

This document will be of assistance in viewing the video analyzing a student's annotation during the active reading of the text *Walmart - Good or Evil?* This skill was part of the 'Reading Process' on the skill ladder of a High School Economics LDC Module.

Below, you will find a lesson plan. You may wish to familiarize yourself with this prior to watching the video clip. Also included in this file are the student-annotated text and the scored Active Reading Rubric discussed in the video.

**Documents** – Active Reading-Healthcare & Active Reading-Walmart

**Skill Cluster – Reading Process**

Skill & Definition	<p><u>Active Reading</u></p> <p>Ability to understand necessary reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</p>
Product & Prompt	<p><u>Annotated Articles</u></p> <p>Use annotation techniques and other reading strategies to demonstrate your reading process and your level of interaction with the text.</p>
Scoring	<ul style="list-style-type: none"> <li>• Annotated or “actively read” article has a variety of marks (circles, underlining, stars, highlights, etc.). Annotation also includes written questions, connections, and insights in the margins.</li> </ul> <p>* Use annotation rubric to provide students feedback on their reading.</p>
Instructional Strategies	<ul style="list-style-type: none"> <li>• Frontload vocabulary synonyms for market and command economies. Students record in Vocabulary Notes section of their Writer’s Notebook.</li> <li>• Instruction for the <u>first article</u> (“Should the U.S. have a National Healthcare System?”) should be very explicit and include group/partner work and teacher modeling.             <ul style="list-style-type: none"> <li>○ Teacher reads first 3 sentences of the article, modeling active reading and strategies.</li> <li>○ Students finish reading the rest of the article using a “think aloud” process with a partner.</li> <li>○ Teacher asks for a list of vocabulary that students struggled with and class discusses strategies for understanding words in context. Students record new vocabulary in the Vocabulary Notes section of their Writer’s Notebook.</li> </ul> </li> <li>• Students actively read and annotate the next 3 articles mostly independently with some teacher guidance and reflection in pairs.</li> </ul>

# Walmart - GOOD or EVIL?

*before my time, may be all the open hand is good thing about small business*

Once upon a time, social activists decried the plight of workers in company towns whose paychecks vanished each week because they were being gouged by the local stores. And urban politicians, angered by the high prices charged at many grocery stores in the inner city, offered subsidies in order to attract chain stores that would make food more affordable for the poor.

Then Wal-Mart came along, offering urbanites food at the same low prices charged in the suburbs. Now the activists and politicians have a new cause: Say No to Wal-Mart! Stop it before it discounts again!

*John Tierney is a columnist on the Op-Ed page of The New York Times.*

This new crusade is especially puzzling in light of the current consensus among poverty experts. Many have praised the welfare reform of the 1990s and say the government should keep pushing people off the welfare rolls and into jobs.

From that perspective, Wal-Mart has been one of the most successful antipoverty programs in America. It provides entry-level jobs that unskilled workers badly want—there are often 5 to 10 applicants for each position at a new store.

## JOBS FOR UNSKILLED WORKERS

Critics say Wal-Mart's pay, \$9.68 per hour on average, is too low and depresses local retail wages when a new store opens. That effect is debatable, but even if wages do go

*Stop Popping point*

*makes argument from the get-go*

*Under Clinton? Bush Sr.?*  
*seems good*  
*shuts sugarcoat it.*  
*Demand for jobs doesn't mean that the jobs are better*  
*benefit*  
*There's probably a demand for hit men*



*what does an economic argument constitute?*

Walmart recently responded to some of its critics with one of the worst economic arguments of the last year.

A union-backed group critical of the company, Wake Up Wal-Mart, released a TV ad in December accusing Wal-Mart of violating religious values. The ad was backed by a letter from religious leaders attacking the retail giant for paying low wages and offering poor benefits. The letter declares that "Jesus would not embrace Wal-Mart's values of greed and profits at any cost."

You may think that this particular advertising campaign—which has inevitably been dubbed "Where would

*Paul Krugman is a columnist on the Op-Ed page of The New York Times.*

Jesus shop?"—is a bit over the top. But it's clear why those concerned about the state of American workers are focusing their criticism on Wal-Mart.

## LOW PAY, FEW BENEFITS

Wal-Mart isn't just America's largest private employer. It's also a symbol of the state of our economy, which is growing even as living standards for average working Americans fall or remain stagnant. And Wal-Mart is a huge, and hugely profitable, company that pays badly and offers minimal benefits.

Attacks on Wal-Mart have hurt its image, and perhaps even its business. The company has set up a campaign-style war room to devise responses. So how did Wal-Mart

*What about religious values?*

*I assume the state of American workers isn't good.*  
*those at the top gain and those at the bottom lose*

*I appreciate*

*What's disposable income? Is it like spending money?*

*oh, fancy!*

*need for higher wages based on workers products*

down slightly, these workers still end up with more disposable income, according to Jason Furman, a professor at New York University and former economic adviser in the Clinton administration who studies Wal-Mart.

Costco is touted as the virtuous alternative to Wal-Mart because it pays better wages, but it needs to do so because it requires higher-skilled workers to sell higher-end products to its more affluent customers.

*significant amount*

Furman notes that the possible decline in wages is minuscule compared with what the typical family saves by shopping at Wal-Mart: nearly \$800 per year on groceries alone, a savings that's especially valuable to the many low-income shoppers at Wal-Mart.

Wal-Mart is often denounced for getting "corporate welfare" because some of its employees rely on Medicaid for health care and on other government aid. But so do some employees at other companies or at government institutions like public schools. Wal-Mart offers health benefits that are generally comparable to what other big retailers offer.

*When now back off public schools.*

**AN EASY TARGET**

*Supports low-income families*

The average income of Wal-Mart shoppers is \$35,000, compared with \$50,000 for Target and \$74,000 for Costco.

Wal-Mart's size makes it an easy target for enemies, like the Maryland legislators who passed a bill in January that would apparently affect only one company in the state:

*Wow. That's a huge disparity.*

*That does seem unfair.*



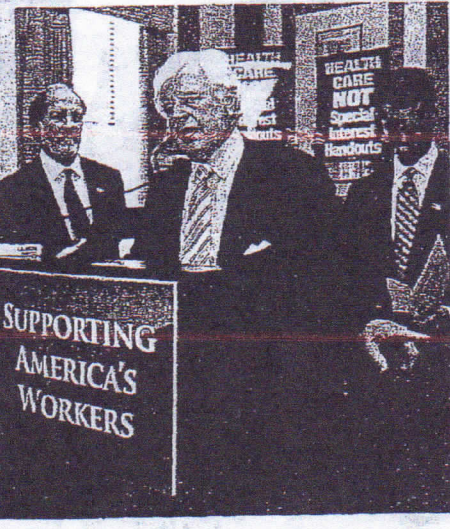
**WAL-MART**  
ALWAYS HIGH COSTS.  
*Always*

WAL-MART'S HEALTH CARE CRISIS COSTS TAXPAYERS OVER \$210 MILLION AND COUNTING

FLORIDA*	\$61,048,779
ILLINOIS*	147,017,811
CALIFORNIA*	222,200,000
ARKANSAS*	114,313,593
GEORGIA*	113,072,894
TEXAS*	16,376,885
ALABAMA*	58,815,200
TEXAS*	36,877,364
NEW HAMPSHIRE*	18,400,000
WISCONSIN*	64,330,873
MARSAHUSSETTS*	14,738,000
ARIZONA*	32,394,433
WASHINGTON*	52,188,900
WEST VIRGINIA*	17,033,088
	1892,714

WAL-MART COSTS YOU AT LEAST

**\$210,080,811**



MORE THAN 3,800 stores in the U.S.

SEN. KENNEDY (D-Mass.) speaks about corporate health-care policies last June.

2005 SALES: \$312 billion

→ respond to this recent religious-values critique?

*What do they mean by 'unsubstantiated justice'?*

*Why Sarah Palin?*

Wal-Mart can claim, with considerable justice, that its business practices make America as a whole richer. The fact is that Wal-Mart sells many products more cheaply than traditional stores, and that its low prices aren't solely or even mainly the result of the low wages it pays. Wal-Mart has been able to reduce prices largely because it has brought genuine technological and organizational innovation to the retail business.

low wages (though I would disagree). But instead, Wal-Mart decided to insult our intelligence by claiming to be, of all things, an engine of job creation. Judging from its response to the religious-values campaign, the assertion that Wal-Mart "creates 100,000 jobs a year" is now the core of the company's public-relations strategy.

*Additional stores such as...?*

*Patagonia*

**CREATING JOBS?**

It's true that the company is getting bigger every year. But adding 100,000 people to Wal-Mart's workforce does not mean adding 100,000 jobs to the economy. On the contrary, there's every reason to believe that as Wal-Mart expands, it destroys at least as many jobs as it creates, and

*Wal-Mart destroys jobs + creates them*

LEFT TO RIGHT: PHILIP HINGASSON/GETTY IMAGES; YURI GEFKIN/CORBIS; MARKUS LINDSEY/CORBIS

*I think the opposition to Wal-Mart comes from a general opposition to an alarming amount of profits made by the company. What the argument really just wants is, people to go elsewhere, fair, but the money does the report & what it wants with its money*

Wal-Mart. The legislators in Maryland (and other states considering similar proposals) want to force Wal-Mart to either increase its spending on health-care benefits or to make payments to the state's health program for the poor.

*It's hard to see not ready*

**MAKING SHOPPERS PAY**

But suppose Wal-Mart were forced to give health coverage to all of its part-time employees. To remain competitive, Wal-Mart would probably cut the cash wages of the workers to compensate for the additional health benefits. The cut in take-home pay would be particularly hard on the many part-timers who don't need the benefits because they're already covered through their spouses' or other insurance.

*goal is less money in the hands of the big corporation owners*

Some of Wal-Mart's critics prefer to imagine that Wal-Mart wouldn't have to cut wages—that it could get away with raising prices a little to cover the extra health-care expenses. But higher prices would make Wal-Mart's shoppers bear the cost: Wal-Mart's low-income customers would, in effect, be paying a regressive new sales tax to pay for the employees' added health benefits.

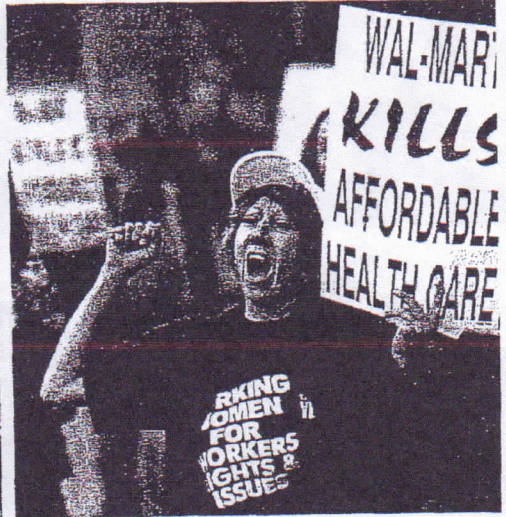
*socialist ideas consumers vs. laborers*

It's easy to understand the motives of some of Wal-Mart's enemies. Local merchants don't want to match its prices. Labor leaders know that they'll lose members and dues if unionized stores suffer. But why would anyone who claims to be fighting for social justice be so determined to take money out of the pockets of the poor?

*actual result -> the people will be hurt either way*



WAL-MART supporters point to the money it saves low-income shoppers.



ANTI-WAL-MART protest in Cincinnati in 2003

*I really don't like their vague claims*

drives down workers' wages in the process. Think about what happens when Wal-Mart opens a store in a previously untouched city or county. The new store takes sales away from stores that are already in the area; these stores lay off workers or even go out of business.

**WHEN WAL-MART COMES TO TOWN**

Because Wal-Mart's stores employ fewer workers per dollar of sales than the smaller stores they replace, overall retail employment surely goes down, not up, when Wal-Mart comes to town. And if the jobs lost come from employers who pay more than Wal-Mart does, overall wages will fall.

This isn't just speculation on my part. A recent study used sophisticated statistical analysis to estimate the effects on jobs and wages as Wal-Mart spread out from its original center in Arkansas. The authors found that retail employment did, indeed, fall when Wal-Mart arrived in a new county. It's not clear whether overall employment rose or fell when a Wal-Mart store opened. But it's clear that average wages fell.

So Wal-Mart has chosen to defend itself with a really poor argument. If that's the best the company can come up with, it's going to keep losing the public-relations war with its critics. Maybe it should consider an alternative strategy, such as paying higher wages.

*I like that, though*

LEFT: A. TUNICK; RIGHT: MIKE SIMONS/GETTY IMAGES

# Active Reading Rubric

Active Reading - Level 1	Active Reading - Level 2	Active Reading - Level 3
<ul style="list-style-type: none"> <li>• <b>Annotation Marks:</b> <ul style="list-style-type: none"> <li>○ Very little underlining or only of unfamiliar words.</li> </ul> </li> <li>• <b>Written Comments:</b> <ul style="list-style-type: none"> <li>○ No comments or only simple comments such as “cool”, “wow”, “stupid”.</li> <li>○ No or few personal connections.</li> </ul> </li> <li>• <b>Analysis:</b> <ul style="list-style-type: none"> <li>○ No indication of student understanding or finding the main idea of the text.</li> <li>○ No questions written in the margins.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Annotation Marks:</b> <ul style="list-style-type: none"> <li>○ Some but limited variety in markings such as underlining, circles, and stars. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">02.5</span></li> </ul> </li> <li>• <b>Written Comments:</b> <ul style="list-style-type: none"> <li>○ Comments are a combination of short phrases and words that engagement in the text.</li> <li>○ Personal connections are evident but limited.</li> </ul> </li> <li>• <b>Analysis:</b> <ul style="list-style-type: none"> <li>○ Evidence of highlighting or underling main idea or focus of the text.</li> <li>○ Some questions about the text that show curiosity in unknown concepts or statements in text.</li> </ul> </li> </ul> <p style="font-size: small; margin-top: 10px;"><i>Variety of marks used. Need specific mark + plan for unknown vocab.</i></p>	<ul style="list-style-type: none"> <li>• <b>Annotation Marks:</b> <ul style="list-style-type: none"> <li>○ Variety of marks – underlining, circles, and stars – and each type of mark is used for a specific purpose (underline = key point, circle = unknown word, etc).</li> </ul> </li> <li>• <b>Written Comments:</b> <ul style="list-style-type: none"> <li>○ Comments are <u>insightful</u> and are mostly phrases directed at pieces of the text that relate to the main idea.</li> <li>○ Relevant connections that add depth to the articles meaning.</li> </ul> </li> <li>• <b>Analysis:</b> <ul style="list-style-type: none"> <li>○ <u>Main idea</u> and <u>supporting examples</u> are clearly underlined or highlighted in the text.</li> <li>○ Questions written in margins demonstrate connections to prior knowledge of content and are purposeful in discovering deeper meaning of text.</li> </ul> </li> </ul>

*"Goal = less \$ in hands, of corp..."*

*"I think the opposition to Walmart comes from..."*

*"...vague claims"*

*Praise Point: Demonstrates analytic and close reading*

*Teaching Point: Mark unknown vocabulary and create a plan to determine the meaning of these words.*