is imperative that our students understand and empathize with those around them. Nickel and Dimed allows its readers to deepen their understanding of the lives of the working poor and the vicious cycle that makes the working poor always present and always oppressed in our country.
Themes:

The Reality of Poverty in the United States – While most people are quick to recognize that poverty exists outside of the United States, others are less inclined to acknowledge that poverty exists in the United States, apparently one of the wealthiest countries in the world. In Nickel and Dimed, Ehrenreich writes that many are "used to thinking of poverty as a consequence of unemployment," but she explores the lives of the working poor who still do not make enough money to ensure they will have adequate housing, food, child-care, and other necessities. A poll that appears in a New York Times series called "Class Matters" also relates a similar view, revealing that approximately 80% of people polled believed it was possible to start out poor and become rich if you worked hard enough; however, this poll did not discuss how one could overcome the obstacles the working poor face every day, including rising housing costs, higher unemployment rates, the cost of child-care, and several other factors. The first step in overcoming the problem of poverty in the United States is recognizing that it does exist and it is a problem. In addition to this, we must also realize that poverty is discriminatory. Taken from The State of Americans: This Generation and the Next (1996) in Reading Reasons by Kelly Gallagher, the percentage of children under 18 whose parents have a high school diploma and who live in poverty is drastically different based on race, with 11% of white children in poverty, 23% of Hispanic children in poverty, and 32% of black children in poverty. From these numbers it is clear, not only that education affects socioeconomic status, but also that poverty is prejudiced. Despite measures to ensure equality among all people despite racial differences, minorities are still fighting to conquer the prejudice that perpetuates the socioeconomic divide.

The Poor Treatment of Low-Wage Workers – Nickel and Dimed exposes the psychological processes of low-wage employers and managers that keep low-wage workers insecure and disadvantaged, beginning with the interview process and continuing throughout employment. Ehrenreich explores how low-wage employers and managers make sure their employees are dependent on them and are therefore afraid to speak out against mistreatment. She also explores how employers and managers weaken their employees’ confidence as another tactic to ensure their silence. The interview process at most low-wage jobs includes a “personality test” which often asks questions such as “How much money worth of goods have you stolen from your employers in the past?” “Do you think it is right to tell on a fellow worker if he/she is not performing up to standards?” and similar questions. The goal of these questions is generally to assess the ability of prospective employees to adhere to rules and to essentially become instruments of the employer. These questions immediately assume the unworthiness of all possible employees, as they are all criminals anyway. In addition to these “personality tests,” many low-wage employers require drug-testing. Again, this makes an unfair assumption about prospective employer and requires them to give up personal rights even before they are hired, only a prelude to what is to come. Once hired, Ehrenreich illustrates the poor treatment given by demanding and unsympathetic managers. She writes of poor working conditions, unrealistic expectations, and of course, meager pay and benefits.

The Struggles of Living on a Poverty Level Income – In addition to having to deal with the on-the-job stresses of a low-wage lifestyle, Ehrenreich examines the struggles of the low-wage lifestyle outside of work. The cost of living includes housing, food, clothing, child-care, health-care, and other necessities. However, several things stand in
the way of obtaining these necessities for low-wage workers. Housing costs are steadily increasing, and with only a slight change recently in the minimum wage to make a dent in these towering costs low-wage workers have no way of catching up. Providing food and clothing for oneself is a difficult task for those who are impoverished, but several people must also provide for a family. Finding trustworthy child-care is difficult enough without having to worry about affordability, and sadly, child-care is often seen as an unnecessary expense for low-wage workers, leaving children with untrustworthy individuals, or with no supervision at all. Health-care costs are another burden for low-wage workers whose jobs seldom provide them with any benefits at all, or with poor benefits. The cost of doctors’ visits for themselves or children, and the costs of prescription or over-the-counter medications is another cost that again, sadly, often passes as a luxury. Another necessity not usually included in the cost of living is the assurance of safety. *Nickel and Dimed* explores the areas in which many impoverished people live, and are essentially forced to live, and how these areas are often unsafe. Ehrenreich makes it clear that although there is a constant “war on poverty,” many still face these daily obstacles to ensure their own health and safety and that of their family.

The Stereotypes Surrounding Low-Wage Workers – As previously stated, many Americans believe that poverty is the consequence of unemployment, when the reality is that the majority of those in poverty have at least one job. Images and attitudes perpetuate ideas that the impoverished are lazy, uneducated, and unmotivated; however, Ehrenreich unveils endless motivation in her authentography for those in poverty, if nothing more than to survive. She also presents pictures of those in poverty who are sympathetic, giving, educated, and hard-workers. Sadly, another belief that must be dispelled is that hard-work and motivation always pay off when it comes to getting out of poverty. In the same “Class Matters” poll mentioned earlier, the majority of Americans said that hard-work could raise people out of poverty; however, poverty is a vicious cycle. Once you are in it, it is hard to get out of it. Ehrenreich also explores the images of what it is to be a “professional”; she writes that apparently “it helps to be white and, if female, permed.” Images in the media constantly illustrate images of wealthy, professional individuals, and these images give way to discrimination once again. Those in poverty are seldom the focus of television shows or magazine advertisements today, which in itself is a testament to the stereotypes that make us ignorant about poverty, essentially saying that poverty doesn’t exist, or it isn’t worthy of our attention. But the images of the wealthy in the media are quick to show us what it looks like to be wealthy. These stereotypes simply further the ignorance surrounding poverty.

Central Learning Goals:

My main goal for this unit is to erase the ignorance that students have surrounding poverty in the United States. I want students to realize that poverty does exist in the United States, and that it is not always the result of laziness, or the lack of education or motivation, but that it is a vicious cycle that needs to be broken. I believe that knowledge is the first step towards ending poverty.

I want my students to understand that, not only does poverty exist, but that it is discriminatory. I want them to share their own ideas on the subject and listen to the ideas of others. I want them to hypothesize why poverty is discriminatory, why stereotypes exist about poverty, what the world would be like without low-wage workers, and other
questions. I want to create an inclusionary classroom where all students feel comfortable sharing their ideas, and where they learn from the ideas of others.

I want to familiarize my students with a different genre. Hopefully my students will understand the strengths and weaknesses of an authenthography and consider this as the read the work. I also hope that students will become more familiar and comfortable with poetry as they write create their own poetry to express their understanding and express their feelings on poverty.

Activities:

Students will begin the unit by participating in a simulation that will show them the difficulty of completing a simple task when money is involved. Students will create a poster, but all the supplies they need must be purchased with the money they have been given. During this first week students will also examine definitions of poverty, and views and statistics on poverty. Students will read articles, write responses, and participate in discussions.

After this introductory week, students will read Nickel and Dimed during class time and as homework. They will discuss topics addressed in the novel and the novel itself during class. Students will read and listen as a whole class, individually, and in groups and pairs.

During reading students will complete activities in order to assess and deepen their understanding of Ehrenreich’s book. One of these activities will allow students to take a sample personality test from Lowe’s. They will do a WebQuest to find affordable housing with a given income and in a given city. They will also examine the Universal Declaration of Human Rights to explore how poverty contradicts some of the articles in this declaration.

In addition to these activities students will create four poems during this unit. Students will express their feelings about and understanding of poverty in these poems. They will keep a list of six words they find especially moving during the unit which they will use after reading to create a sestina. After students have written their four poems, they will participate in peer and teacher review in order to help them revise two of their poems, one of which they will present in an Open-Mic Night. Students’ final poem will also be put in a classroom book.
Unit Schedule

Week One

Day One
Students will create a poster for a school play (or other), BUT they must purchase all the items they use (paper, markers, scissors, pictures, etc.) with money given to them by the teacher. Each group will have a different amount of money, and after the posters are finished the students will share their posters and discuss how it felt to create their poster given their budget, how it felt to see others posters, etc.

Students will then discuss how this activity would change if their task were more significant to their own well-being, such as buying groceries, finding safe and affordable housing, finding child-care, etc.

After the discussion students will receive the “Unit Handout” and “Unit Rubric” describing the unit plan and what to expect for the next few weeks.

Day Two
Students will finish reviewing the “Unit Handout” and “Unit Rubric.” Questions will be answered about the unit and grading.

Students will receive the “Six Word” handout which they will keep throughout the unit. Students will keep a list of six words that mean something to them about poverty. This will act as a diving board for the final poem they will write for this unit.

Students will brainstorm to create their own definition of poverty and share their definitions in small groups. Students will then read the Census Bureau’s definition of poverty and explore it using the “It Says, I Say, and So” reading strategy to spark discussion.

Day Three
Individually, students will answer the questions found on the New York Times “Class Matters” series under “American Attitudes” on the internet in order to assess their own opinions on poverty and wealth. Then, as a whole class, students will view and keep track of the poll results. As a whole class students will then discuss the findings, including surprises, disappointments, etc.

Day Four
Continued discussion on attitudes on poverty and wealth.

Students will explore graphs and statistical information on poverty. They will examine differences in poverty based on race and discuss why/how poverty is discriminatory.

Students will compile a list on the white board of what it means to be in poverty, looking at both concrete and abstract words. This will act as brainstorming for their first poem.
Day Five

Students will have class time to write their first poem with guided direction. Students will create a “Definition Poem,” in which they will define what it means to be in poverty. They may use any of their prior knowledge or opinions and also information we have uncovered so far. Students will create the poem in class and may finish if necessary as homework.

Week Two

Day One
(first poem due, first draft)
Introduction to Barbara Ehrenreich and Nickel and Dimed, including an introduction to the autoethnography genre and its pros and cons.
Students will read pages 1-21 in Nickel and Dimed using shared reading. Students will discuss initial reactions and focus on Barbara at the beginning of the work.

Day Two
Students will read pages 21-49 in class and participate in shared reading. Students will then focus on the quote on page 27, “In poverty, as in certain propositions in physics, starting conditions are everything.” Students will discuss this as a class, what it means, if it’s true, why/why not, etc.

Day Three
Students will be introduced to the “I Am From Poem.” They will see examples and identify common things that are included in the poems. Based on the discussion from day two on starting conditions, students will create their own “I Am From” poem as if they were impoverished.

Day Four
Students will have time to ask questions about, share excerpts from, etc. their “I Am From” poems.
Students will read pages 49-69 in class and participate in shared reading.

Day Five
(second poem due, first draft)
Students will take a sample personality test from a low wage employer. They will then discuss this test, focusing on their assumptions of the test, the strategies employed to take the test, etc.

Week Three

Day One
Students will read pages 69-86 in class in literature circles, with each fulfilling a role, either as summarizer, question writer, artist, passage luminary, connector, or word finder.
Literature circles will have a focus question which they must answer as a group about motherhood, directing their attention at the stereotypes created for mothers and what happens when mothers are in marginal situations (page 82).
(Reminder: Keep up on your “Six Words” handout)

Day Two
Students will have read pages 86-119 for today.
Students will observe and take notes on pictures around the classroom that reflect wealth, poverty, money, status, education, etc. and focus on a couple of images to create a “Five Sense Poem” in which they will include images, sounds, smells, etc. of poverty.

Day Three
Students will share/questions/etc. on their “Five Senses” poem.
Students will read pages 119-134 using the shared reading strategy.
Spot check on “Six Words” handout – looking for at least two words. Share words found.
Students will begin reading pages 134-150 which they will finish as homework.

Day Four
(third poem due, first draft)
Students will do a WebQuest to search for affordable housing in a given city and with a given income. They will find housing prices and compare them. They will also consider the safety at the given locations and the different approaches that may be used to search for housing based on income.
Students will record their findings by writing a postcard to someone telling them about the new house they have found and the process they have used.

Day Five
Students will share and discuss their housing findings. They will read pages 150-175 in pairs in class. Each pair will come up with at least 2 questions for discussion which will follow reading.
(Reminder: you need to have your “Six Words” Handout finished by Week Four: Day Two)

Week Four

Day One
Students will have read pages 175-191 for homework.
They will look at the Universal Declaration of Human Rights and discuss how this contradicts situations of some of those in poverty whom we have read about and discussed. They will use the “Text in the Middle” reading strategy, with the declaration in the middle of the page, and on column for the students’ translation of the text, and another column for what the student thinks of this in regards to poverty. This will be done individually, and then as a whole class discussion.
Day Two
Students will be introduced to the sestina, focusing on its form. Students will be given an example.
They will have the class period to work on their own sestina using the six words they compiled throughout the unit, working individually, with partners, or in groups, looking through sestinas, or getting ideas from the teacher.

Day Three
Students will have time to work on their sestinas and to compile all of their poems, choosing 2 they wish to revise.

Day Four
Students will be given the peer and teacher review forms and will be guided through the process of peer revision. Students will sign up for teacher revision for Day Five or Day One of this week and next week. Remaining time may be used to work on sestinas.

Day Five
(fourth poem due during teacher revision, first draft)
Students will either participate in peer revision (at least 2) or in teacher revision with three of their chosen poems.

Week Five

Day One
(fourth poem due during teacher revision, first draft)
Students will either participate in peer revision (at least 2) or in teacher revision with three of their chosen poems.

Day Two
Students will have today for revision of their 2 chosen poems. Each of these 2 poems must have a final draft. They may also choose their poem for the Open-Mic Night today and practice reading it aloud.

Day Three
Students may use time today to decorate a page with their chosen poem on it. After Open-Mic Night all poems will be bound together in a book and displayed in the classroom.

Day Four
Today is Open-Mic Night. Other staff, students, and family may be invited to listen.
Day Five

Students will discuss Barbara Ehrenreich’s journey throughout the autoethnography and will write a short essay on their own journey throughout this unit as they learned more about poverty.
Unit Resources

Included in the following pages are handouts, website printouts, graphs and statistics, introductory information, and other resources for this unit in the order in which they appear in the Unit Schedule.

The following resources are included:

*Unit Handout

*Unit Rubric Handout

*Six Words Handout

*Poster Task Price List

*Census Bureau Poverty Definition
   U.S. Census Bureau – How the Census Bureau Measures Poverty (Official Measure)
   http://www.census.gov/hhes/www/poverty/povdef.html

*Census Bureau Poverty Threshold
   U.S. Census Bureau – Poverty Thresholds 2004
   http://www.census.gov/hhes/www/poverty/threshld/thresh04.html

*How Poverty is Measured in the United States information
   Institute for Research on Poverty – How is Poverty Measured in the United States?
   http://www.irp.wisc.edu/faqs/faq2.htm

*“It Says, I Say, and So” Handout

*New York Times “Class Matters” Series

*Graph on Poverty
   “Fighting Poverty” - Reading Reasons by Kelly Gallagher

*Statistics on Poverty
   U.S. Census Bureau – People and Families in Poverty by Selected Characteristics: 2004 and 2005

*Barbara Ehrenreich / Nickel and Dimed Introduction
   http://www.barbaraehrenreich.com/nickelanddimed.htm
*Autoethnography Introduction
  Representation, Legitimation, and Autoethnography: An Autoethnographic Writing Story
  http://www.ualberta.ca/~iiqm/backissues/2_1/pdf/holt.pdf

*“I am From” Poem Examples
  Reading, Writing and Rising Up: Teaching About Social Justice and the Power of the Written Word – by Linda Christensen

*Lowe’s Personality Test
  Lowes – Career Opportunities
  http://www.lowes.com/lowes2/AboutLowes/careers/careers_index.html

*Literature Circle Bookmark

*WebQuest Handout
  Housing Search
  http://www.affordablehousingonline.com/
  Housing Programs
  http://www.hud.gov/offices/cpd/affordablehousing/
  Rent Calculation
  http://www.housingconnections.org/Calculator.cfm
  City Information
  http://www.city-data.com/

*Universal Declaration of Human Rights Tex in the Middle Handout
  Universal Declaration of Human Rights
  http://www.un.org/Overview/rights.html

*Sestina Form and Example Handout
  Sestina – by Elizabeth Bishop
  http://www.sccs.swarthmore.edu/users/03/ahead/sestina.html

*Peer Revision Handout

*Teacher Revision Handout
“Not Getting By”
Poverty in the United States

This unit will lead you through your own journey as you explore what poverty means, what it feels like, what it looks like, why and how it exists, and what we can do to help fight poverty in the United States. This unit will introduce to you the effects of low-wage jobs in your own world.

You will read Barbara Ehrenreich’s book Nickel and Dimed, which explores her own experiences and research on low-wage jobs and poverty in the United States. In addition to reading this book, you will create writing of your own to reflect your understanding of poverty, its effects on people, and the journey you have experienced throughout this unit.

A majority of this writing will be poetry, which you will use to show your understanding of, and feelings about, poverty and what you have been learning. At the end of the unit you will have time to revise your poems with peers and with me. You will choose one poem to present to the class, other staff and students, and family members in an Open-Mic Night as a conclusion of this unit and a celebration of your work.

You will be graded in the following areas (see the unit rubric for more detail):

* Participation
  - Discussion
  - Peer Revision
  - Teacher Revision

* Reading Activities
  - Group and Individual Work
  - Worksheets
  - WebQuest

* Poems
  - Brainstorming Activities
  - First Drafts of all 4 poems
  - Final Drafts of 2 poems

* Reflection
  - Short Essay

I hope you enjoy this unit! If you have any questions or concerns please see me.
**POVERTY UNIT RUBRIC**

<table>
<thead>
<tr>
<th>Due:</th>
<th>Participation</th>
<th></th>
<th>Due:</th>
<th>Reading Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Discussion</em>  - speaks at least twice, listens attentively, respects the opinions and ideas of others</td>
<td>_____ / 10</td>
<td></td>
<td>*Poster task (group)</td>
</tr>
<tr>
<td></td>
<td><em>Peer Revision</em> - participates in at least 2 peer revisions, offers helpful feedback</td>
<td>_____ / 5</td>
<td></td>
<td>*Class Matters (individual answers)</td>
</tr>
<tr>
<td></td>
<td>-peer revision worksheet 1</td>
<td></td>
<td></td>
<td>*Literature Circle Role (individual)</td>
</tr>
<tr>
<td></td>
<td>-peer revision worksheet 2</td>
<td>_____ / 5</td>
<td></td>
<td>*Personality Test (individual)</td>
</tr>
<tr>
<td></td>
<td>-teacher revision worksheet</td>
<td>_____ / 5</td>
<td></td>
<td>*WebQuest (housing – individual)</td>
</tr>
</tbody>
</table>

Total: _____ / 25

|      | *2 Discussion Questions (group) | _____ / 5 |      | *Text in the Middle (individual) | _____ / 5 |

Total: _____ / 35
# Poverty Unit Rubric

<table>
<thead>
<tr>
<th>Due:</th>
<th>Poems</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Brainstorming Activities</em></td>
<td></td>
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<tr>
<td>_____</td>
<td><em>&quot;It Says, I Say, and So&quot;</em></td>
<td>_____ / 2.5</td>
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<tr>
<td>_____</td>
<td><em>&quot;Poverty&quot; list</em></td>
<td>_____ / 2.5</td>
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<tr>
<td>_____</td>
<td><em>Notes on &quot;I am From&quot; poem</em></td>
<td>_____ / 2.5</td>
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<tr>
<td>_____</td>
<td><em>Notes on images</em></td>
<td>_____ / 2.5</td>
</tr>
<tr>
<td></td>
<td><em>6 Words worksheet</em></td>
<td>_____ / 2.5</td>
</tr>
<tr>
<td>_____</td>
<td>1st spot check</td>
<td>_____ / 2.5</td>
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<tr>
<td>_____</td>
<td>2nd spot check</td>
<td>_____ / 2.5</td>
</tr>
<tr>
<td></td>
<td><em>First Drafts</em></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td><em>Definition Poem</em></td>
<td>_____ / 5</td>
</tr>
<tr>
<td>_____</td>
<td><em>&quot;I am From&quot; poem</em></td>
<td>_____ / 5</td>
</tr>
<tr>
<td>_____</td>
<td><em>&quot;5 Sense&quot; poem</em></td>
<td>_____ / 5</td>
</tr>
<tr>
<td>_____</td>
<td><em>Sestina</em></td>
<td>_____ / 5</td>
</tr>
<tr>
<td></td>
<td><em>Final Drafts</em></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td><em>1 poem (not for OpenMic Night)</em></td>
<td>_____ / 10</td>
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<tr>
<td>_____</td>
<td><em>1 poem for OpenMic Night (ready for classroom book)</em></td>
<td>_____ / 10</td>
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<tr>
<td></td>
<td>Total:</td>
<td>_____ / 55</td>
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<tr>
<td></td>
<td><strong>Unit Total:</strong></td>
<td>_____ / 130</td>
</tr>
</tbody>
</table>

Comments:
Choose six words that say something to you about poverty.
You may select these words from discussion, the novel or other texts, or from other things we explore during this unit.
You will need to keep this sheet with you throughout the whole unit. It will serve as the diving board for your final poem.
For each word you choose be sure to fill out each area on this sheet when you hear each word.
(Don’t wait until the last minute! I will make spot checks to ensure you are keeping up!)
List your six words here and where and when you heard them:
1. 
2. 
3. 
4. 
5. 
6. 

Define each word:
1. 
2. 
3. 
4. 
5. 
6. 
What does each word mean to you/how does it make you feel?
1.

2.

3.

4.

5.

6.

What does each word say about poverty/being impoverished?
1.

2.

3.

4.

5.

6.
Price List

Pencils - $5 ea.
Pens - $7 ea.
Colored Pencils - $10 ea.
Markers - $15 ea.
Lined Paper - $25
8X11 White Paper - $50
9X12 Colored Paper - $75
Small Poster Paper - $100
Large Poster Paper - $150
Small Scissors - $25
Large Scissors - $30
Pictures - $100 ea.
Glue - $50
Tape - $25
Stapler - $10
Glitter - $50

Price List

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Large Scissors - $30
Pictures - $100 ea.
Glue - $50
Tape - $25
Stapler - $10
Glitter - $50
How the Census Bureau Measures Poverty
(Official Measure)

- Income used to compute poverty status
- Measure of need (poverty thresholds)
- Computation
- Example
- People whose poverty status cannot be determined
- Authority behind official poverty measure
- History

Following the Office of Management and Budget’s (OMB) Statistical Policy Directive 14, the Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. If a family’s total income is less than the family’s threshold, then that family and every individual in it is considered in poverty. The official poverty thresholds do not vary geographically, but they are updated for inflation using Consumer Price Index (CPI-U). The official poverty definition uses money income before taxes and does not include capital gains or noncash benefits (such as public housing, Medicaid, and food stamps).

Income used to compute poverty status:

- Money income
  - Includes earnings, unemployment compensation, workers’ compensation, Social Security, Supplemental Security Income, public assistance, veterans’ payments, survivor benefits, pension or retirement income, interest, dividends, rents, royalties, income from estates, trusts, educational assistance, alimony, child support, assistance from outside the household, and other miscellaneous sources.
  - Noncash benefits (such as food stamps and housing subsidies) do not count.
  - Before taxes.
  - Excludes capital gains or losses.
  - If a person lives with a family, add up the income of all family members. (Non-relatives, such as housemates, do not count.)
Measure of need (poverty thresholds):

- Poverty thresholds are the dollar amounts used to determine poverty status
- Each person or family is assigned one out of 48 possible poverty thresholds
- Thresholds vary according to:
  - Size of the family
  - Ages of the members
- The same thresholds are used throughout the United States (do not vary geographically)
- Updated annually for inflation using the Consumer Price Index for All Urban Consumers (CPI-U).
- Although the thresholds in some sense reflect families needs,
  - they are intended for use as a statistical yardstick, not as a complete description of what people and families need to live
  - many government aid programs use a different poverty measure, the Department of Health and Human Services (HHS) poverty guidelines, or multiples thereof
- Poverty thresholds were originally derived in 1963-1964, using:
  - U.S. Department of Agriculture food budgets designed for families under economic stress
  - Data about what portion of their income families spent on food

Computation:

- If total family income is less than the threshold appropriate for that family,
  - the family is in poverty
  - all family members have the same poverty status
  - for individuals who do not live with family members, their own income is compared with the appropriate threshold
- If total family income equals or is greater than the threshold, the family (or unrelated individual) is not in poverty

Example:

- Family A has five members: two children, their mother, father, and great-aunt.
  - Their threshold was $23,108 dollars in 2004. (See poverty thresholds for 2004)
Suppose the members' incomes in 2004 were:

- Mother: $10,000
- Father: 5,000
- Great-aunt: 10,000
- First child: 0
- Second child: 0

Total family income: $25,000

- Compare total family income with their family's threshold.

\[
\frac{\text{Income}}{\text{Threshold}} = \frac{25,000}{23,108} = 1.08
\]

- Since their income was greater than their threshold, Family A is not "in poverty" according to the official definition.
- The income divided by the threshold is called the **Ratio of Income to Poverty**.
  - Family A's ratio of income to poverty was 1.08.
- The difference in dollars between family income and the family's poverty threshold is called the **Income Deficit** (for families in poverty) or **Income Surplus** (for families above poverty)

  -- Family A's income surplus was $1,892 (or $25,000 - $23,108).

**People whose poverty status cannot be determined:**

- Unrelated individuals under age 15 (such as foster children)
  - income questions are asked of people age 15 and older
  - if someone is under age 15 and not living with a family member, we do not know their income
  - since we cannot determine their poverty status, they are excluded from the "poverty universe" (table totals)
- People in:
Authority behind official poverty measure:

- The official measure of poverty was established by the Office of Management and Budget (OMB) in Statistical Policy Directive 14.
- To be used by federal agencies in their statistical work.
- Government aid programs do not have to use the official poverty measure as eligibility criteria.
  - Many government aid programs use a different poverty measure, the Department of Health and Human Services (HHS) poverty guidelines, or variants thereof
  - Each aid program may define eligibility differently
- Official poverty data come from the Current Population Survey (CPS) Annual Social and Economic Supplement (ASEC), formerly called the Annual Demographic Supplement or simply the "March Supplement."

History: "The Development of the Orshansky Thresholds and Their Subsequent History as the Official U.S. Poverty Measure," by Gordon M. Fisher

Contact the Demographic Call Center Staff at 301-763-2422 or 1-866-758-1060 (toll free) or visit ask.census.gov for further information on Poverty Statistics.

Source: U.S. Census Bureau, Housing and Household Economic Statistics Division
Last Revised: December 14, 2005
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Publications
Definitions
Thresholds
Microdata Access
Related Sites
FAQ

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Helping You Make Informed Decisions
Page Last Modified: December 14, 2005

http://www.census.gov/hhes/www/poverty/povdef.html
Poverty Thresholds 2005
(Use landscape & legal printer options to print this table)

Poverty Thresholds for 2005 by Size of Family and Number of Related Children Under 18 Years (Dollars)

<table>
<thead>
<tr>
<th>Size of family unit</th>
<th>Weighted average thresholds</th>
<th>Related children under 18 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>One</td>
</tr>
<tr>
<td>One person (unrelated individual)...</td>
<td>9,973</td>
<td></td>
</tr>
<tr>
<td>Under 65 years .................</td>
<td>10,160</td>
<td>10,160</td>
</tr>
<tr>
<td>65 years and over ............</td>
<td>9,367</td>
<td>9,367</td>
</tr>
<tr>
<td>Two persons .................</td>
<td>12,755</td>
<td></td>
</tr>
<tr>
<td>Householder under 65 years ......</td>
<td>13,145</td>
<td>13,078</td>
</tr>
<tr>
<td>Householder 65 years and over ......</td>
<td>11,815</td>
<td>11,805</td>
</tr>
<tr>
<td>Three persons ..........</td>
<td>15,577</td>
<td>15,277</td>
</tr>
<tr>
<td>Four persons ..........</td>
<td>19,971</td>
<td>20,144</td>
</tr>
<tr>
<td>Six persons ..........</td>
<td>26,683</td>
<td>27,941</td>
</tr>
<tr>
<td>Seven persons ..........</td>
<td>30,249</td>
<td>32,150</td>
</tr>
<tr>
<td>Nine persons or more ..........</td>
<td>40,288</td>
<td>43,254</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau.
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http://www.census.gov/hhes/www/poverty/threshld/thresh05.html
How is Poverty Measured in the United States?

During the mid-1960s, Mollie Orshansky, a social science research analyst at the Social Security Administration (SSA), began publishing articles with poverty statistics for the United States, using a poverty measure that she had developed. Like any poverty measure, Orshansky's measure had two components—a set of poverty lines or income thresholds, and a definition of family income to be compared with those thresholds. Orshansky developed her poverty thresholds by taking the cost of a minimum adequate diet for families of different sizes and multiplying the cost by three to allow for other expenses. (The minimum diet she used was the Economy Food Plan, the cheapest of four food plans issued by the U.S. Department of Agriculture. The factor of three was derived from a 1955 Agriculture Department survey.) Poor families were those whose yearly income was below the threshold for a family of a given size.

For the base year 1963, Orshansky's weighted average poverty threshold for a family of four was $3,128. She used the Census Bureau's definition of income—before-tax money income.

In 1965 the U.S. Office of Economic Opportunity adopted the SSA thresholds as a working definition of poverty for statistical purposes and for program planning. In 1969 the U.S. Bureau of the Budget (now the U.S. Office of Management and Budget) issued a directive that made the thresholds the federal government's official statistical definition of poverty.

In 1967, the Census Bureau began to publish annual poverty statistics calculating the number and percentage of persons in poverty (the poverty population and the poverty rate) by comparing the Orshansky thresholds to families' before-tax money income, using data from the Current Population Survey that is taken every year in March. For these tabulations, the thresholds are updated annually for price changes and so are not changed in real (constant-dollar) terms; in other words, the 2003 weighted average poverty threshold of $18,810 for a family of four represents the same purchasing power as the corresponding 1963 threshold of $3,128.

| **It Says**  
| (direct quote from the article) | **I Say**  
| (your *emotional* response to this quote) | **and So...**  
| (so what?...what is this quote saying) |
To discover how Americans regard social class and where they place themselves, The Times conducted a nationwide survey in March. The poll uncovered optimism about a financial future, opportunities and the reward of hard work. While there are differences in the views of the rich and poor, and some respondents have a sense of tension and inequality, there remains strong faith in the American Dream, however defined. MARJORIE CONNELLY

Click on the options at left to learn more.

More than ever, Americans cherish the belief that it is possible to become rich. Three-quarters think the chances of moving up to a higher class are the same or greater than 30 years ago. Still, more than half thought it unlikely that they would become wealthy. A large majority favors programs to help the poor get ahead.

Is it possible to start out poor, work hard and become rich?

Do you favor or oppose programs that make special efforts to help people get ahead who come from low-income backgrounds, regardless of gender or ethnicity?

Note: Numbers may not add to 100 because of rounding.

The federal government should tax estates worth:

How likely is it that you will ever become financially wealthy?

Note: Numbers may not add to 100 because of rounding.

More than ever, Americans cherish the belief that it is possible to become rich. Three-quarters think the chances of moving up to a higher class are the same or greater than 30 years ago. Still, more than half thought it unlikely that they would become wealthy. A large majority favors programs to help the poor get ahead.
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How much does an American family need to make to be considered rich?

- Under $100,000: 29%
- $100,000-$199,999: 29%
- $200,000-$299,999: 9%
- $300,000-$399,999: 8%
- $400,000-$499,999: 7%
- $500,000-$999,999: 2%
- $1 million or more: 6%

On some subjects, there are strong differences among income groups. For example, lower-income respondents give greater weight to the importance of faith. More of them feel that the rich have too much power and that there is "a lot" of tension between rich and poor.
To discover how Americans regard social class and where they place themselves, The Times conducted a nationwide survey in March. The poll uncovered optimism about a financial future, opportunities and the reward of hard work. While there are differences in the views of the rich and poor, and some respondents have a sense of tension and inequality, there remains strong faith in the American Dream, however defined. MARJORIE CONNELLY

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- $200,000-$299,999
- $100,000-$199,999
- $1 million or more
- $500,000-$999,999
- $400,000-$499,999
- $300,000-$399,999

29% of respondents

On some subjects, there are strong differences among income groups. For example, lower-income respondents give greater weight to the importance of faith. More of them feel that the rich have too much power and that there is "a lot" of tension between rich and poor.

How much tension is there between rich and poor?

- America have too much power?
- Do you spend enough time having faith in God?
- Will you reach the American dream in your lifetime?

How would you describe your health?
To discover how Americans regard social class and where they place themselves, The Times conducted a nationwide survey in March. The poll uncovered optimism about a financial future, opportunities and the reward of hard work. While there are differences in the views of the rich and poor, and some respondents have a sense of tension and inequality, there remains strong faith in the American Dream, however defined.

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- $200,000-$299,999
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- $500,000-999,999
- $400,000-499,999
- $300,000-$399,999
- $1 million or more
- Under $100,000

29% of respondents

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How much tension is there between rich and poor?

- How would you describe your health?
- How much power do you have?
- How important is it to you to have faith in God?
- How important is it to you to have a family?

EXCELLENT 18% 24 37 42 46 52
To discover how Americans regard social class and where they place themselves, The Times conducted a nationwide survey in March. The poll uncovered optimism about a financial future, opportunities and the reward of hard work. While there are differences in the views of the rich and poor, and some respondents have a sense of tension and inequality, there remains strong faith in the American Dream, however defined. MARJORIE CONNELLY

**HOW MUCH DOES AN AMERICAN FAMILY NEED TO MAKE TO BE CONSIDERED RICH?**

- $200,000-$299,999
- $100,000-$199,999
- $300,000-$399,999
- $400,000-$499,999
- $500,000-$999,999
- $400,000-499,999
- $1 million or more
- Under $100,000
- $100,000
- No answer

79% of respondents

On some subjects, there are strong differences among income groups. For example, lower-income respondents give greater weight to the importance of faith. More of them feel that the rich have too much power and that there is "a lot" of tension between rich and poor.

**MOVE OVER THE QUESTIONS ABOVE TO SEE HOW PEOPLE RESPONDED**

**A NATIONWIDE POLL**

- How important is having faith in God to you?
- How much tension is there between rich and poor?
- Do you spend enough time with your family?
- Description of the rich in America?
COMPONENTS OF CLASS HOW CLASS BREAKS DOWN INCOME MOBILITY

A NATIONWIDE POLL

OPPORTUNITY AND ADVANCEMENT
WHO IS RICH?
WHAT IT TAKES TO GET AHEAD... AND WILL YOU GET THERE?
COMPLETE RESULTS

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MARJORIE CONNELLY

CLICK ON THE OPTIONS AT LEFT TO LEARN MORE.

How much does an American family need to make to be considered rich?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100,000-$199,999</td>
<td>29%</td>
</tr>
<tr>
<td>$200,000-$299,999</td>
<td></td>
</tr>
<tr>
<td>$300,000-$399,999</td>
<td></td>
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<tr>
<td>$400,000-$499,999</td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

On some subjects, there are strong differences among income groups. For example, lower-income respondents give greater weight to the importance of faith. More of them feel that the rich have too much power and that there is "a lot" of tension between rich and poor.

How much do the rich in America have too much power?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $100,000</td>
<td>52%</td>
</tr>
<tr>
<td>$100,000-$199,999</td>
<td>53%</td>
</tr>
<tr>
<td>$200,000-$299,999</td>
<td>54%</td>
</tr>
<tr>
<td>$300,000-$399,999</td>
<td>54%</td>
</tr>
<tr>
<td>$400,000-$499,999</td>
<td>53%</td>
</tr>
<tr>
<td>$500,000-$999,999</td>
<td>52%</td>
</tr>
<tr>
<td>$1 million or more</td>
<td>52%</td>
</tr>
</tbody>
</table>

How important is having faith in God?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Very Important Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $100,000</td>
<td>75%</td>
</tr>
<tr>
<td>$100,000-$199,999</td>
<td>74%</td>
</tr>
<tr>
<td>$200,000-$299,999</td>
<td>73%</td>
</tr>
<tr>
<td>$300,000-$399,999</td>
<td>72%</td>
</tr>
<tr>
<td>$400,000-$499,999</td>
<td>74%</td>
</tr>
<tr>
<td>$500,000-$999,999</td>
<td>74%</td>
</tr>
<tr>
<td>$1 million or more</td>
<td>74%</td>
</tr>
</tbody>
</table>

How would you describe your health?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Very Important Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $100,000</td>
<td>77%</td>
</tr>
<tr>
<td>$100,000-$199,999</td>
<td>76%</td>
</tr>
<tr>
<td>$200,000-$299,999</td>
<td>74%</td>
</tr>
<tr>
<td>$300,000-$399,999</td>
<td>74%</td>
</tr>
<tr>
<td>$400,000-$499,999</td>
<td>72%</td>
</tr>
<tr>
<td>$500,000-$999,999</td>
<td>74%</td>
</tr>
<tr>
<td>$1 million or more</td>
<td>74%</td>
</tr>
</tbody>
</table>

How do you feel about the American dream in your lifetime?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Very Important Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>74%</td>
</tr>
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<td>74%</td>
</tr>
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</table>

How much do you spend enough time with your family?

<table>
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<td>74%</td>
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</tr>
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<td>74%</td>
</tr>
<tr>
<td>$1 million or more</td>
<td>74%</td>
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</tbody>
</table>

Do you reach the American dream in your lifetime?

<table>
<thead>
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<th>Very Important Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>73%</td>
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<th>$200,000-$299,999</th>
<th>$300,000-$399,999</th>
<th>$400,000-$499,999</th>
<th>$500,000-$999,999</th>
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</thead>
<tbody>
<tr>
<td>No answer</td>
<td></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25% of respondents

On some subjects, there are strong differences among income groups. For example, lower-income respondents give greater weight to the importance of faith. More of them feel that the rich have too much power and that there is "a lot" of tension between rich and poor.

**How much tension is there between rich and poor?**

- How much tension is there between rich and poor?
- How would you describe your health?
- Do the rich in America have too much power?

**Will you reach the American dream in your lifetime?**

- How important is having faith in God to you?
- How much time do you spend with your family?
- Will you reach the American dream in your lifetime?

25% of respondents

**Complete Results**

CLICK ON THE OPTIONS AT LEFT TO LEARN MORE.
COMPONENTS OF CLASS

WHO IS RICH?

WHAT IT TAKES TO GET AHEAD...

A NATIONWIDE POLL

OPPORTUNITY AND ADVANCEMENT

WHO IS RICH?

WHAT IT TAKES TO GET AHEAD...

AND WILL YOU GET THERE?

COMPLETE RESULTS

Hard work — more than education, natural ability or the right connections — is regarded as crucial for getting ahead in life. While other factors can help a person's advancement, most Americans, regardless of income level, regard the individual's efforts as critical.

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COMPONENTS OR CLASS HOW CLASS BREAKS DOWN INCOME MOBILITY A NATIONWIDE POLL

OPPORTUNITY AND ADVANCEMENT
WHO IS RICH?
WHAT IT TAKES TO GET AHEAD...
...AND WILL YOU GET THERE?
COMPLETE RESULTS

Compared with your parents when they were the age you are now, is your standard of living now...

- MUCH WORSE 4%
- NO ANSWER 1%
- MUCH BETTER 36%

If parent: When your children are the age you are now, will their standard of living be...

- SOMEWHAT WORSE 0%
- SOMEWHAT BETTER 21%

- MUCH WORSE 7%
- NO ANSWER 9%
- SOMEWHAT BETTER 31%

- ABOUT THE SAME 20%
- ABOUT THE SAME 18%

- ABOUT THE SAME 20%
COMPONENTS OF CLASS  

OPPORTUNITY AND ADVANCEMENT  
WHO IS RICH?  
WHAT IT TAKES TO GET AHEAD...  
...AND WILL YOU GET THERE?  

A NATIONWIDE POLL  

RELATED  
Complete Poll Results  
Download the complete results in PDF format  

HOW THE POLL WAS CONDUCTED  

The latest New York Times Poll is based on telephone interviews conducted March 5 to 14 with 1,764 adults throughout the United States. Interviews were conducted in English or Spanish.  

The sample of telephone exchanges called was randomly selected by a computer from a complete list of more than 42,000 active residential exchanges across the country.  

Within each exchange, random digits were added to form a complete telephone number, thus permitting access to listed and unlisted numbers alike. Within each household, one adult was designated by a random procedure to be the respondent for the survey.  

For purposes of analysis, people with low household income or high household income were over-sampled, then weighted to their proper proportion of the overall sample.  

The results have also been weighted to take account of household size and number of telephone lines into the residence and to adjust for variations in the sample relating to geographic region, sex, race, Hispanic origin, marital status, age, and education.  

In theory, in 19 cases out of 20, overall results based on such samples will differ by no more than three percentage points in either direction from what would have been obtained by seeking out all American adults.  

For smaller sub-groups the margin of sampling error is larger. For example it is plus or minus 4 points for low income people, and 7 points for high income people.  

In addition to sampling error, the practical difficulties of conducting any survey of public opinion may introduce other sources of error into the poll. Variation in the wording and order of questions, for example, may lead to somewhat different results.
Fighting Poverty

Percent children under 18 in poverty

- No high school diploma
- High school diploma
- Some college
- College degree or more

[Source: Bronfenbrenner et al. 1996]
### Table 4. People and Families in Poverty by Selected Characteristics: 2004 and 2005

(Numbers in thousands, confidence intervals (C.I.) in thousands or percentage points as appropriate. People as of March of the following year)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Below poverty in 2004&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Below poverty in 2005</th>
<th>Change in poverty (2005 less 2004)&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number (90-percent CI&lt;sup&gt;2&lt;/sup&gt;)</td>
<td>Number (90-percent CI&lt;sup&gt;2&lt;/sup&gt;)</td>
<td>Number (90-percent CI&lt;sup&gt;2&lt;/sup&gt;)</td>
</tr>
<tr>
<td><strong>PEOPLE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37,040</td>
<td>680</td>
<td>12.7</td>
</tr>
<tr>
<td><strong>Family Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In families</td>
<td>26,544</td>
<td>567</td>
<td>11.0</td>
</tr>
<tr>
<td>Householder</td>
<td>7,835</td>
<td>187</td>
<td>10.2</td>
</tr>
<tr>
<td>Related children under 18</td>
<td>12,473</td>
<td>341</td>
<td>17.3</td>
</tr>
<tr>
<td>Related children under 6</td>
<td>4,747</td>
<td>220</td>
<td>20.0</td>
</tr>
<tr>
<td>In unrelated subfamilies</td>
<td>5,700</td>
<td>90</td>
<td>45.4</td>
</tr>
<tr>
<td>Reference person</td>
<td>234</td>
<td>58</td>
<td>45.4</td>
</tr>
<tr>
<td>Children under 18</td>
<td>315</td>
<td>59</td>
<td>46.6</td>
</tr>
<tr>
<td>Unrelated individual</td>
<td>9,926</td>
<td>217</td>
<td>20.4</td>
</tr>
<tr>
<td>Male</td>
<td>4,316</td>
<td>131</td>
<td>18.2</td>
</tr>
<tr>
<td>Female</td>
<td>5,611</td>
<td>153</td>
<td>22.5</td>
</tr>
<tr>
<td><strong>Race&lt;sup&gt;4&lt;/sup&gt; and Hispanic Origin</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>25,327</td>
<td>575</td>
<td>10.8</td>
</tr>
<tr>
<td>Black</td>
<td>16,908</td>
<td>477</td>
<td>8.7</td>
</tr>
<tr>
<td>Asian</td>
<td>9,014</td>
<td>329</td>
<td>24.7</td>
</tr>
<tr>
<td>Hispanic origin (any race)</td>
<td>9,122</td>
<td>319</td>
<td>21.9</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 18 years</td>
<td>13,041</td>
<td>347</td>
<td>17.8</td>
</tr>
<tr>
<td>18 to 64 years</td>
<td>20,545</td>
<td>517</td>
<td>11.3</td>
</tr>
<tr>
<td>65 years and older</td>
<td>3,453</td>
<td>130</td>
<td>9.8</td>
</tr>
<tr>
<td><strong>Nativity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native</td>
<td>31,023</td>
<td>630</td>
<td>12.1</td>
</tr>
<tr>
<td>Foreign born</td>
<td>6,017</td>
<td>331</td>
<td>17.1</td>
</tr>
<tr>
<td>Naturalized citizen</td>
<td>1,326</td>
<td>157</td>
<td>9.8</td>
</tr>
<tr>
<td>Not a citizen</td>
<td>4,691</td>
<td>293</td>
<td>21.6</td>
</tr>
<tr>
<td><strong>Region</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>6,260</td>
<td>288</td>
<td>11.6</td>
</tr>
<tr>
<td>Midwest</td>
<td>7,545</td>
<td>313</td>
<td>11.7</td>
</tr>
<tr>
<td>South</td>
<td>14,517</td>
<td>443</td>
<td>11.4</td>
</tr>
<tr>
<td>West</td>
<td>8,419</td>
<td>340</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Residence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inside metropolitan statistical areas</td>
<td>(NA)</td>
<td>(NA)</td>
<td>(NA)</td>
</tr>
<tr>
<td>Inside principal cities</td>
<td>(NA)</td>
<td>(NA)</td>
<td>(NA)</td>
</tr>
<tr>
<td>Outside principal cities</td>
<td>(NA)</td>
<td>(NA)</td>
<td>(NA)</td>
</tr>
<tr>
<td>Outside metropolitan statistical areas</td>
<td>(NA)</td>
<td>(NA)</td>
<td>(NA)</td>
</tr>
<tr>
<td>Work Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All workers (16 years and older)</td>
<td>9,284</td>
<td>360</td>
<td>6.1</td>
</tr>
<tr>
<td>Worked full-time, year-round</td>
<td>2,891</td>
<td>202</td>
<td>20.2</td>
</tr>
<tr>
<td>Not full-time, year-round</td>
<td>6,493</td>
<td>301</td>
<td>12.8</td>
</tr>
<tr>
<td>Did not work at least one week</td>
<td>15,871</td>
<td>463</td>
<td>21.7</td>
</tr>
<tr>
<td><strong>FAMILIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7,835</td>
<td>187</td>
<td>10.2</td>
</tr>
<tr>
<td><strong>Type of Family</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married-couple</td>
<td>3,216</td>
<td>111</td>
<td>5.5</td>
</tr>
<tr>
<td>Female householder, no husband present</td>
<td>3,962</td>
<td>125</td>
<td>28.3</td>
</tr>
<tr>
<td>Male householder, no wife present</td>
<td>657</td>
<td>48</td>
<td>13.4</td>
</tr>
</tbody>
</table>

---

<sup>1</sup> Statistically different from zero at the 90-percent confidence level. (NA) Not available. (X) Not applicable.

<sup>2</sup> The 2004 data have been revised to reflect a correction to the weights in the 2005 SAE.

<sup>3</sup> A 90-percent confidence interval is a measure of an estimate's variability. The larger the confidence interval in relation to the size of the estimate, the less reliable the estimate. For more information, see "Standard Errors and Their Use" at www.census.gov/hhes/www/p60_231sa.pdf.

<sup>4</sup> Details may not sum to totals because of rounding.

Federal surveys now give respondents the option of reporting more than one race. Therefore, two basic ways of defining a race group are possible. A group such as Asian may be defined as those who reported Asian and no other race (the race-alone or single-race concept) or as those who reported Asian regardless of whether they also reported another race (the race-alone-in-or-combination concept). This table shows data using the first approach (race-alone). The use of the single-race population does not imply that it is the preferred method of presenting or analyzing data. The Census Bureau uses a variety of approaches. Information on people who reported more than one race, such as White and American Indian and Alaska Native of Asian and Black or African American, is available from Census 2000 through American FactFinder. About 2.6 percent of people reported more than one race in Census 2000.

<sup>5</sup> The "Outside metropolitan statistical areas" category includes both micropolitan statistical areas and territory outside of metropolitan and micropolitan statistical areas. For more information, see "About Metropolitan and Micropolitan Statistical Areas" at www.census.gov/population/www/estimates/aboutmetro.html.

The New York Times bestseller, and one of the most talked about books of the year, Nickel and Dimed has already become a classic of undercover reportage.

Millions of Americans work for poverty-level wages, and one day Barbara Ehrenreich decided to join them. She was inspired in part by the rhetoric surrounding welfare reform, which promised that any job equals a better life. But how can anyone survive, let alone prosper, on $6 to $7 an hour?

To find out, Ehrenreich moved from Florida to Maine to Minnesota, taking the cheapest lodgings available and accepting work as a waitress, hotel maid, house cleaner, nursing-home aide, and Wal-Mart salesperson. She soon discovered that even the "lowliest" occupations require exhausting mental and physical efforts. And one job is not enough; you need at least two if you intend to live indoors.

Nickel and Dimed reveals low-wage America in all its tenacity, anxiety, and surprising generosity -- a land of Big Boxes, fast food, and a thousand desperate strategies for survival. Instantly acclaimed for its insight, humor, and passion, this book is changing the way America perceives its working poor.

http://www.barbaraehrenreich.com/nickelanddimed.htm
Autoethnography is a genre of writing and research that connects the personal to the cultural, placing the self within a social context (Reed-Danahay, 1997). These texts are usually written in the first person and feature dialogue, emotion, and self-consciousness as relational and institutional stories affected by history, social structure, and culture (Ellis & Bochner, 2000). Reed-Danahay explained that autoethnographers may vary in their emphasis on graphy (i.e., the research process), ethnos (i.e., culture), or auto (i.e., self). Whatever the specific focus, authors use their own experiences in a culture reflexively to look more deeply at self-other interactions. By writing themselves into their own work as major characters, autoethnographers have challenged accepted views about silent authorship, where the researcher's voice is not included in the presentation of findings (e.g., Charmaz & Mitchell, 1997).

http://www.ualberta.ca/~iiqm/backissues/2_1/pdf/holt.pdf
Where I'm From: Inviting Students' Lives Into the Classroom

WHERE I'M FROM
I am from clothespins, from Clorox and carbon-tetrachloride. I am from the dirt under the back porch. (Black, glistening, it tasted like beets.) I am from the forsythia bush, the Dutch elm whose long gone limbs I remember as if they were my own.
I am from fudge and eyeglasses, from Imogene and Alafair. I'm from the know-it-alls and the pass-it-ons, from perk up and pipe down. I'm from He restoreth my soul with a cottonball lamb and ten verses I can say myself.
I'm from Artemus and Billie's Branch, fried corn and strong coffee. From the finger my grandfather lost to the auger, the eye my father shut to keep his sight. Under my bed was a dress box spilling old pictures, a sift of lost faces to drift beneath my dreams. I am from those moments — snapped before I budded — leaf-fall from the family tree.
— George Ella Lyon

I remember holding my father’s hand as he read my story hanging on the display wall outside Mrs. Martin’s third-grade classroom on the night of Open House. I remember the sound of change jingling in Dad’s pocket, his laughter as he called my mom over and read out loud the part where I’d named the cow “Lena” after my mother and the chicken “Walt” after my father. It was a moment of sweet joy for me when my two worlds of home and school bumped together in a harmony of reading, writing, and laughter.

In my junior year of high school, I skipped most of my classes, but each afternoon I crawled back through the courtyard window of my English class. There were no mass assignments in Ms. Carr’s class: She selected novels and volumes of poetry for each student to read. Instead of responding by correcting my errors, she wrote notes in the margins of my papers asking me questions about my home, my mother, my sister who’d run away, my father who’d died three years before.

These two events from my schooling capture part of what the editors of Rethinking Our Classrooms: Teaching for Equity and Justice (1994) meant when they encouraged teachers to make students feel “significant” in our classrooms:

The ways we organize classroom life should seek to make children feel significant and cared about — by the teacher and by each other. Unless students feel emotionally and physically safe, they won’t share real thoughts and feelings. Discussions will be tinny and dishonest. We need to design activities where students learn to trust and care for each other. Classroom life should, to the greatest extent possible, pre-figure the kind of democratic and just society we envision, and thus contribute to building that society. Together students and teachers can create a “community of conscience,” as educators Asa Hilliard and George Pine call it.
permeate the ways we do things today.

Teaching Strategy:

1. After students read the poem out loud together, I note that Lyon begins many of her lines with the phrase, “I am from.” I remind the class of William Stafford’s advice to find a hook to “link the poem forward” through some kind of device like a repeating line, so the poem can develop a momentum. I suggest they might want to use the line “I am from” or create another phrase that will move the poem.

2. We go line by line through the poem. I ask students to notice the details Lyon remembers about her past. After we read, I ask students to write lists that match the ones in Lyon’s poem and to share them out loud. This verbal shanng.

---

**I AM FROM**
**SOUL FOOD AND HARRIET TUBMAN**
By Lealonni Blake

I am from get-togethers
and Bar-B-Ques
K-Mart special with matching shoes.
Baseball bats and BB guns,
a violent family is where I’m from.

I am from “get it girl”
and “shake it to the ground.”
From a strict dad named Lumb
sayin’ “sit yo’ fass self down.”

I am from the smell of soul food
cooking in Lelinna’s kitchen.
From my Pampa’s war stories
to my granny’s cotton pickin’.

I am from Kunta Kinte’s strength,
Harriet Tubman’s escapes.
Phyllis Wheatley’s poems,
and Sojourner Truth’s faith.

If you did family research,
and dug deep into my genes.
You’ll find Sylvester and Ora, Geneva and Doc,
My African Kings and Queens.
That’s where I’m from.

---

sparks memories and also gives us memories to share as we make our way through the lesson:

- Items found around their home: bobby pins or stacks of newspapers, grandma’s teeth, discount coupons for a Mercedes. (They don’t have to tell the truth.)
- Items found in their yard: broken rakes, dog bones, hoses coiled like green snakes. (I encourage them to think of metaphors as they create their lists.)
- Items found in their neighborhood: the corner grocery, Mr. Tate’s beat up Ford Fairlane, the “home base” plum tree.
- Names of relatives, especially ones that link them to the past: Uncle Einar and Aunt Eva, Claude, the Christensen branch.
- Sayings: “If I’ve told you once... . . .” (The students have a great time with this one. They usually have a ready supply that either brings me back to childhood or makes me want to steal their families’ lines.)
- Names of foods and dishes that recall family gatherings: lutefisk, tamales, black-eyed peas.
- Names of places they keep their childhood memories: Diaries, boxes, underwear drawers, inside the family Bible.

3. We share their lists out loud as we brainstorm. I encourage them to make their piece “sound like home,” using the names and language of their home, their family, their neighborhood. The students who write vague nouns like “shoes” or “magazines” get more specific when they hear their classmates shout out, “Jet,” “Latina,” “pink tights crusted with rosin.” Out of the chaos, the sounds, smells, and languages of my students’ homes emerge in poetry.

4. Once they have their lists of specific words, phrases, and names, I ask them to write. I encourage them to find some kind of link or phrase like “I am from” to weave the poem together, and to end the poem with a line or two that ties their present to their past, their family history. For example, in Lyon’s poem, she ends with “Under my bed was a dress box/spilling old pictures.... I am from those moments....”

5. After students have written a draft, we “read around.” (See page 14 for a detailed description of this activity.) This is an opportunity for students to feel “significant and cared about,” in

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2William Stafford, Oregon’s poet laureate for many years, published many outstanding books of poetry as well as two wonderful books on writing: Writing the Australian Crawl and You Must Revise Your Life. See references.
Consent to Electronic Transactions

Thank you for your interest in working at Lowe's. As a part of the pre-employment process, we require that a background check be performed on all applicants. In order for us to receive a background report, you will need to give consent to (a) receive and respond to information in electronic form and (b) a background check. If you do not wish to consent to either electronic transactions or a background check, please exit the system now by pressing "Exit". Otherwise, to continue, please press "Next" below.

This application contains a number of disclosures and consent forms which usually are provided in written form. I understand that I have the right to receive such disclosures and give my consent or authorization on paper instead of electronically.
How were you referred to apply today?
- Walk-in
- Employee Referral
- Former Employee
- Advertisement/Job Posting
- Job Fair
- Open House
- Web Site
- State Employment Commission
- Store Signage
- Register Receipt
- Community Organization
- Other
1) Employment Interviews - Several interviews may be conducted with you in order to determine if you are the best candidate and to provide more detailed information regarding your work history and qualifications.

2) Surveys - Various surveys may be administered to determine your attitude and aptitude in job-related areas.

3) Substance Abuse - Lowe's provides a substance-free workplace. All candidates will undergo a drug screen to determine any level of controlled substance. A confirmed positive drug test will result in disqualification or termination.

4) Background Checks - Lowe's will conduct an extensive background check which may include verification with the

I have read and understand the employee selection process utilized by Lowe's

- Agree
- Do Not Agree
background check which may include verification with the Social Security Administration, Department of Motor Vehicles, criminal courts, state and county repositories of criminal records, credit bureaus, and employer mutual associations. Falsification of information or failure to provide information can result in disqualification, or termination if discovered after hire.

5) Physical Examination - Some positions in the company require a physical examination.

6) Customer Satisfaction - All of Lowe's Employee Owners commit to provide our customers knowledgeable and friendly assistance whenever needed, regardless of where each job is performed.

I have read and understand the employee selection process utilized by Lowe's

- Agree
- Do Not Agree
Job Opportunities

Apply Online

Do you have a legal right to work in the United States?

- Yes
- No

Will you authorize us to conduct a criminal background check?

- Yes
- No
As part of the hiring process, applicants who receive an offer of employment may be asked to submit to a screening test to detect the presence of drugs (marijuana, opiates, cocaine, amphetamines, phencyclidine (PCP)) and/or alcohol or their metabolites. Offers of employment are conditioned on a negative result. If you are asked to submit to a drug/alcohol test and you refuse to be tested, or you do not pass, Lowe's will revoke any offer of employment. All drug/alcohol tests will be conducted in accordance with applicable federal and state law and be done through urinalysis or any other scientifically recognized method. If you would like a copy of this policy, please see the store manager.

Lowe's maintains a drug free work environment and requires that prospective employee's pass a drug test, are you still interested in working for Lowe's?

- Yes
- No
Except for minor office supplies, what is the total value of goods and merchandise not belonging to you that you have taken from all of your employers in the last 5 years?

- $0
- up to $5
- up to $10
- $11 or more
- I don't remember

The total amount of cash not belonging to you that you have taken from all of your employers in the past 5 years is?

- $0
- up to $5
- up to $10
- $11 or more
- I don't remember

How often do you currently use cocaine, crack or other illegal drugs (LSD, speed, amphetamines, ice, etc.) while at work or just before?

- Daily
- One to four times per week
- One to four times per month
- Tried once or twice
The total value of items you have taken from a store without paying for it, in the last five years?
- $0
- Up to $5
- $5 to $10
- More than $11
- I don't remember

Have you ever committed a theft, shoplifting or other crime where you took something that didn't belong to you?
- Yes
- No

How often have you ignored safety rules in order to get the job done in the past three years?
- Never
- 1 or 2 times
- 3 or 4 times
- 5 or more times
Have you ever been discharged from a job?
- Yes
- No

If hired, how long do you plan to work at this company?
- Less than 1 month
- 1-6 months
- 6-12 months
- More than one year

What is the total value of company property that has been damaged in accidents in which you were involved in the past three years?
- $0/Not Applicable
- $500 or less
- More than $500

Could you work in a fast paced environment that is often noisy, dusty, hot or cold, with or without reasonable accommodations?
- Yes
- No

Are you available to work weekends?
Could you work in a fast paced environment that is often noisy, dusty, hot or cold, with or without reasonable accommodations?
  
  O Yes
  O No

Are you available to work weekends?
  
  O Yes
  O No

Are you available to work the night shift?
  
  O Yes
  O No

Are you willing to work a schedule that periodically rotates days off?
  
  O Yes
  O No

Are you willing to work overtime when needed?
  
  O Yes
  O No
If your supervisor in your present or most recent job rated your overall performance, it would be:

- Poor
- Fair
- Good
- Outstanding

Are you eligible for rehire at all of your previous employers? (Excluding business closings or job elimination)

- Yes
- No
Are you now, or have you ever been known by any other names, or have you changed your name (first or last)?

- Yes
- No
Have you ever been convicted of, or plead guilty to or nolo contendere to or no contest to, a felony or misdemeanor, including DUI's and DWI's? This would not include minor traffic violations or a case that has been expunged, sealed, dismissed, erased, pardoned, or impounded. If yes, explain below. NOTE: Answering yes will not necessarily disqualify an applicant from employment. Factors such as age and date of the offense, the seriousness of the violation and rehabilitation will be considered.

- Yes
- No
Number of hours you would prefer to work each week.
- 10 - 20 hours
- 21 - 34 hours
- 35 - 40 hours
- 40+ hours

Are you currently employed?
- Yes
- No

What type of schedule are you seeking?
- Full-time
- Part-time
- Seasonal
- Any
Apply Online

When would you be available to start?

- Now (Within the next day)
- Specific Date:

< Back  Exit  Next >
**Literary Circle Roles**

**Summarizer** - Summarize the section you’ve read. Make sure to include only the important characters and events. Be ready to read your summary.

**Question Writer** - Create 3 to 5 interesting discussion questions. Think of questions that will get your group talking about the text. Discuss your questions with your team.

**Artist** - Use some form of artwork to present a scene or idea from the text.

**Passage Luminary** - Point out interesting /important passages throughout the text.

**Connector** - Find connections between the text and something going on in the world, in another text, or in your own life.

**Word Finder** - Find words in the text that you find interesting/unusual/or difficult.

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**Word Finder** - Find words in the text that you find interesting/unusual/or difficult.
WebQuest – Affordable Housing

Name: ______________________

City: ______________________

Income: ____________________

You will complete this worksheet using information you have found online given the city and income you chose. Assume you only have to find a house for yourself. After you have chosen the housing you find most affordable, while thinking about your own needs and safety, get a postcard from me. Write this postcard to a friend or family member describing the housing you will be moving into, how you found it, and what you think about it.

1. Do you think it will be difficult to find affordable housing given your city and income? Why/Why not?

2. Find and record some information about your city. How will this affect your search for housing?

3. While searching for affordable housing what were some of your concerns? What are you looking for? Why?

4. Where have you chosen to live? How much is rent? Utilities?

5. Once you chose a house/apartment how did you feel about your selection? What concerns do you have if any?
6. How would this experience be different if you were really searching for housing?

You may find some of these websites helpful (if you find any more websites you find helpful let me know so I can share them with everyone):

http://www.affordablehousingonline.com/ - search for housing by city/state
http://www.hud.gov/offices/cpd/affordablehousing/ - affordable housing programs
http://www.housingconnections.org/Calculator.cfm - how much should you be spending a month on rent?
http://www.city-data.com/ - find information about your city
<table>
<thead>
<tr>
<th>Text</th>
<th>PREAMBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,</td>
</tr>
<tr>
<td></td>
<td>Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,</td>
</tr>
<tr>
<td></td>
<td>Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and</td>
</tr>
</tbody>
</table>

State: Explain how you feel about this text as it relates to what you have learned about poverty.
oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights
and freedoms is of the greatest importance for the full realization of this pledge,

**Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental
Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account
of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his
own, and to return to his country.

**Article 14.**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15.**

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16.**
(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.
Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the
economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.
Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.
Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.
Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.
Sestina – the form

A sestina is a poem with 5 6-line stanzas and a final 3 line stanza. For this poem you will use your 6 words you have compiled throughout this unit. These words will be the end words in each line in each stanza throughout your whole poem. (I hope you chose your words wisely; but, if you feel a word isn’t working out well, feel free to change it.) The order in which your 6 words appear in each stanza will change. The form for you poem is seen below, with each line ending with one of your 6 words. Don’t forget – your poem should demonstrate your feelings on/understanding of poverty.

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</tbody>
</table>
5th stanza

4th word
5th word
1st word
3rd word
6th word
2nd word

6th stanza

5th word including 2nd or 6th word
3rd word including 2nd or 6th word
1st word including 2nd or 6th word

OR

1st word including 2nd word
3rd word including 4th word
5th word including 6th word

OR

6th word including 5th word
4th word including 2nd word
1st word including 3rd word

OR

any other combination of 3 end words including the remaining end words in one line each
Sestina by Elizabeth Bishop

September rain falls on the house.
In the failing light, the old grandmother
sits in the kitchen with the child
beside the Little Marvel Stove,
reading the jokes from the almanac,
laughing and talking to hide her tears.

She thinks that her equinoctial tears
and the rain that beats on the roof of the house
were both foretold by the almanac,
but only known to a grandmother.
The iron kettle sings on the stove.
She cuts some bread and says to the child,

It's time for tea now; but the child
is watching the teakettle's small hard tears
dance like mad on the hot black stove,
the way the rain must dance on the house.
Tidying up, the old grandmother
hangs up the clever almanac

on its string. Birdlike, the almanac
hovers half open above the child,
hovers above the old grandmother
and her teacup full of dark brown tears.
She shivers and says she thinks the house
feels chilly, and puts more wood in the stove.

It was to be, says the Marvel Stove.
I know what I know, says the almanac.
With crayons the child draws a rigid house
and a winding pathway. Then the child
puts in a man with buttons like tears
and shows it proudly to the grandmother.

But secretly, while the grandmother
busies herself about the stove,
the little moons fall down like tears
from between the pages of the almanac
into the flower bed the child
has carefully placed in the front of the house.

Time to plant tears, says the almanac.
The grandmother sings to the marvelous stove
and the child draws another inscrutable house.
Peer Revision

Author: __________________________

Peer Reviser: _______________________

Poem Name: _______________________

Poem Form (if any): _________________

*Questions created by author (What specifics would you like feedback on?):

*Peer Reviser’s response to specific questions:

*Understanding (Does the poem express the author’s feelings/understanding of poverty? Does it use interesting images/ideas? How could this be improved?):

*Form (Does the poem follow the proper form if necessary? Is enjambment used effectively? Is the word choice creative and poignant?):

*Likes:

*Suggestions for improvement:

*Overall response:
**Teacher Revision**
To be filled out by student

Author: ____________________________

Poem Name: ________________________

Poem Form (if any): ________________

Teacher Signature: __________________

*Questions created by author (What specifics would you like feedback on?):

*Teacher’s Comments:

*Student’s Tasks: