

Week Twelve: Mo' Money Less Problems?

Weekly Focus: Comprehension
Weekly Skill: Main Idea and Bar Graphs

Lesson Summary: This week students will review bar graphs. They will also review types of evidence and using graphs and other visuals as evidence in a written review assessment. Students will be introduced to a tool to help them comprehend an article by breaking it down into its smaller parts. Finally, students will be asked to demonstrate comprehension of a bar graph by creating their own.

Materials Needed: Warm-Up Review Assessment, Warm-Up Review Assessment answer key, Article, Analyzing an Article handout, Group Role sheets, Types of Graphs handout, Types of Evidence handout, blank paper, markers or color pencils, whiteboard and markers or projector and laptop

Objectives:

- Students will be reintroduced to this unit's essential question: "What is the relationship between strength and adversity?"
- Students will demonstrate comprehension of bar graphs through a written assessment
- Students will consider graphs as evidence and demonstrate comprehension through a written assessment
- Students will work to comprehend an article by breaking it down into its smaller components
- Students will create their own bar graphs

Common Core Standards Addressed: [CCSS.ELA-Literacy.RH.11-12.2](#), [CCSS.ELA-Literacy.RH.11-12.7](#)

Notes: The rate at which students move through these activities will vary with the class. Feel free to spend as long on each activity as necessary, even if that means not getting through all of the material.

Week Twelve: Mo' Money Less Problems?

Activities:

Warm-up: Discussion/Journaling	Time: 15 minutes
Remind students of the essential question for this unit: "What is the relationship between strength and adversity?" Ask students to think about this question and then, more specifically, about a particular adversity: not having money. For ten minutes, have students write about this question: "Does not having a lot of money make someone stronger or weaker?" Encourage students to support their opinions with evidence/examples from their own lives. Share out as a class.	

Activity 1: Assessment Review of Graphs	Time: 40 minutes
Hand out review assessment. Have students try to complete individually, and then go over the answers together. Key elements to cover in the review will be: claim and evidence, types of evidence (from last unit) types of graphs, and using graphs as evidence.	

Break: 10 minutes

Reading Activity: Analyzing an Article	Time: 45 minutes
<ol style="list-style-type: none"> 1) Divide students into groups of three or four. Hand out group role sheets. 2) Background: Tell students that today we'll be looking at an article that offers an opinion on this unit's question: "What is the relationship between strength and adversity?" This article will address the adversity some women in Africa face in the form of poverty and HIV infection. The article will discuss why giving these women resources (in the form of money) actually helped them overcome the adversity they face. This is possibly a much different stance than many students originally took when asked the essential question in class, as most posited that adversity works to make you stronger. In this article, however, removing one form of adversity (lack of income) seems to help remove another potential adversity (sexually transmitted diseases). Give the students this article overview BEFORE they read the article. This will help them to understand what they are looking for as they read. 3) Who/What...Analysis Chart: Explain to students that today we will be focusing on the "Comprehension" portion of our CARE model. To ensure comprehension, we will explore how breaking the article down can help us to understand it. <ul style="list-style-type: none"> Hand out the article and the Analysis Chart. Before you begin reading, preview the article. Can students make any guesses about "Who," the article is about, "Where" it takes place, etc. Read through the article as a class. Have groups fill out the analysis chart. Reconvene to have presenters share findings. As a class, decide which group's claim is most accurate. Because this article's claim must be inferred, many students may have trouble with this. Work together to refine the article's claim as a class, based on group presentations. Eventually, it should read something like this: "Having more money allows women to behave in a way that puts them at less risk of contracting HIV or genital herpes." Ask each group to return to the text and highlight/circle one piece of evidence that the author uses to support his claim and then to identify what kind of evidence this is. Share out as a class. 	

Week Twelve: Mo' Money Less Problems?

Extension Activity: Making Charts as an Analysis Tool

Time: 40 minutes

- 4) Visual Summary:** Today students will create a bar-graph to use as a comprehension tool to help them understand the information presented in the article. Be sure that students understand that this bar graph will not be exact but simply a representation of a pattern as suggested by the article. However, sometimes seeing a visual representation of written information can help us to understand it better.
- First, review [the parts of a bar-graph](#) with the class. Create a simple bar-graph on the board by asking the class a question that can be represented as such (how did people get to school today, for example? Bus, walking, driving).
 - Hand out a large piece of blank paper and markers/colored pencils to each group.
 - Review the article read in class today.
 - Go over the statistical evidence presented in the article concerning infection rates of women. Talk about how students might organize it into a bar-graph (putting the three groups of women: control, strings-free money, and money tied to education on one axis and rate of HIV and Herpes infection on the other. You will need two bars of different colors or patterns to represent each of the types of infections). While there are no exact numbers given for the number of women with HIV and genital herpes, we can show the relationship between the bars of one group being twice as likely to contract HIV and four times as likely to contract genital herpes using bars and no numbers. Have students draw this relationship in their groups on their poster paper. Students should also create a key at the bottom of their graph. It will be helpful if you start with a hypothetical number of how many women in the unpaid group were infected with each disease and provide students with this number, being sure to clarify that this is just a hypothetical number.

Come back together and share graphs. What relationship between money and risk of infection do the graphs suggest? How does seeing the graphs help them to better understand the article? What important information from the article was **not** able to be included in the graphs? (The fact that the girls given money had younger boyfriends, had sex less frequently, etc.)

Differentiated Instruction/ELL Accommodation Suggestions	Activity
Have groups who finish early with the reading analysis attempt the extension activity.	Reading

Resources:

Week Twelve: Mo' Money Less Problems?

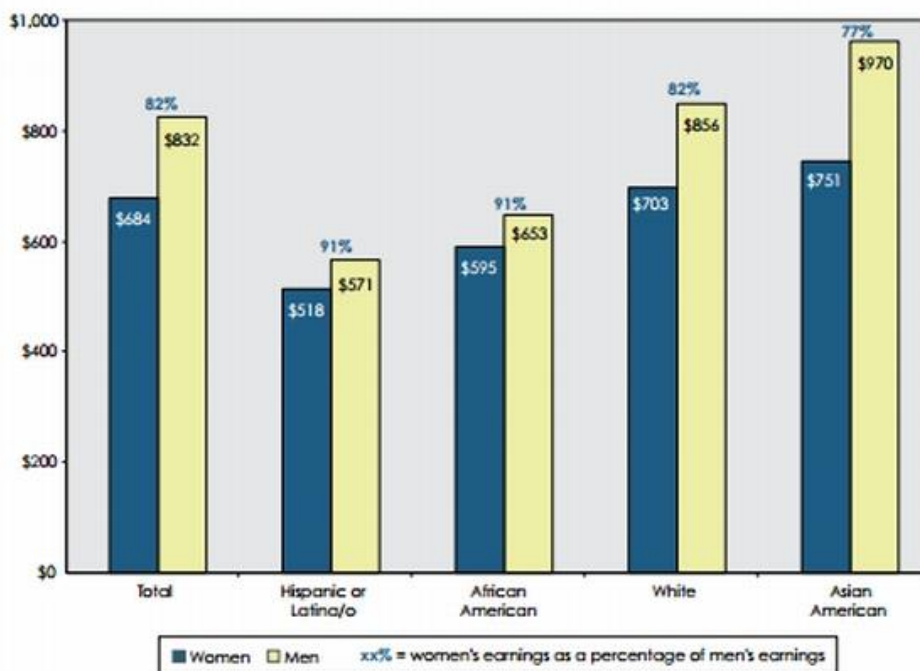
Warm-Up Review Assessment

Part I

Directions: Look carefully at the information below and then answer the questions that follow.

Figure 3.

Weekly Median Earnings of Full-time Workers, by Race/Ethnicity and Gender, 2011¹¹



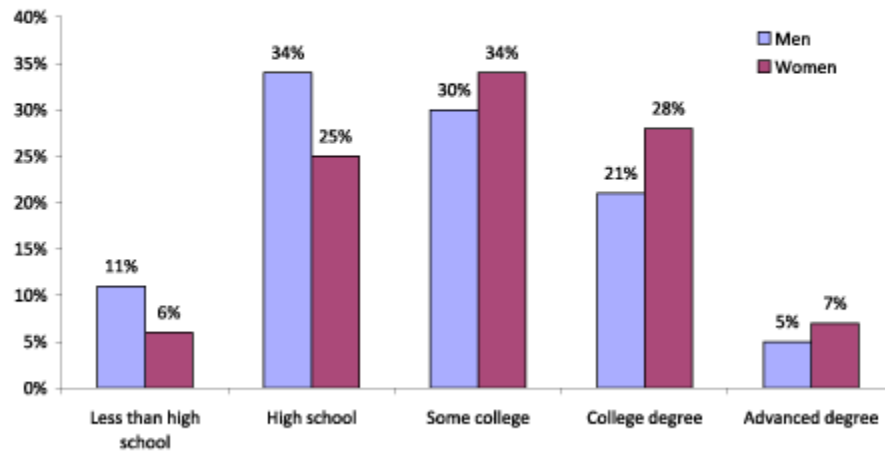
Note: Based on median usual weekly earnings of full-time wage and salary workers, ages 16 and older, 2011 annual averages.

From a 2012 American Association of University Women report titled "The Simple Truth about the Gender Pay Gap"

- 1) What kind of graph is this?
- 2) In your own words, what does the graph show?
- 3) How much higher is the total weekly median income of men than women?

Week Twelve: Mo' Money Less Problems?

Share of men and women aged 22 to 30 years with educational attainment, 2008



Source: Author's analysis of the Center for Economic and Policy Research extracts of the Current Population Survey Outgoing Rotation Group Files.

- 1) What kind of graph is this?
- 2) In your own words, what does the graph show?
- 3) What percentage of men ages 22 to 30 have a college degree? What percentage of women ages 22 to 30 have a college degree?

Week Twelve: Mo' Money Less Problems?

Part II

Directions: The following excerpt below is taken from an editorial. Read through it carefully and then answer the questions that follow.

Excerpted From the *St. Louis Post-Dispatch*'s Editorial:

"Equal pay for women remains a myth in 97 percent of America"

-September 28, 2012 by the Editorial Board

The inequality between men and women's pay is a problem that needs to be addressed. "Decades of research shows a gender gap in pay even after factors like the kind of work performed and qualifications (education and experience) are taken into account," Pamela Coukos, a senior program adviser in the U.S. Department of Labor's Office of Federal Contract Compliance Programs, writes in a study called "Myth Busting the Pay Gap." Tired explanations like women don't need to earn as much as men because it's just pin money for them, or that women are working outside their homes so families can have plusher lifestyles, long ago ran out of steam. Most women work because they need to. Half the women in the country work outside the home, and they make up half the country's work force. They also head 25 percent of families in the country with children. It is time — nearly 50 years after President John F. Kennedy signed the Equal Pay Act — for equal pay for equal work to become more than a slogan.

- 1) Identify the parts of the paragraph above by doing the following:
 - a) *Underline* the claim of the paragraph.
 - b) *Circle* one piece of evidence that the author uses to support his claim. **Bonus:** In the margin, write what type of evidence this is (expert opinion, story or example, statistic or fact).
 - c) *Underline* the concluding sentence.
- 2) In **your own words**, what is the author's opinion about pay for men and women?
- 3) Which of the two graphs above could be used as evidence to support the author's claim? Why?

Week Twelve: Mo' Money Less Problems?

PREVENTING AIDS: A DRUG CALLED MONEY

Feb 15th 2012, 19:18 by G.C.

HALFWAY between marriage and prostitution lies the sugar daddy. Not quite a husband, not quite a John, he looks after his girl and expects her to be loyal to him—a loyalty that is frequently unreciprocated. But if you are a poor African teenager, having a sugar daddy is not such a bad deal. Eventually, Mr. Right may come along and in the meantime life is, as the term suggests, a lot sweeter than it might otherwise be. Except for one thing. In many parts of Africa, relationships between older men and younger women are one of the main transmitters of HIV.

With that in mind, it has often been hypothesised that if teenage girls were given an alternative income—one that might, for instance, allow them to stay on at school—they would be less likely to get infected. It is a plausible hypothesis but one that has not, until now, actually been tested.

That lack has just been remedied by Berk Özler, of the World Bank, and his colleagues. In a paper just published by the **Lancet**, they describe how they conducted a randomised clinical trial of the idea that money, and money alone, can stop the spread of HIV.

They carried out their experiment in the Zomba district of Malawi, recruiting nearly 1,300 never-married women between the ages of 13 and 22. They divided Zomba into 176 areas, and each participant in a given area was treated in the same way. That area-wide treatment was, however, decided at random by a computer. In some areas, which acted as controls, the women were simply monitored. In some they and their parents were given small amounts of money each month (between \$1 and \$5 for the women, and between \$4 and \$10 for the parents), again decided at random by the computer. In a third set of areas money was doled out in a similar way, but only in exchange for a promise by the woman to attend school. If she failed to do so, no money was forthcoming.

When the results were in, the team found that the unpaid women had suffered more than twice the HIV infection rate experienced by the paid women over the course of the 18 months of the experiment, and four times the infection rate of genital herpes. Intriguingly, there was no difference between the infection rate suffered by those required to go to school and those who received the money unconditionally. Whether the actual amount of money mattered was not clear. For that to emerge a larger sample would be needed.

What is abundantly clear, however, was that the money did make women behave differently. They had younger boyfriends than those in the control group, and had sex less frequently. Liberated from the need to find a sugar daddy, they could behave in a safer way.

Week Twelve: Mo' Money Less Problems?

Those attempting to stop the spread of AIDS have, in the past, tried many ways of getting people to change their behaviour in order to reduce the risk of infection. They have extolled, exhorted and even threatened, all to little avail. They have not, though, previously, resorted to bribery. But it seems to work.

<http://www.economist.com/blogs/babbage/2012/02/preventing-aids/print>

Week Twelve: Mo' Money Less Problems?

Analyzing an Article

Directions: After you've read the article, fill out the chart below.

<p>WHO is the article about?</p>	
<p>WHAT is the article about?</p>	
<p>WHEN did the events in the article take place?</p>	
<p>WHERE did the events in the article take place?</p>	

Week Twelve: Mo' Money Less Problems?

WHY did the author write the article?

HOW does the author try to convince you of his points? What kind of evidence does he use?

CLAIM: What is the author's claim?

Week Twelve: Mo' Money Less Problems?

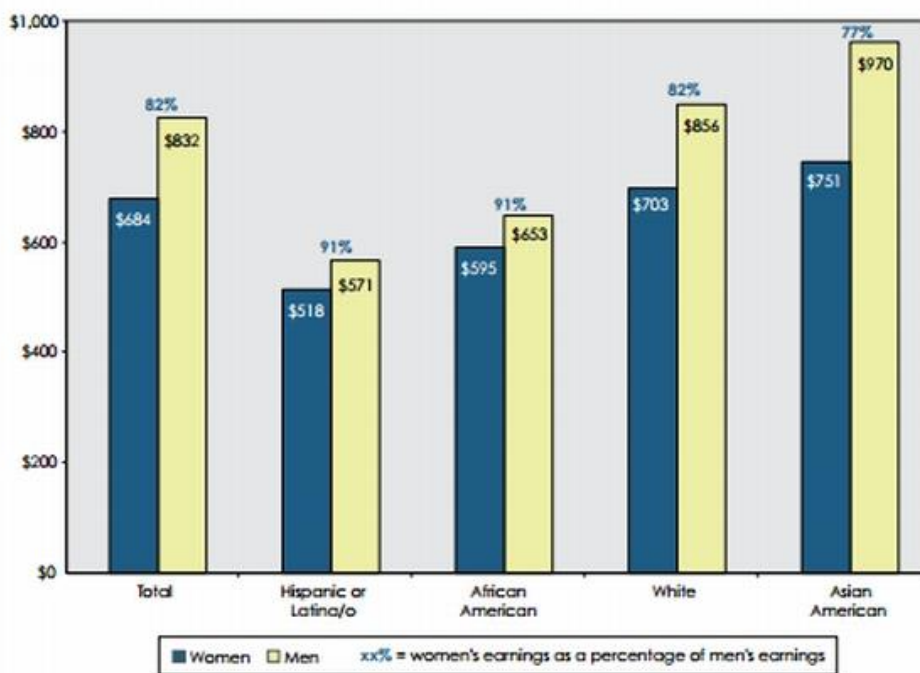
Warm-Up Review Assessment: ANSWERS

Part I

Directions: Look carefully at the information below and then answer the questions that follow.

Figure 3.

Weekly Median Earnings of Full-time Workers, by Race/Ethnicity and Gender, 2011¹¹



Note: Based on median usual weekly earnings of full-time wage and salary workers, ages 16 and older, 2011 annual averages.

From a 2012 American Association of University Women report titled "The Simple Truth about the Gender Pay Gap"

4) What kind of graph is this?

Bar Graph

5) In your own words, what does the graph show?

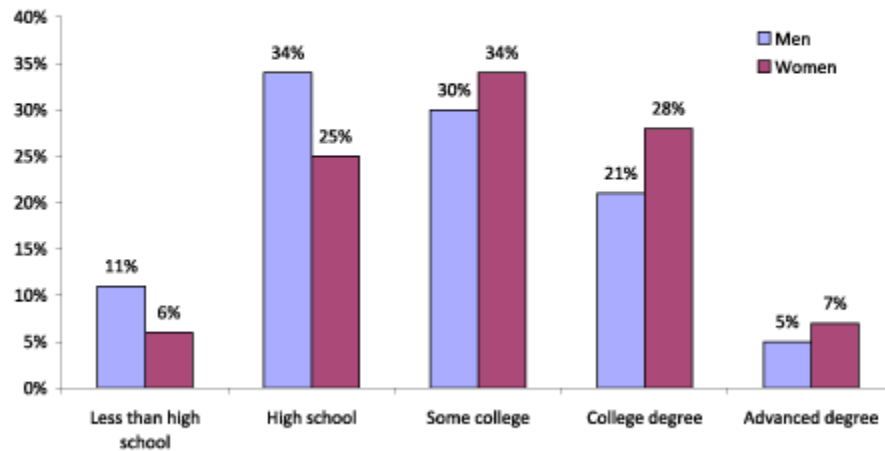
The graph shows the different weekly median earnings of full-time workers ages sixteen and older according to their race, ethnicity, and gender.

6) How much higher is the total weekly median income of men than women?

The weekly median earning for men is \$832. The weekly median earning for women is \$684. Therefore, men average \$148 more in weekly median earnings.

Week Twelve: Mo' Money Less Problems?

Share of men and women aged 22 to 30 years with educational attainment, 2008



Source: Author's analysis of the Center for Economic and Policy Research extracts of the Current Population Survey Outgoing Rotation Group Files.

4) What kind of graph is this?

Bar Graph

5) In your own words, what does the graph show?

The graph shows the different educational levels attained by men and women ages 22 to 30 in 2008.

6) What percentage of men ages 22 to 30 have a college degree? What percentage of women ages 22 to 30 have a college degree?

Twenty-one percent of men ages 22 to 30 have a college degree. Twenty-eight percent of women ages 22 to 30 have a college degree.

Week Twelve: Mo' Money Less Problems?

Part II

Directions: The following excerpt below is taken from an editorial. Read through it carefully and then answer the questions that follow.

Excerpted From the *St. Louis Post-Dispatch's* Editorial:
"Equal pay for women remains a myth in 97 percent of America"
-September 28, 2012 by the Editorial Board

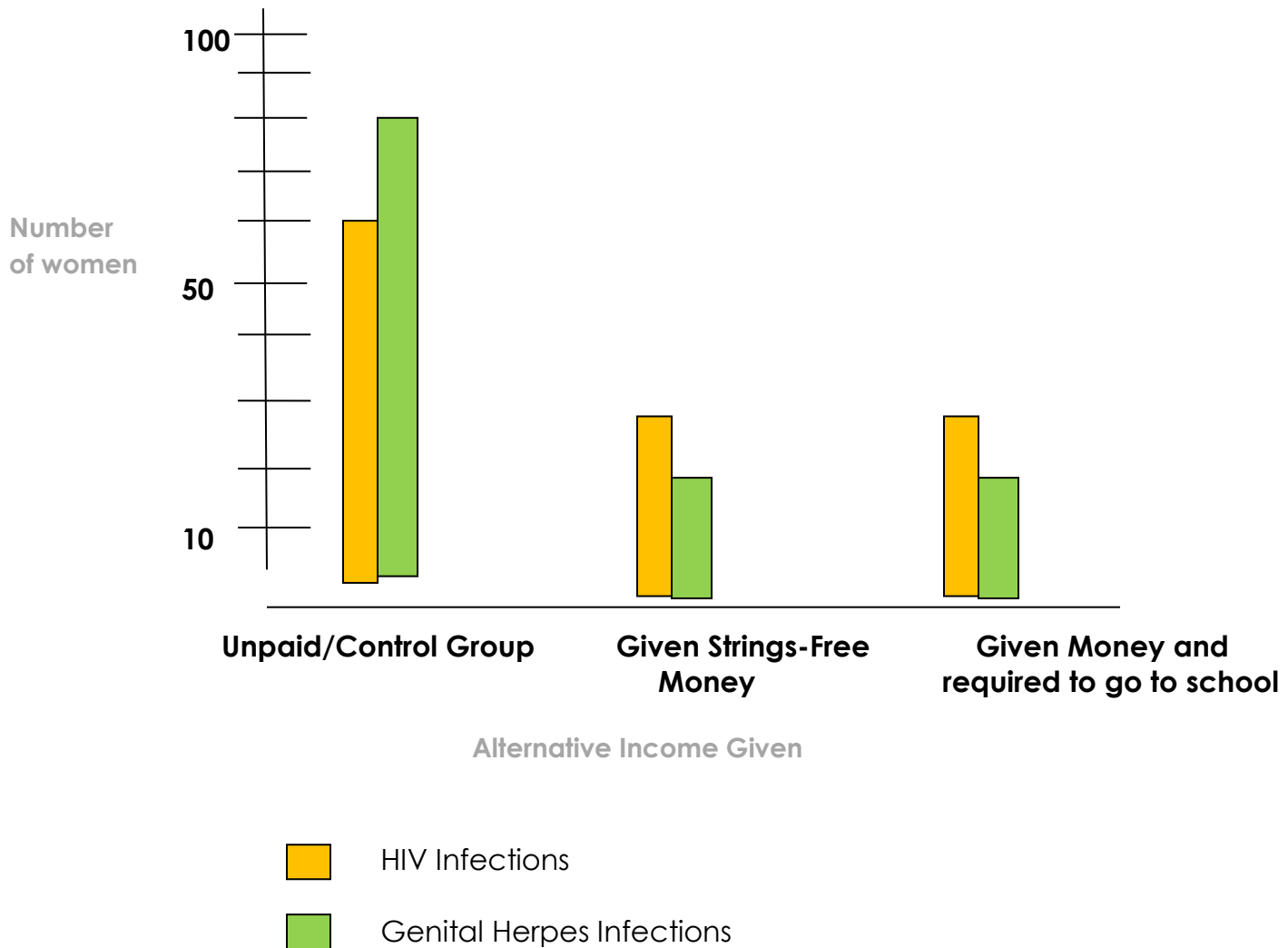
The inequality between men and women's pay is a problem that needs to be addressed. "Decades of research shows a gender gap in pay even after factors like the kind of work performed and qualifications (education and experience) are taken into account," Pamela Coukos, a senior program adviser in the U.S. Department of Labor's Office of Federal Contract Compliance Programs, writes in a study called "Myth Busting the Pay Gap." Tired explanations like women don't need to earn as much as men because it's just pin money for them, or that women are working outside their homes so families can have plusher lifestyles, long ago ran out of steam. Most women work because they need to. Half the women in the country work outside the home, and they make up half the country's work force. They also head 25 percent of families in the country with children. It is time — nearly 50 years after President John F. Kennedy signed the Equal Pay Act — for equal pay for equal work to become more than a slogan.

- 4) Identify the parts of the paragraph above by doing the following:
 - d) Underline the claim of the paragraph: **The inequality between men and women's pay is a problem that needs to be addressed.**
 - e) Circle one piece of evidence that the author uses to support his claim. **Bonus:** In the margin, write what type of evidence this is (expert opinion, story or example, statistic or fact): **"Decades of research shows a gender gap...." (expert opinion); half of the women in the country work outside the home...(fact).**
 - f) Underline the concluding sentence.
It is time....
- 5) In **your own words**, what is the author's opinion about pay for men and women?
Currently men earn more than women on average for the same work. This inequality should be addressed; women deserve to be paid as much as men.
- 6) Which of the two graphs above could be used as evidence to support the author's claim? Why?

Week Twelve: Mo' Money Less Problems?

The first graph ("Weekly Median Earnings...") could be used to support the author's claim. This graph would support the fact that women are not currently being paid equal to men.

Rate of HIV and Genital Herpes Infections Among Unmarried Women in Zomba ages 13-22 by Types of Alternative Incomes Provided to Them



***This is a sample representation based on the supposition that in the control group 60 women contracted HIV and 80 contracted Genital Herpes. Note: You may play with the numbers accordingly. The important point is to show students how the graph can be used to illustrate the relationship between the groups and not, in this case, as an accurate portrayal of numbers.

Week Twelve: Mo' Money Less Problems?

Group Work Roles

LEADER

- Makes sure that every voice is heard
- Focuses work around the learning task; guide group from exercise to exercise

Sound bites: *Let's hear from ____ next." "That's interesting, but let's get back to our task."*

RECORDER

- Compiles group members' ideas:
 - Make a star on the sections/numbers we need to go over
 - Write specific questions

Sound bites: *"I think I heard you say ____; is that right?" "How would you like me to write this?"*

TIME KEEPER

- Encourages the group to stay on task
- Announces when time is halfway through and when time is nearly up

Sound bite: *"We only have five minutes left. Let's see if we can wrap up by then."*

PRESENTER

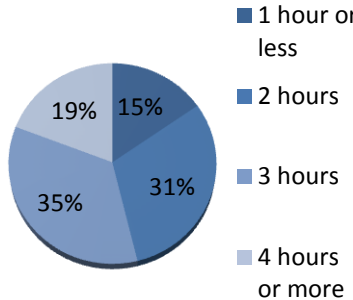
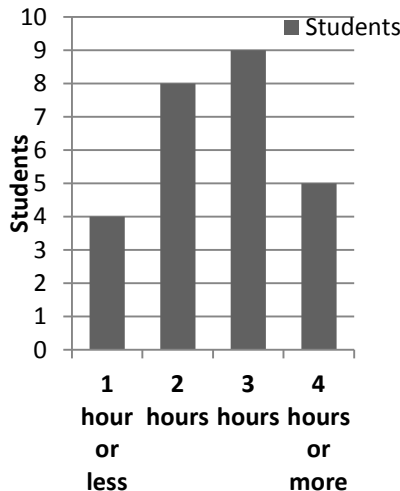
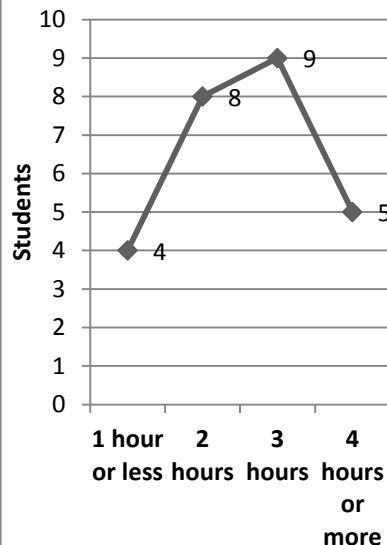
- Presents the group's finished work to the class

Sound bite: *"Which questions do we need to go over in this section?" "What else do we need to ask?"*

Created by Jen Ouellette for the Minnesota Literacy Council

Week Twelve: Mo' Money Less Problems?

TYPES OF CHARTS AND GRAPHS

Pie Graph	Bar Graph	Line Graph	Chart/Table										
<div><h3>Hours GED Students Study per Week</h3><p>26 Students Surveyed</p></div> <div><ul style="list-style-type: none">• Pie graphs show what part of a whole something is.• Parts must add up to 100%</div>	<div><h3>Hours GED Students Study per Week</h3><p>Students</p></div> <div><ul style="list-style-type: none">• Bar graphs use rectangular bars to show how large each value is.• The bars may be horizontal or vertical.</div>	<div><h3>Hours GED Students Study per Week</h3><p>Students</p></div> <div><ul style="list-style-type: none">• A line graph uses points connected by lines to show how large in value something is.</div>	<div><h3>Hours GED Students Study per Week</h3><table border="1"><thead><tr><th># of Students</th><th>Hours Studied per week</th></tr></thead><tbody><tr><td>4</td><td>1 hour or less</td></tr><tr><td>8</td><td>2 hours</td></tr><tr><td>9</td><td>3 hours</td></tr><tr><td>5</td><td>4 hours or less</td></tr></tbody></table></div> <div><ul style="list-style-type: none">• A chart orders information in rows and columns.</div>	# of Students	Hours Studied per week	4	1 hour or less	8	2 hours	9	3 hours	5	4 hours or less
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Week Twelve: Mo' Money Less Problems?

TIPS FOR READING CHARTS AND GRAPHS

Charts and Graphs: Visual forms of representing data.

Charts and graphs use pictures **and** words to provide a quick snapshot of information.

BEFORE YOU READ

1. **Read** the **title** or **heading** of the visual first. This will indicate the topic of the graphic or the type of information presented.
2. Next **read** all the **labels** on the visual. These are usually written along the vertical and horizontal axes of the chart or table. The labels tell you what each line, mark, or section on the graphic represents.
3. **Read** any other **text** that has been written on or around the graphic. Writers often provide short explanations for the different parts of the graphic.
4. Lines or sections on the graphic may be printed in different colors or patterns. **Look for a key** to tell you what the different **colors mean**. Each color represents a different category of data.
5. Symbols may also be used to represent information. **Look for a key** to tell you what the **symbols mean**.

AS YOU READ

6. **Take notes** on the data you found in the chart, table, timeline, or graph. This will help you keep the information organized.

AFTER YOU READ

7. **Analyze** the **data** you gathered and determine what conclusions you can draw based on the data.
8. **Remember** that **valuable information** is contained in the visual representations of data. You may be tested on items found there.

Tips excerpted from *International Center for Learner Leadership in Education: Reading Strategies for Career Academies and Career-Technical Education*

Week Twelve: Mo' Money Less Problems?

THREE TYPES OF EVIDENCE

STORY OR EXAMPLE	<u>What is it?:</u> A story or example used to support your point. This story or example can be something that happened to you or to someone else, but it MUST RELATE directly to your claim.
	<u>What to watch out for:</u> If you tell a story or give an example that is off topic or does not relate to your claim, it will not be effective. Also, if your story is too general, it will not be effective.
	<u>How to use it effectively:</u> Be sure to use an example or tell a story that is on-topic. Then, explain how your example connects to your claim . Finally, be as specific as possible in your description, creating a clear picture through your words for the audience.
EXPERT OPINION	<u>What is it?:</u> The opinion of someone who is considered an expert on the topic that you are discussing used to support your claim. This may take the form of a quote, paraphrase, or summary of the expert's opinion.
	<u>What to watch out for:</u> Be careful not to just give an expert's opinion without connecting it to your thesis.
	<u>How to use it effectively:</u> Introduce your expert's opinion by giving information about who the expert is and where you found his or her opinion. Then, either after or before you give the opinion, explain why it is important . Tell your reader how this opinion helps support your claim.
FACTS OR STATISTICS	<u>What is it?:</u> A fact or statistic that provides information to support your claim. You may find a fact or a statistic in an article, or you might find it in the form of a graph, chart, or other visual.
	<u>What to watch out for:</u> Make sure that you are giving the right fact or statistic. Always check your source to see if it is trustworthy, and make sure the information you've found is reliable and up to date.
	<u>How to use it effectively:</u> Put the fact or statistic into context . This means, explain where it is coming from to your readers and then explain how it links to your claim. Why should your reader be paying attention to this statistic or fact?