ELA Answers

Day 1: Completing the Graphic Organizer on Characterization:	Answers will vary but can include the following: For Mrs. Luella Bates Washington Jones. Which character did you choose? _____

For Mrs. Luella Bates Washington Jones:

Trait: (Example: Shy, Funny, Mean)	**Evidence:** (Example: Fabian was making jokes that made others laugh.)	**Type of Characterization:** (Direct or Indirect)
Strict		
Outspoken		
Kind/caring		
Angry		
Impatient		
Violent		
Physically Strong		
Understanding		

For Roger:

Trait: (Example: Shy, Funny, Mean)	**Evidence:** (Example: Fabian was making jokes that made others laugh.)	**Type of Characterization:** (Direct or Indirect)
quiet		
thief		
sad		
lonely		
wishful		
scared		
Physically weak		

Day 1: Answering the Questions for *Thank You, Ma'am.*	1. Answers will vary but should include some of the following reasons. Ms. Jones doesn't call the police because she decides to deal with the situation on her own. She is determined to teach him a lesson. In the text, she tells him, "You ought to be my son. I would teach you right from wrong." Later she also tells him "When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones." The reader can infer that she feels it is her role to deal with the situation on her own. Later in the story she also reveals that she wants to know WHY he wanted to steal from him when she says, "Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook." This prompts the boy to explain himself. 2. Mrs. Luella Bates Washington Jones is both a tough lady and a soft-hearted person. She shows her "toughness" through her physical reaction to Roger, when she fights him for the pocketbook and physically drags him to her home. She is also emotionally tough because she is very blunt and harsh with Roger when she talks to

him about what he has done. She is understanding about his desire for blue suede shoes. She feeds Roger and fusses over him as if he were her son.

3.   Answers will vary but students could note any of the following—the text mentions that he wants her to trust him. He responds to the fact that she is not hiding her pocketbook and she is not acting scared or suspicious around him and this makes him want to honor her trust in him. A student might note that he is responding to her lack of pressure and kindness in how she cares for him—she is allowing him to wash himself up and is going to feed him instead of calling the police. In their conversation, you find out he doesn't seem to have anyone to care for him at home so he might be responding to that.   The reader might also sense an innate respect for elders, that once he has been caught, he is listening to her and doing what she says. The

4.   After he tells her that he wanted blue suede shoes, the woman reveals that when she was young she "wanted things I could not get" and hints that she might have stolen things as well when she says that she has done things she doesn't want to talk about—not even to God.

5.   Answers will vary based on opinion.

We	They
NOUNS: Pork, beef Us, Birds, gun Friends Food Doors Doctors people	NOUNS: Knives, rice Tree, grubs, clay Lions, spears Friends, tea doors milk, blood Thatch Wizards Heathen
VERBS: Eat Shoot Dress Like Stay Eat Fee Agree, Say	VERBS: Live Gobble Horrified Feast Stick Un (dress) Like Drink Pay
Note: Although students were not asked to look at adjectives (describing words) they might notice the difference in the adjectives being used as well: for we the author uses adjectives like: kitchen, good, nice. For they, he uses adjectives like: impudent, impossible, ignorant, scandalous, disgusting. Ask students to note the images that the author is trying to create—by describing a thatch roof and spears and lions and wizards, he is trying to	

Day 2
Completing graphic organizer for "We and They"

create an image of an uncivilized people whereas the "we" in the poem live in houses and dress up and go to doctors instead of to wizards.

In the end, though, he notes that even if "we" look at others as less then, they are probably doing the same thing to "us" because we are different and we tend to look down on what is different.
A "we" always creates a "they".

Day 2: Answering the questions to "We and They"	1. The connotations of the words in we suggest positive characteristics and a sense of being more "civilized". Examples can include "live in houses" , "dress up" and "doctors". 2. The connotations of the of the words for they suggest negative characteristics and a sense of being uncivilized, gobble, less advanced.—words like impudent, "open thatch roof" , "spears", "gobble". 3. The author builds this image of the "they" as less than we. But at the end of each stanza, note that he talks about how they might think the same of us. 4. Our perspective affects how we view others and we tend to attach value to others based on our own experience and what we believe. But we need to understand that others with different perspectives can see us in the same way. 5. Theme: Understand that our perspective or our experiences tend to bias us against others and instead of attaching value to it, we should understand that it is not necessarily good or bad, it is just different.
Day 3: Answer the questions about the Poem: Identity	1. Sam wants to connect to others in the neighborhood and contribute to them. He also sees himself as someone who brings people together and believes he can try to do this in the garden as well. He also mentions that he has always wanted a garden. 2. "Sewing up rips in the neighborhood" would mean that he works to find ways to resolve conflicts in the neighborhood and to bring people together in a sense of community. 3. Sam notices that even though the people in the garden are very diverse, they tend to gather or interact only with people who are like them instead of mixing together—(Blacks on one side, whites on another, Asians in another section and Central Americans in a separate section. . 4. While it disappoints Sam to see the different factions, he understands that it is human nature to seek others who are like us. 5. Initially, the garden seems like a paradise because everyone is working towards a common goal and there are no "threats" to what they want to achieve, but once they are "threatened" by outside pressures like littering and vandalism in the form

	of the man who starts ripping out people's plants, they tend to turn against one another and start to look out for themselves. Instead of coming together as a community to resolve these problems, they separate even more and begin to only look after their own interests and protect themselves instead of the whole garden and the community it represents.
Day 4: Answering the questions to "Jose Andres Fed Puerto Rico and May Change the Way Aid is Given"	1. Some of the logistical challenges were the lack of electricity, the lack of sources for food (stores and restaurants were destroyed in the storm) and restaurant materials as well as the lack of people to help. 2. Answers will vary, but can include the following: Kitchens near the World Trade Center in New York served thousands of meals each day to emergency workers after 9/11. In response to the 2004 earthquake off the coast of Sumatra, Indonesia, the celebrity chef Cat Cora started Chefs for Humanity. Competition barbecue teams that headed to Joplin, Mo., after the 2011 tornadoes organized themselves into Operation BBQ Relief, a nonprofit group that has since responded to more than 40 disasters. Chefs in Northern California came together to provide a steady stream of meals for people who had lost homes to wildfires. The restaurateur and TV personality Guy Fieri, organized a team of volunteers and began serving mashed potatoes and pork loin to firefighters and others in a parking lot in Santa Rosa during the wildfires and Mr. Andrés helped out after Hurricane Sandy and he rallied local chefs in Houston to help feed survivors of Hurricane Harvey. Other Houston chefs and caterers started a website called "I Have Food I Need Food" and used social media to create a system to organize donations, cook food and get it delivered. 3. The people of Puerto Rico view him as a hero, offering to buy him drinks, asking him for selfies, thanking him personally and praying for him. 4. Answers will vary. 5. Governments often have to move more slowly because they have specific rules and procedures that they have to follow, have approved, etc. When private citizens or groups get involved, they are able to do things differently and quickly because they don't have to follow all of the same rules (For example—in order to feed people, the government would have to follow a process of buying the food getting it approved and then setting up a fair system of distributing it, but Andres' group just went to the stores and bought up cheese and quickly got to work. They bypassed all the "rules" or procedures that a government agency would have to follow). This allows private agencies to respond quickly and get help to where it is needed. 6. Answers will vary.
Day 4. Graphic organizer re: responsibilities to our communities.	Answers will vary, but students should think of what they can do to not only maintain the community but to also benefit it. For self, they might consider actions like: staying healthy, staying out of trouble, working to improve their skills---because all of these things will help them improve themselves and be able to contribute to other communities.

Day 5: Quote Responses	Answers will vary.
Day 5: Creating a Guide	See Sample.

Science Answers

Day 1 - Ecosystems

1. An ecosystem is best described by which of the following?
   a. All living things and non-living things and how they interact with each other.
   b. How living things survive and remain healthy.
   c. All living things and non-living things and how they survive independently.
   d. When the sunlight gives life to the non-living things.
2. The non-living parts of the ecosystem are called which of the following?
   a. Biotic factors
   b. Environmental factors
   c. Abiotic factors
   d. Climate factors
3. The living parts of an ecosystem are called which of the following?
   a. Abiotic factors
   b. Environmental factors
   c. Climate factors
   d. Biotic factors
4. Each kind of organism whether it is an animal, plant, fungus, or bacteria is a member of a different:
   a. Family
   b. Species
   c. Culture
   d. Factor
5. All the organisms of a species living in the same area make up which of the following?
   a. An ecosystem
   b. A producer
   c. A population
   d. A consumer
6. Fungi and bacteria contribute which of the following to the ecosystem?
   a. They decompose dead plants and animals and turn them into useful things.
   b. They consume dead plants and survive in the community.
   c. They provide oxygen to other plants and animals in the ecosystem.
   d. They give off carbon dioxide to plants so they can make food.
7. The environment must have the right temperature for organisms to survive.
   a. TRUE
   b. FALSE

Day 2 - Community Structures

1. What is a community structure?
   Community structure is the composition of a community, including the number of species in that community and their relative numbers.

2. What are two important measures ecologists use to describe the composition of a community?
   species richness   species diversity

3. Why do communities with the highest species richness tend to be found near the equator?
   Communities with the highest species richness tend to be found near the equator because there are a lot of solar energy, warm temperatures, large amounts of rainfall, and little seasonal change.

4. What two functions make up a species diversity?

   the number of different species in the community (species richness)
   their relative abundances (species evenness)

5. What are two factors that influence community structure?
   Any two of the five:
   The climate patterns of the community's location.
   The geography of the community's location.
   The heterogeneity (patchiness) of the environment.
   The frequency of disturbances, or disruptive events.
   Interactions between organisms.

6. What are two types of species that have unusually strong impacts on community structure?
   foundation species   keystone species

7. Ecological communities are exactly the same.
   a. TRUE
   b. FALSE

What is this lesson about?: Today' lesson focuses on the US Census and tries to answer the question: "why do they ask all of those questions?"

But first: Today's Warm-Up

Kenny earns $9 per hour. He works 40 hours per week. He works 50 weeks per year. How much money does he earn in one year?

$$40 \times 9 = 360$$
$$360 \times 50 = \$18,000$$

Melinda earns $12 per hour. She works 40 hours per week. She works 50 weeks per year. How much money does she earn in one year?

$$40 \times 12 = 480$$
$$480 \times 50 = \$24,000$$

Adrian earns $25 per hour. He works 40 hours per week. He works 50 weeks per year. How much money does he earn in one year?

$$40 \times 25 = 1000$$
$$1000 \times 50 = \$50,000$$

Based on these three examples, can you quickly estimate how much someone who earns $10 and works full time for 1 year would earn? How about someone who earns $7 per hour?

$10/hr = \$20,000/yr
$7/hr = \$14,000/yr

Step 1/Activity 1: Looking at Census data from 5 cities.
Review the chart below and answer the questions.

% of households with broadband WiFi
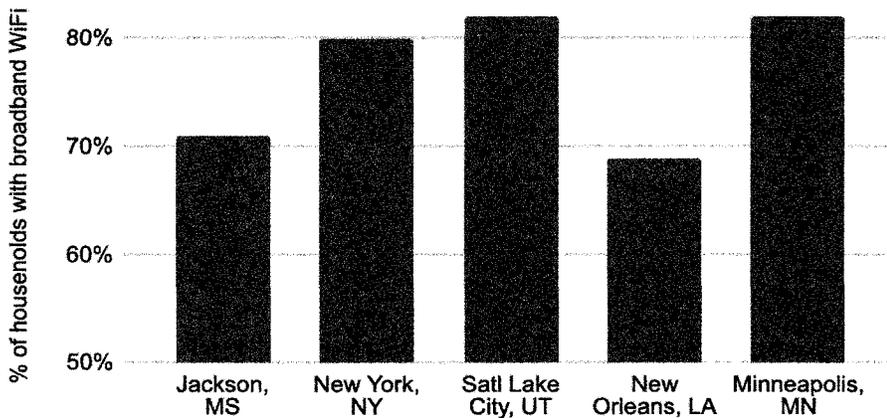
What City has the highest percentage of households with broadband WiFi? SL or Minneapolis

What City has the lowest percentage of households with broadband WiFi? New Orl—

Based on these 5 cities, what would your estimate be for a city like Birmingham, Alabama? What

65-75%

about a city like San Francisco or Seattle? **80-85%**

What is the average percentage of households with broadband for these 5 cities (you may need to approximate the %s based on looking at the graph)? **71+80+81+68+81=361/5=76**

Does the average feel like it gives you an accurate picture? Yes/No? If no, write out a short sentence that would offer the reader a more complete story..... **THE AVG SEEMS ABOUT RIGHT⟹ sort of DRAGGED DOWN BY NEW ORL⟹**

Step 2/Activity 2: Use the two charts to answer questions about the Census.

Here is a sample question from the actual US. Census.

Many people wonder why we ask about race in the census. You see at the right what the census says about this question. Using the results of the question about race on the census, we can now take an even closer look at the data about who has access to broadband/WiFi. Use the chart below to answer the questions.

% of households with broadband WiFi, by race

■ % of households with broadband WiFi   ■ % of white households with WiFi
░ % of black families with WiFi

What is this person's race?
Mark X one or more boxes AND print origins.

☐ White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. ⤵

☐ Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ⤵

☐ American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. ⤵

|		
☐ Chinese	☐ Vietnamese	☐ Native Hawaiian
☐ Filipino	☐ Korean	☐ Samoan
☐ Asian Indian	☐ Japanese	☐ Chamorro
☐ Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. ⤵		☐ Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. ⤵

☐ Some other race – Print race or origin. ⤵

In what CIty is the % of black and white residents who have broadband the least disparate--meaning the % is almost the same? **Minneapolis**

In what CIty is the % of black and white residents who have broadband the most disparate--meaning there is a wide gap in the %? **NEW ORL**

Assume you are hired to be the new Superintendent of Schools for Jackson, MS. It is just a few months after the COVID-19 crisis has started to get better. You know how important it is for all students and families to have access to broadband internet access.

- Based on the data you now have, what policy might you try to enact to help bridge this gap in access?

- Is there a mayor of any of these other cities who you might want to talk to? **Munn, NYC, SL**
- Does having data about WiFi broken down by race going to help you try and come up with some smart decisions? How might that impact your decisions or policies as superintendent?
Yes, I need policies that will focus on Access to Af. Am + Poor Residents

Step 3/Activity 3: Use the charts to answer questions about the Census.

Here is another sample question from the Census.

11 Do you or any member of this household have access to the Internet using a –

	Yes	No
a. cellular data plan for a smartphone or other mobile device?	☐	☐
b. broadband (high speed) Internet service such as cable, fiber optic, or DSL service installed in this household?	☐	☐
c. satellite Internet service installed in this household?	☐	☐
d. dial-up Internet service installed in this household?	☐	☐
e. some other service? *Specify service* ⭷	☐	☐

Many people wonder why we ask about internet access and family income in the census. Using the results of questions about family income and internet access on the census, we can now take an even closer look at the data about who has access to broadband/WiFi. Use the chart below to answer the questions.

% of households with broadband WiFi

■ % of housenolds with broadband WiFi
■ % of low income families with broadband WiFi
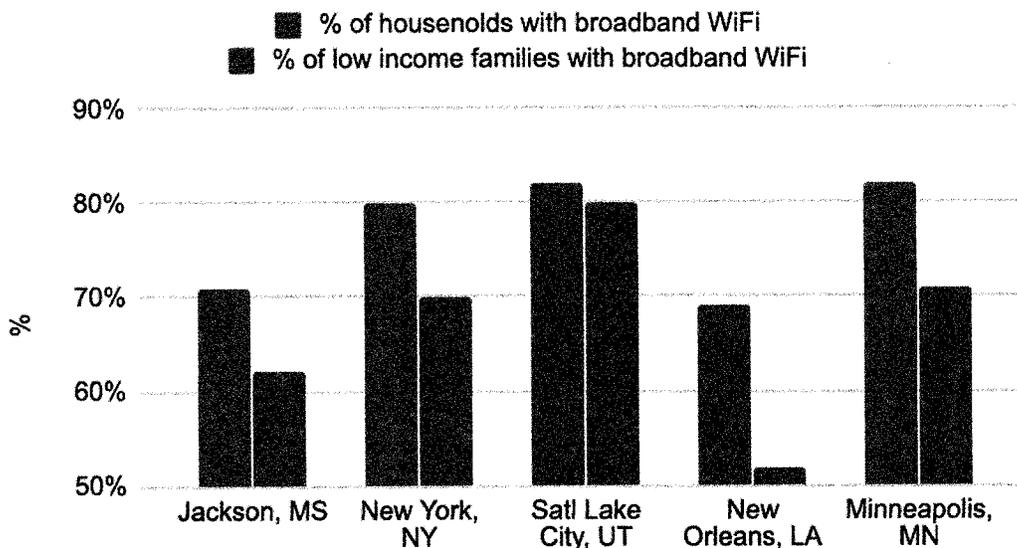
In what CIty is the % of lower income and wealthier residents who have broadband the least disparate--meaning the % is almost the same?   SLC

In what CIty is the % of lower income and wealthier residents who have broadband the most disparate--meaning there is a wide gap in the %?   New Orl

Assume you are hired to be the new Superintendent of Schools for Jackson, MS. It is just a few months after the COVID-19 crisis has started to get better. You know how important it is for all students and families to have access to broadband internet access.

- Based on the data you now have, what policy might you try to enact to help bridge this gap in access?   w> Promote Free/Discounted Wifi in Low Inc Neighborhoods
   w> Require Internet Providers to offer Discounts, Etc
- Is there a mayor of any of these other cities who you might want to talk to?   SLC

- Does having data about WiFi broken down by family income going to help you try and come up with some smart decisions? How might that impact your decisions or policies as superintendent of schools? *Yes. As superintendent I want to develop a plan to make sure All my families have WiFi*

Step 4/Activity 4: Concluding Thoughts-

What is one benefit of including questions about family income or race or educational attainment in the Census? *Allows for more informed Decisions—*

What could be one downside, or negative, of including questions like this in the Census? *Possibly could Lead to Bias or Stereotyping—*

Skill Builders and Review Problems
- See separate handout

Student Feedback:

Circle the emojis that best represents how this activity made you feel.	

What is this lesson about?: This lesson focuses on how people who are incarcerated 'count' in the Census, and raises questions about whether the current system is fair or not, and what could be done to make the Census work better for certain communities.

But first: Today's Warm-Up

Do you think that everyone should pay the same amount for WiFi at their homes or is this something that should depend on how much money a family makes?

[handwritten] No CORRECT ANSWER —

Assume that a city government passed a law saying that it would automatically provide 'free' internet to all households in the city. How would the City 'pay' for that?

[handwritten] ⟹ ↑TAXES OR A SPECIAL TAX, ETC —

How would you respond to this if you were a big cable/wifi provider like Comcast or Cox or Verizon?

[handwritten] I'A ARGUE FOR SOME TAX BREAK OR Similar " You can't force me to provide free wifi ,"

Step 1/Activity 1: Residents held in prisons across the country are counted in the Census.

If you were living in Atlanta, Georgia, were arrested and then sentenced to prison in rural Georgia, where do you think you would be 'counted' for purposes of the US Census?   *[handwritten]* ATLANTA (?)

Almost always, the answer is in the location where you are imprisoned. This process of counting residents held in prisons in the location of their prison, not their last known address. creates some outcomes that many think are not that fair. This is how most states account for their prison population, although a few states have changed their state laws to count prisoners at their 'last known address."   *[handwritten]* Wow!

Today we are going to take a look at a few scenarios to see how this impacts funding and voting.

Example #1. A city called **Everything's Perfect** has 48,000 residents.
- The City is broken up into 4 Wards or Districts.
- Each District gets 1 representative on the City Council...

Everything's Perfect collects $240,000 in taxes on gasoline sales. These taxes are used to fix up the roads.
- Assuming that each Ward gets the same amount of money to fix up its roads, how much money will each Ward get for Road Repair?   *[handwritten]* $60,000

- Hint: if there are 4 Wards and each has the same # of people, divide $240,000 by 4.

- Assume that Ward 3 and Ward 4 have a lot more roads than Wards 1 and 2. What will happen over time to the roads in Wards 3 and Ward 4 if each Ward gets the same amount of Road Repair money year after year? *Roads in Ward 3+4 will get worn down*

- Do you think that using the Census results is the best way to allocate the amount of money used for Road Repair? Yes/No. If no, what would be an alternative way to figure out how to use the Road Repair money. *Need to base on people & need (# of roads)*

   - Now, assume that you live in Ward 1 (very few roads). Each year you pay your gasoline taxes that go to repair the roads.

   - If you work from home and mostly drive around your neighborhood, how might you feel about your gasoline taxes being divided up this way? *"Not Fair"*

   - If you have a long drive from your apartment and drive though the other Wards to and from work each day, how might you feel about your gasoline taxes being divided up this way? *"Fair"*

- Ok, each year the city of "Everything's Perfect" receives a 'grant' from the Federal government to help build solar panels on homes--to increase its use of solar energy. In it's first year, the City Council takes in the $120,000 it gets from the federal government and says every resident can get a $500 credit to use to help them install solar panels.

   - At the end of the first year, the City learns that:
      - ½ of the houses in Ward 1 used the money and purchased solar panels.
      - But in Ward 2, only a ⅛ of the people used the money to purchase solar panels.

- The City did some research and learned that in Ward 1 most people own their own home, but that in Ward 2 most people live in apartments. For some reason the landlords didn't bother to install the panels.
   - What is a reason why landlords might not install panels when homeowners would? *Landlords don't care as much in this case bc less $ incentive*

Step 2/Activity 2: Now let's consider what happens when the City decides to build a prison that will house **4,000 people in Ward 4**. The prisoners all come from out of town.

- Assume that the rest of the population stays the same. How many people, including the prisoners now live in **Everything's Perfect**. *52,000*

- If the City wants each Ward to have approximately the same number of people living there, how many people should each Ward now have?
   - Hint: take the total population before the new prison (48,000) and add in the new 4,000 people. What is the new population of the City? *52,000*
   - Now, if each Ward is supposed to have the same number of people, divide that number by how many Wards there are.
   - So: How many people should each Ward have now? ___*13,000*___

$$\frac{13000}{4)\,52,000}$$

- Use the Grid to the right to mark off the 4 Wards of the City-
- Add the prison to Ward 4 and write in the # of people in the prison.
- Add in the # of nonincarcerated people in each Ward.
    - How many nonincarcerated people live in Wards 1, 2 and 3. 13,000 EACH
    - How many nonincarcerated people live in Ward 4? 9,000
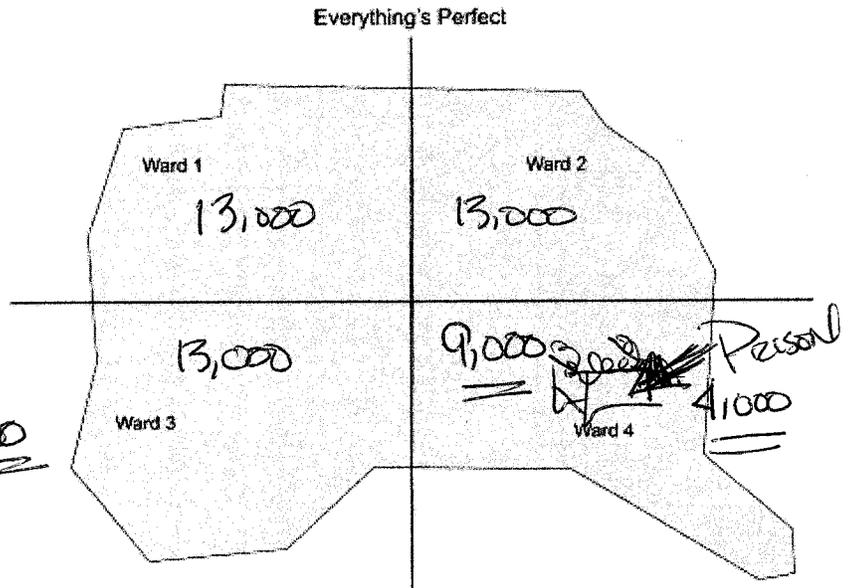
Remember, the people living in the prison cannot vote, but they do count as a part of the Ward's population.
- Now, assume that the City Council has 4 representatives, one for each Ward. Who has more voting power, a nonincarcerated person living in Ward 1 or Ward 4? WARD 4

- If each Ward gets the same amount of money to put in new water pipes to replace the lead pipes, who will get more money to pu in new water pipes--a non incarcerated person ilving in Ward 2 or Ward 4? WARD 4 = TAKE $ AND SPLIT BY 9,000 People, NOT 13,000 People

Everything's Perfect

Ward 1 13,000

Ward 2 13,000

Ward 3 13,000

Ward 4 9,000 1000 Person 1000

Step 3/Activity 3: Looking at a real map, and real data. Below is a map of a rural county from the last census.

City Council Wards in Anamosa, Iowa

Ward 2 has all the perks of a City Council seat while representing only 58 constituents

Ward 2:
Census population: 1,379
Constituents: 58

Anamosa State Penitentiary
Census population: 1,321

Ward 1:
Census population: 1,377

Ward 4:
Census population: 1,372

Ward 3:
Census population: 1,366
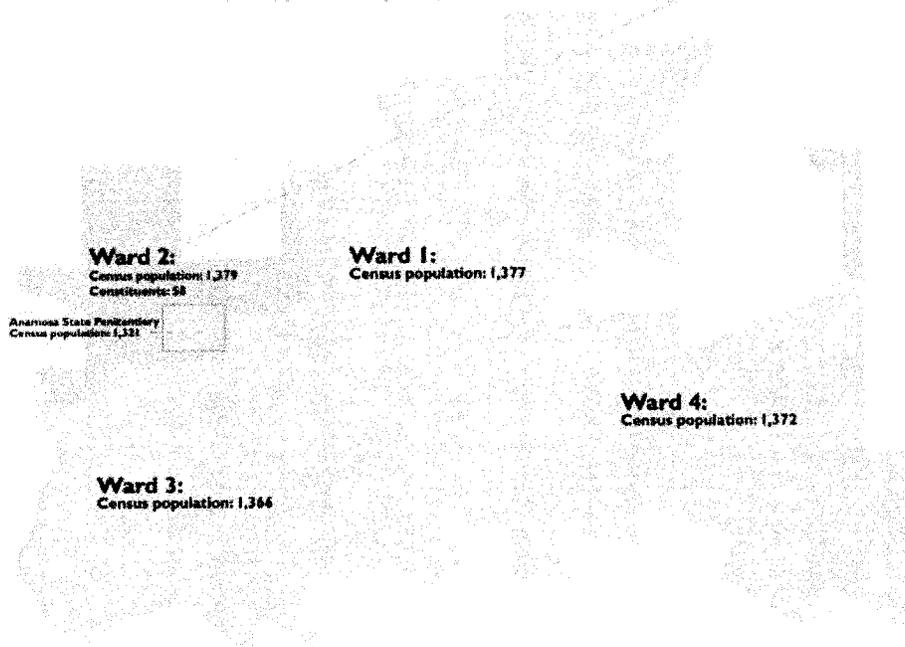
Review the map above and answer the questions below.

Each Ward has approximately how many residents?
(Round off to the nearest 10)   1,370

What Ward has a prison (penitentiary)? *2* What is its population? *1379*

1379
-1321
058

How many nonincarcerated people live in Ward 2? *58*

Approximately how many nonincarcerated people live in each of the other Wards? *1370*

Assume each Ward has 1 person on the City Council.
Ok, now what happens if the City Council has a vote on whether or not to raise taxes or where to build a new park or playground or how to distribute federal grant funds.

Who has more voting power, a person who lives in Ward 2 or a person who lives in Ward 3 or 4?
- Remember, individuals locked up at the prison don't get to vote, but they do count when dividing the city up into equally sized Wards... *#2* *58 People have same power as 1370!!*

Assume that the City of Anamosa gets a federal grant to put a new park in each Ward of the City.
Which park will be the least crowded? *Park in Ward #2*
Is this fair to the residents of Wards 1, 3 and 4? Yes/*No*
Is it fair that the prisoners 'count' but don't get to use the local park? *No*

Closing note: In recent years, some states (Delaware, Marylyand and more recently, California) have started to move away from this system, and are going to 'count' individuals held in prisons as a part of their home neighborhood. *Good to know*

Step 4/Activity 4: How does this impact the communities where individuals are taken from?

In some neighborhoods, a large % of the adults may end up incarcerated. When these adults are held far away from their communities, they don't 'count' in the local census. This can have negative impacts on their own community. Let's look at the chart below to examine this...

Assume that over 3 years, the population of Neighborhood A falls from 100,000 people to 75,000 people, while the population of the other three Neighborhoods stays the same.

	Year 2020	% of Population	Year 2023	% of Population
Neighborhood A	100,000	25%	75,000	*20%*
Neighborhood B	100,000	25%	100,000	*26.66%*
Neighborhood C	100,000	25%	100,000	*26.66%*
Neighborhood D	100,000	25%	100,000	*26.66%*
Total	400,000		375,000	

Based on the chart above, what % of the total population is in Neighborhood A in 2023?
What % of the total population is in each Neighborhood B, C and D in 2023?
(Hint: divide 75,000/375,000) and divided 100,000/375,000).

In 2020, if the City had $1,000,000 to use to support affordable housing, how much of that money would go to Neighborhood A if they based it on % of the total population?

$25~~$ $250,000

In 2023, if the City has another $1,000,000 to support affordable housing, how much of that will go to Neighborhood A if they base it on % of the total population? $209,000

- **Discuss**: Is this fair? Would your answer be different if you know that 25,000 people moved away for good or if 25,000 were moved out because they were sent to prison but their families were left behind? *Not fair + population ↓ b/c of people temporary in jail / prison*

Skill Builders and Review Problems

↳ Fair if this is a true reduction in population

- See separate document

Student Feedback:

Circle the emojis that best represents how this activity made you feel.	
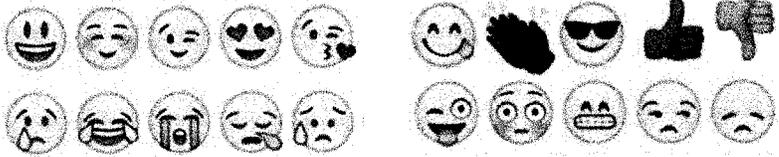
What is this lesson about?: In today's lesson, you will explore the Paradox of Choice.

But first: Today's Warm-Up

Everyone believes that the more choices you have, the better off you are. Do you think this true?

The most recent psychological evidence suggests otherwise. Having too many choices can be crippling. Decisions can be tough to make and we, as human beings, can be paralized as a result.

Step 1/Activity 1: Trader Joe's

Scenario #1. Your spouse sends you to the grocery store for cooking oil. This simple task is much more complex once you reach the aisle marked cooking oils. This what you see →

Yikes! There are an almost unlimited amount of choices. Cooking oils come in different sizes, different brands and there are at least 15 different types of oils in a traditional grocery store (vegetable, peanut, olive,etc.) This confrontation with an abundance of choices is stress inducing and can make people anxious.

Here is where Trader Joe's comes in. Trader Joe's was founded in1958 in Los Angeles, California (same year Jiff peanut butter was introduced.) Trader Joe's has been growing across the country and now has over 500 locations. At first glance it is hard to see why they are successful. They do not claim to be the cheapest, they don't generally locate in prime real estate areas and their selection is a fraction of a traditional grocery store. It is in the last fact that social psychologists believe Trader Joe's has an edge over its rivals. Less is sometimes more. Trader Joe's sells cooking oils, but just a few. Same for spaghetti sauce, peanut butter, etc. People prefer to avoid the paralysis of excess choice.

Step 2/Activity 2: Its a Birthday Party

Scenario #2. You are married and have a 3 year old daughter. She is turning 4 soon and you want to have a proper birthday party for her and her friends. You and your spouse work full time and everything you earn goes towards your monthly bills.

Your spouse is a dental hygienist and is maxed out at 40 hours per week. You are an electrician's apprentice making $12 per hour. The job has been a good opportunity for you. As you become more skilled, your employer can bill out your time at a higher rate, and thus raise your wages. For the foreseeable future, $12 per hour is what you can plan on earning. However, you have the opportunity to work overtime.

Most work past 40 hours per week is compensated at time and a half. In your case $12 times 1.5 = $18 per hour. Your firm is busy so you can work as many extra hours as you can handle.

You want to do right by your daughter and give a birthday party she will have pleasant memories of. How many overtime hours do you need to work in the next 8 weeks until her birthday? To make this decision we will have to look at the costs associated with a children's birthday party....

Step 3/Activity 3: The paradox of choice returns

The first choice you are confronted with is the location of the party. The easiest solution is to let the professionals handle it. There are places that specialize in kids' birthday parties. There are several themes, swimming, bouncing, even pizza with a singing rat. These places provide almost everything, food, balloons, plates, napkins. All you have to do is bring the birthday cake.

Decision #1. What will be the venue for the party?
You believe there will be **30 people attending** the birthday party, kids and adults. The cake will cost $40. Calculate the cost of each venue with the pricing provided:

Venue	Cost per person	Cost of Cake	Total Cost
Swimming Party	$20	$40	
Pizza Party	$15	$40	
Bounce Party	$25	$40	

You also have the choice to host the party at your home for free. Of course, there will need to be a bunch of choices to make. Costs associated with hosting a birthday party:

Items/Activities	Costs
Napkins and plates	$10
Cups	$5
Meal	$300
Ice Cream	$20
Drinks	$30
Balloons	$30
Bounce House Rental	$150
Magician	$150
Clown	$150
Cake	$40
Total Cost	

Step 4/Activity 4: Making a Decision.

Now that you have all the information, describe in the space below exactly what birthday party you are going to have for your daughter. Use the information you have been given to calculate a final cost.

Using the final costs associated with the party of your choice (as calculated above), how many hours per week and in total of overtime work you will need to put in to achieve your goal?
- Pretend that there are no taxes and you can keep all $18 per overtime hour you earn. We will talk more about taxes tomorrow.

Skill Builders and Review Problems
- See separate document-

Student Feedback:

Circle the emojis that best represents how this activity made you feel.	
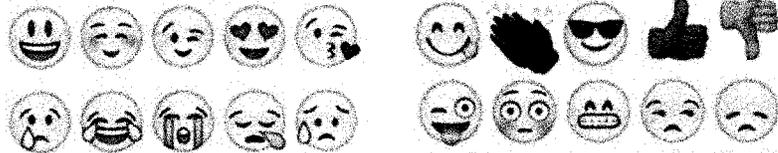
What is this lesson about?: Today we will look at a paycheck and learn how to read the various parts of a paycheck. We will also use that knowledge to talk about taxes and shared responsibility for community needs.

But first: Today's Warm-Up

Do you think people held in prison should have the right to vote? Yes/No. Explain your answer-

Yes No Correct Answer -

Do you think that people who return home from prison should have the right to vote? Yes/No. Explain.

Do you think their right to vote should be based on what they were convicted of?
Should their right to vote be impacted by whether they remain on parole?

No Correct Answer -

Step 1/Activity 1: Review the sample pay stub below and answer questions.

Marcus Smart/Line Cook - Pay stub		Week ending April 3	Year to date
Week ending April 3, 2020			
Hours worked		40	520
Hourly wage		12.00	12.00
Gross Wages		480.00	6,240.00
Deductions			
FICA (Social Security/Medicare)	6.75%	32.40	421.20
State Taxes	5.00%	24.00	312.00
Federal Taxes	15.00%	72.00	936.00
Total Deductions		128.40	1,669.20
Net Pay (amount deposited)		351.60	4,570.80

How many hours did Marcus work last week? *40*

What is his hourly wage? *12.00/hr*

What was his Gross Wages for last week? *$480.00*

How much did he pay toward social security and medicare? *$32.40*

How much did he pay in state income taxes? *$24.00*

How much did he pay in federal taxes? *$72.00*

What is his Net Pay (Income) for 1 week? *$351.60*

What are Marcus' Gross Wages for the 2020 year so far? *$6,240.00*

How much did he pay in FICA and all taxes so far? $421.00

What is his Net Pay so far this year? $4,570.80

Marcus has worked approximately 3 months. There are 12 months in the year.
- Approximately how much money will he earn in Gross Wages in 12 months?   Approx $24,000

- Approximately how much money will he earn in Net Pay in 12 months?   Approx $18,000

FICA (Federal Insurance Contribution Act) payments are your contributions to social security and medicare. Social Security is our government-sponsored retirement fund and medicare is our government funded health care for senior citizens. We all pay **7.65%** of our wages into this fund, so that there will be money for elderly people.
- Does this seem like a good thing that we all should contribute to? Yes/No. Explain.   Yes → Otherwise older poor people have no $ → that the cost all of us

- Do you think it would work to make it optional to contribute to these programs? Yes/No Explain your answer.   No → Lots of people (esp. wealthy) would opt out.

- If it was optional to contribute, what do you think most people would choose?   Not to contribute

- What would then happen when those people were old, not working and didn't have any income?   Very little would be available

Step 2/Activity 2: Review the sample pay stub below and answer questions.

Marcus Smart/Electrician - Pay stub		Week ending April 3	Year to date
Week ending April 3, 2020			
Hours worked		40	520
Hourly wage		36.00	36.00
Gross Wages		1,440.00	18,720.00
Deductions			
FICA (Social Security/Medicare)	6.75%	97.20	1,263.60
State Taxes	5.00%	72.00	936.00
Federal Taxes	20.00%	288.00	3,744.00
Total Deductions		457.20	5,943.60
Net Pay (amount deposited)		**982.80**	**12,776.40**

How many hours did Marcus work last week?   40

What is his hourly wage?   36

What was his Gross Wages for last week? $1,440.00

How much did he pay toward social security and medicare? $97.20

How much did he pay in state income taxes? $72⁰⁰

How much did he pay in federal taxes? 298⁰⁰

What is his Net Pay (Income) for 1 week? $982.80

What are Marcus' Gross Wages for the 2020 year so far? $19,720

How much did he pay in FICA and all taxes so far? $6,936

What is his Net Pay so far this year? $12,776

Marcus has worked approximately 3 months. There are 12 months in the year.
- Approximately how much money will he earn in Gross Wages in 12 months?

- Approximately how much money will he earn in Net Pay in 12 months? 18 × 4 $72,000

Do you see that Marcus the Electrician earns 3xs as much per hour as Marcus the Line cook ($36/hour compared to $12/hour).
- At the end of the year does he take home in Net Pay 3xs as much money as Marcus the Line Cook? Yes/No?   NOT QUITE 3XS

- If no, why not?   HIGE TAX BRACKET for some of his EARNINGS

Compare the percentage that Marcus the Electrician Pays in Federal Taxes to the percentage that Marcus the Line Cook pays. Who pays **a higher percentage** of his wages in taxes?
El PAYS higher RATE

- Why do people who earn more money pay a higher percentage of their wages in taxes?
Since THEY have MORE EARNINGS THEY CAN CONTRIBUTE MORE
- Is this something you agree with? Yes/No. Discuss your reason.
⟹ No Correct Answer

Review this example below-

Flat Tax Rate			Progressive Tax Rate		
Annual Salary	20,000	200,000	Annual Salary	20,000	200,000
Tax Rate	15%	15%	Tax Rate	15%	30%
Taxes Paid for Common Good	3,000	30,000	Taxes Paid for Common Good	3,000	60,000
After Tax Earning	17,000	170,000	After Tax Earning	17,000	140,000

Compare the two charts. In the chart on the left, the person who earns $20,000 and the person who earns $200,000 both pay 15% of their earnings in taxes. In the chart on the right, the person who earns $200,000 pays 30% of their earnings in taxes.
- Compare the After tax earnings in the two charts. What do you see?
⟹ IN 2ND CHART THE PERSON WHO EARNS 200,000 TAKES HOME LESS
- Compare the amount contributed/paid in taxes in the two charts. What do you see?
⟹ IN 2ND CHART THE Person WHO EARNS 200,000 CONTRIBUTES
- Discuss/Consider
$60,000 vs $30,000
⟹ No Correct Answer

- Which one of these taxes will raise more money for the government? #2
- Which one of these lets individuals keep more of their salary? #1
- Overall, do you have a preference? Yes/No. Discuss.

⟹ No Correct Answer

Step 3/Activity 3: What Federal Taxes are used for.
This chart below breaks down how our federal taxes are spent

Most of Budget Goes Toward Defense, Social Security, and Major Health Programs

Defense and international security assistance: **16%**

Social Security: **23%**

Medicare, Medicaid, CHIP, and marketplace subsidies: **25%**

Safety net programs: **8%**

Interest on debt: **8%**

Benefits for federal retirees and veterans: **8%**

Transportation infrastructure: **2%**

Education: **2%**

Science and medical research: **2%**

Non-security international: **1%**

All other: **4%**
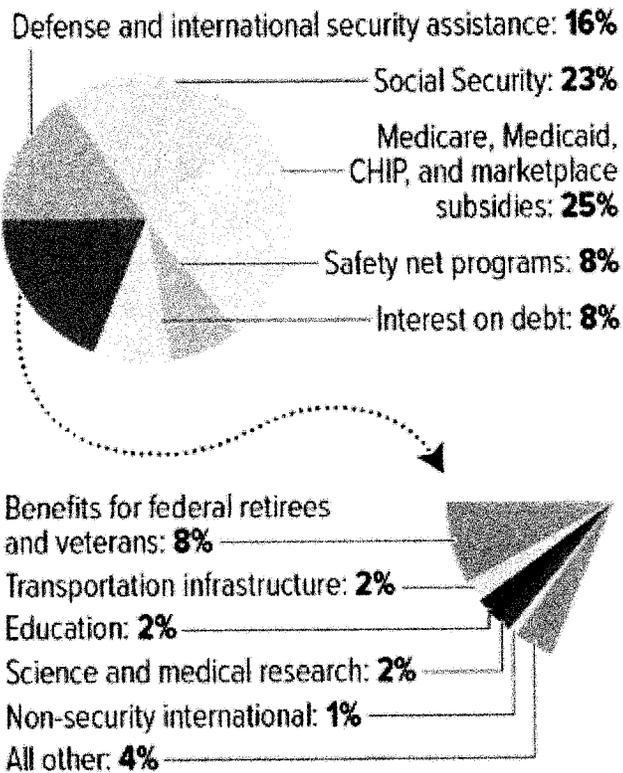
Note: Does not add to 100% due to rounding.

Source: 2019 figures from Office of Management and Budget, FY 2021 Historical Tables

For every **$100** you pay in federal taxes, about how much goes to pay for:
- Military/defense? $16

- Education? $2

- Science and medical research? $2

- Social security, medicare and other similar   48%   programs?

- Does this seem like a good split of the way the federal (national) government should spend your taxes? Yes/No. Explain

No Correct Answer

The chart below summarizes how the state of Maryland spent tax payments.

Maryland Expenditures (2016)

Other
25.2%

K-12 education
18.3%

Higher Ed
14.2%

Transportation
10.8%

Public Assistance
3.4%

Corrections
3.9%

Medicaid
24.2%
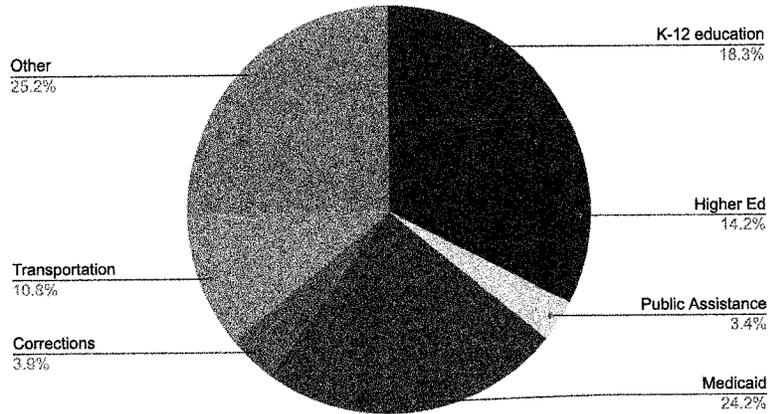
For every **$100** you pay in state taxes--if you lived in Maryland, about how much goes to pay for:
- K-12 education (pre-k, elementary, middle, high school) $16
- Higher education (community colleges/colleges) $14
- Transportation (busses, roads, etc.)   10%
- Corrections (prisons, parole, etc.)   4%
- Medicaid (health care coverage)   24%
- Does this seem like a good split of the way a state government should spend your taxes?

   Yes/No. Explain   No Correct Answer = Discuss Priorities

Skill Builders and Review Problems
- See separate handout

Student Feedback:

Circle the emojis that best represents how this activity made you feel.	
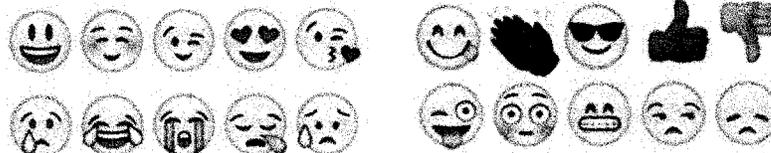
What is this lesson about?: In this lesson, we will look at how COVID-19 is impacting different communities across the country. This lesson is not meant to create any anxiety or worry on your part. Rather, it is meant to help you see how this crisis can both impact communities and create stronger ties among communities.

But first: Today's Warm-Up

Yesterday you did some work on taxes and our shared responsibility to support basic public functions. For today's warm-up, we have a few follow-up questions.

Marcus is 45 years old. He is single and he earns $40,000 per year, or approximately $20.00 per hour. He pays approximately 25% in taxes. 25% is the same as ¼. At the end of a year, how much does he pay in taxes? How much is he left with. $10,000 = TAXES
$30,000 LEFT

His friend Kenny earns the same amount. Kenny has 2 children. Kenny gets an $8,000 credit for his two children. So he only pays taxes on $32,000. He pays 25% on this amount. How much does he pay in taxes (what is 25% or ¼ of $32,000)? After he pays that amount, how much will he have left over from his $40,000?   PAYS $8,000 in TAXES
KEEPS $32,000 KEEPS

Is it fair that Kenny pays less in taxes than than Marcus? Yes/No.   No Corr Answer

- Why does the government think that Kenny should pay less in taxes than Marcus?
⟹ To Help Him Take Care of His Children

Step 1/Activity 1: In this activity we will analyze how the City of New York has come together to around its daily tribute to all of the health care workers there.

This chart shows the average number of hours worked by an emergency room nurse per week at a hospital in New York City over the last 6 weeks.

	Week of March 9	Week of March 16	Week of March 23	Week of March 30	Week of April 6
Hours worked per week					
Emergency Room Nurse	40	48	60	72	72

How many hours per week was the average Emergency Room nurse working during the week of March 9th?   40

What had this gone up to by March 23rd? 60   How about about by April 6th? 72

What is the percentage increase between March 9th and April 6th?

Use the formula below: (the hours worked the week of March 9th is the Original amount; the Amount of change is the hours worked the week of April 6th - hours worked the week of March 9th)-:

Percentage Change= $\frac{Amount\ of\ change}{Original\ amount}$ --→ then convert the decimal to a % by moving the decimal 2 units to the right

$72-40= 32 \Rightarrow \frac{32}{40} = \frac{4}{5} = .8 = 80\%$

This chart shows the number of emergency room nurses available to work at that same hospital in New York City over the last 6 weeks.

	Week of March 9	Week of March 16	Week of March 23	Week of March 30	Week of April 6
Number of Available Nurses	60	60	54	46	42

How many nurses were available to work the week of March 9th? 60

What had this gone down to by the week of March 23rd? 54   How about about by April 6th? 42

What is the percentage decrease between March 9th and April 6th?   60-42= 18

Use the formula below (the hours worked the week of March 9th is the Original amount; the Amount of change is the hours worked the week of April 6th - hours worked the week of March 9th)-:

Percentage Change= $\frac{Amount\ of\ change}{Original\ amount}$ --→ then convert the decimal to a % by moving the decimal 2 units to the right

$\frac{18}{42} = \frac{3}{7} = 43\%$ APPROX. DECLINE

What do you think is the reason for this decline in the nurses available to work over this time?
Many Nurses Got Sick!

Step 2/Activity 2: Providing a hot lunch or dinner to the nurses working extra hours

After reading an article about all of the nurses working overtime, a nearby restaurant decides that it will make and deliver hot meals to them each day for a week. This also ends up being a good way for the restaurant to stay open and help get a few people some hours working in the kitchen. In this activity, we are going to calculate how much it will cost the restaurant to make and deliver sandwiches each day for seven days.

Use the information below to calculate how much this kind act will cost the restaurant owner.

Food costs for a Turkey Club Sandwich $3.00 per sandwich
Delivery Cost $15.00 fixed
  -   Note: this is a fixed cost; the delivery costs the same amount no matter how many sandwiches she delivers
Salary and Benefits for Sandwich Maker $22.00 per hour

- The sandwich maker can make _30_ sandwiches in _2 hour_ and up to 60 sandwiches in 4 hours. In fairness to the sandwich maker, the restaurant owner pays her for either a full 2 or a full _4_ hours.

How much will it cost the restaurant to provide ⟨30 sandwiches⟩ to the hospital (food, delivery and salary) - *Remember, this is the cost of 30 sandwiches, the delivery and the salary and benefits all together.*   ~~$30~~ $3 × 30 = 90 food

oops! $44 $15 Delivery $90 + 15 + 44 = ~~149~~ $⟨149⟩
         Wages

How much will it cost the restaurant to provide 45 sandwiches to the hospital?

3 × 45 = 135
            15
            88   135 + 15 + 88 (4 hrs) = ⟨238⟩

If the restaurant provides 30 sandwiches for the weekdays (Monday thru Friday), and 60 sandwiches on Saturday and Sunday, how much will it cost all together to pitch in and support the nurses for one week.   149 × 5 = 149
                                                      ⟨345 (M-F)⟩   ~~135 + 15~~
                                                 = 345   180 + 15 + 88 = 283
                                                                                      × 2
   ⟨$566 (S-S)⟩

Step 3/Activity 3: Who is coronavirus affecting more?

As you may have read the coronavirus has impacted different communities in different ways. One thing we do know is that people with underlying medical conditions are more likely to die or become seriously ill. Those conditions include diabetes, heart disease, obesity, and past respiratory illnesses. It also is more dangerous in the elderly (although people of all ages can die from it).

One result of these studies shows that in many cities in the US, African Americans are contracting coronavirus and dying at a greater rate than white Americans. The chart below shows some of this troubling data.

345 (M-F)
+566 (SA + Su)
⟨$911⟩
Total for
Week

African Americans by percentage of population and share of coronavirus deaths

Only a few jurisdictions publicly report coronavirus cases and deaths by race.

Percentage of population   Percentage of deaths

Milwaukee County, Wis. — 26% ... 73%
Louisiana — 32% ... 70%
D.C. — 46% ... 58%

Chicago — 32% ... 67%
Illinois — 14% ... 42%
Michigan — 14% ... 41%

North Carolina — 21% ... 38%
Florida — 15% ... 16%
Connecticut — 10% ... 16%
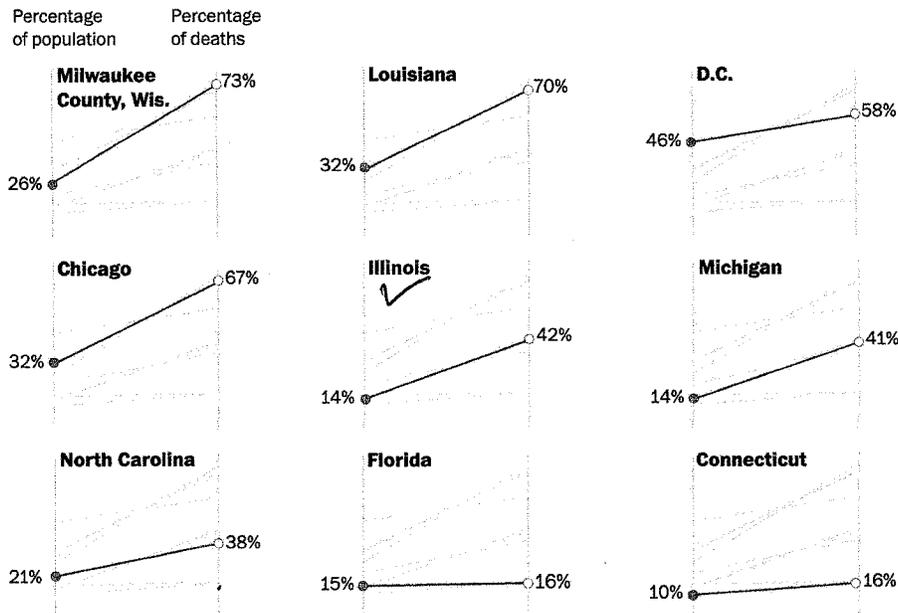
Source: Johns Hopkins University, state health departments and American Community Survey

This chart shows the % of adults with diabetes in each of the states above, as well.

% of adult population with diabetes, by race

■ Black ■ White
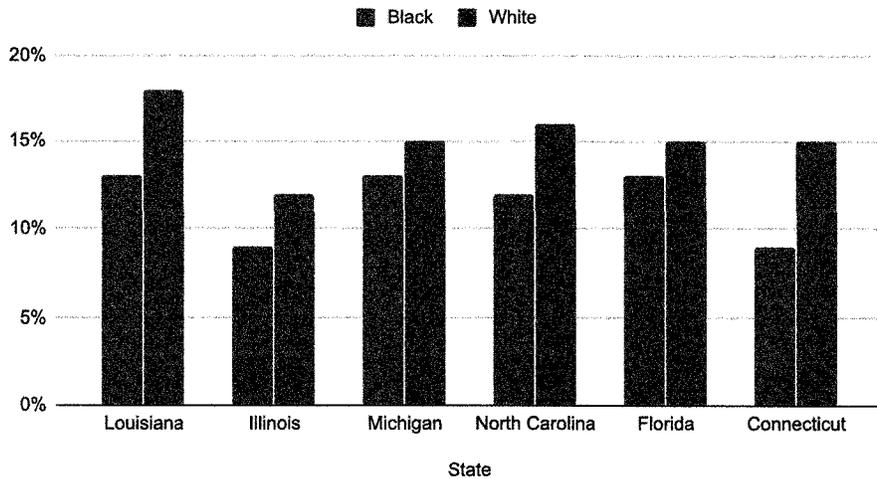
Based on these charts answer the following questions:

- What percentage of the population in Illinois is African American? What % of the coronavirus cases are from African Americans?   14% —— 42%
- What percentage of African Americans living in Illinois have diabetes? How does that compare to the % of whites with diabetes?   13% Blvs 8% Wh —

- What percentage of the population in Michigan is African American? What % of the coronavirus cases are from African Americans?   14% ⟹ 41%
- What percentage of African Americans living in Michigan have diabetes? How does that compare to the % of whites with diabetes?   15% ⟹ 13%

- What percentage of the population in Louisiana is African American? What % of the coronavirus cases are from African Americans?   32% ⟹ 70%
- What percentage of African Americans living in Louisiana have diabetes? How does that compare to the % of whites with diabetes?   18% ⟹ 12%

- What percentage of the population in Florida is African American? What % of the coronavirus cases are from African Americans?   15% —— 16%
- What percentage of African Americans living in Florida have diabetes? How does that compare to the % of whites with diabetes?   14% ⟹ 15%

We don't have all of the facts here (we just have a sampling of two data points).

- Based on this data, what questions would you want to ask about the relationship between someone being susceptible to the coronavirus and diabetes? What Risk Does Diabetes Pose(?)
- Is there a direct correlation between increased rates of diabetes and contraction of coronavirus?   Very Close But Rates of Infection Greater Than Diff of Just Diabetes —
- Look carefully at the Florida charts. What is different about Florida than the other states' data?

- What might be going on in Florida that is different than in the other states? % of Covid-19 = To % of Population for Af. Am

Step 4/Activity 4: Is coronavirus impacting immigration?

In our last activity for today, we will finish up looking at how the coronavirus is impacting larger issues related to creating a shared community. Around the world, countries have been closing their borders in order to prevent people from coming into the country and possibly bringing the virus with them. Many people think this is a good, safe policy for now. But it could be used to keep people out, for the wrong reason, if it stayed in place after the crisis.

Hypothetical Immigration flows into the US, March 2019 vs March 2020

	March 2019	March 2020
Mexico/Central America	18,000	2,000
Western Europe	16,000	4,000
Middle East	5,000	1,000
Sub Saharan Africa	9,000	1,500

TOTAL 47,000 8,500

Use the chart above to **create a double line graph** comparing the immigration flows to into the US over the two years. We have completed the first double bar for you.

Hypothetical Immigration Flows into the U.S. March 2019 and March 2020

■ March 2019 ■ March 2020
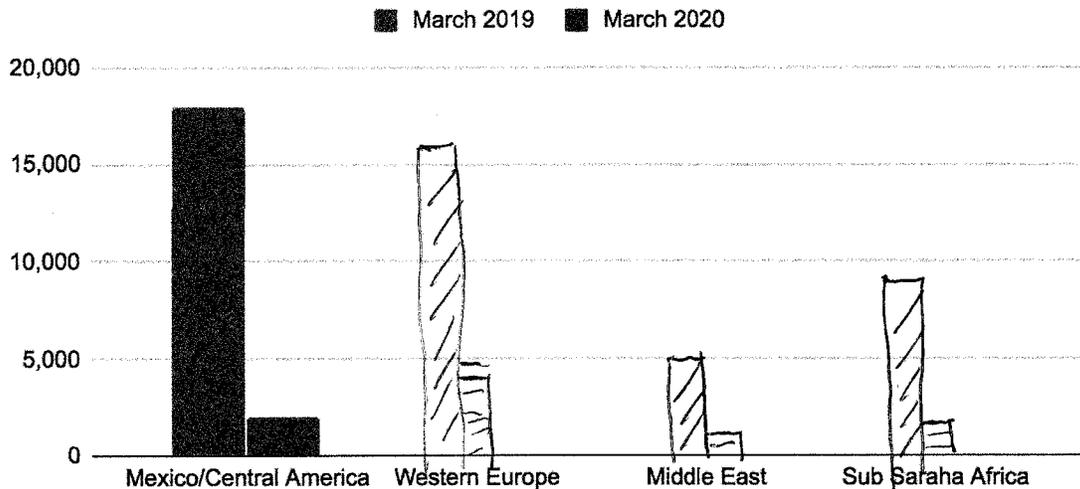
Hypthetical: Immigration flows into the US

- Based on this hypothetical chart, how many fewer individuals all total entered the country in March of 2020 vs March of 2019?   47,000
  − 8,500   38,500 Fewer

- Which region of the world had the greatest decrease in the number of individuals permitted to enter the country?   Mexico | Cent Am = −(16,000)

- How many fewer individuals from Sub Saharan Africa entered in March of 2020 compared to March of 2019?   7,500

- If the table stayed the same for the next 6 months (be careful), how many fewer individuals from Mexico/Central America would come between March-August 2020 compared to March-August 2019?   16,000   96,800

- If the table stayed the same for the next 6 months, how many fewer individuals from the Middle   4,000
  × 6   24,000

East would come between March and August 2020 compared to March and August 2019?

To consider/discuss: Based on your understanding of where different racial and ethnic groups come from, what would happen over time if the pattern of the hypothetical immigration pattern of March 2020 stayed in place for a number of years?

Discuss → FEWER Hispanic, FEWER African, FEWER Fewer White/West Europe Muslim/Islamic

Skill Builders and Review Problems
- See separate document-

Student Feedback:

Circle the emojis that best represents how this activity made you feel.	
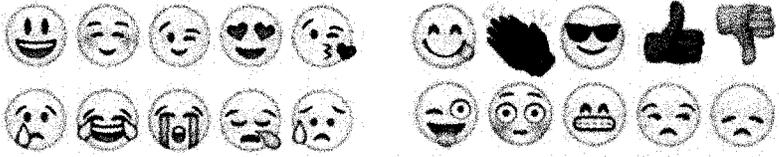
Week 4: Social Studies Answers

Day	Answers
1	1. True 2. False. The civil war lasted for decades and ended in 1996 3. False. Coffee is a large export of Guatemala 4. True 5. False. In 1821 Guatemala declared independence from Spain. What foods do the Mendozas have at their house? *The picture shows a lot of fruits, rice, potatoes, and vegetables (onions, carrots, green beans, tomatoes, peppers, etc.). There is also a jug of water.* What are the religions of Guatemala? Are any of them the same as in the USA? *Guatemalans practice roman catholicism, Protestantism, and a mixture of other Mayan traditions.* What are the houses typically made from in Guatemala? *Homes in rural communities of Guatemala are typically made of sun-dried adobe bricks with tile roofs, or they are made of wood with thatched roofs.*
2	What is the giant desert in Mongolia called? List three things you learned about that desert. *The desert is the Gobi. Answers will vary based on three things they learned, but may include that the Gobi is expanding, the first dinasour egg was discovered in the Gobi, Bactrian camels can be found in the Gobi.* 3. How were Mongolian hats different based on who is going to wear hats? What types of things do the hats symbolize? *There are different hats for the old and young, men and women, as well as for different seasons. Special hats are worn for ceremonies and celebrations. Hats can also symbolize a person's wealth or social position. Some hats were designed to keep away evil spirits.*
3	1. What were the traditional ways that Kuwaitis earned their livelihood, before working in oil became the popular career? *Traditional occupations were boat building, pearl diving, fishing, and raising livestock.* 2. What is the main religion of Kuwait? Do Americans also practice that religion? *Islam. Yes, Americans practice Islam.* 3. What is the geography like in Kuwait? What is the land and weather like? *Kuwait is located on the coast of the Arabian Peninsula, so it has access to water. Nearly all of the country is flat, sandy desert, with only a few hills. There are oases that provide water and fertile land for nomadic people.* 4. Why did the Persian Gulf War start? (hint: why did Iraq invade Kuwait?) Iraq invaded Kuwait in an attempt to take over its oil and wealth, which started the Gulf War.

	Why do Kuwati families expand their homes?
	Families expand their homes to accommodate their growing family and allow for different generations to live together.