

IB English 2022-2023 - Summer Reading Assignment



Welcome to IB English for the 2022-2023 school year! We have many, many literary adventures ahead of us, and some are going to focus on literature set in the United States, but we are also going to “visit” and learn about literature from other countries such as Egypt, Japan, Switzerland, and India.

Our first work is going to be tough, not in terms of a super-challenging lexile score, but in terms of emotionally challenging content. We'll begin with our one **nonfiction** work about Annawadi, a slum in Mumbai, India, entitled ***Behind the Beautiful Forevers*** by **Katherine Boo**. Again, I want to be clear before you begin reading - this is a work of **nonfiction**. Author Katherine Boo spent roughly four years getting to know the people in Annawadi, interviewing them, filming them, and researching police documents, and having the residents even film themselves.

Please complete the following **BEFORE** reading the work:

- Take the “Knowledge of the Hidden Rules of Social Class: A Questionnaire” (pages 2-3 of this handout)
- Read Dr. Ruby Payne’s “Understanding and Working with Students and Adults from Poverty” (pages 5-8 of this handout)
- Watch a Short Clip: “Oprah Winfrey Visits a Family’s Home in the Mumbai Slums (5:14 minutes)
 - <https://youtu.be/aUqkPABhlgY>
 - While this is not about Annawadi, the specific slum you will be reading about, it does give a visual representation of a slum in India

Please complete these tasks **AFTER** reading *Behind the Beautiful Forevers* by Katherine Boo:

- Watch “A Conversation with Katherine Boo” conducted by Columbia Journalism School (1:26:00)
 -  A Conversation with Katherine Boo
 - Honestly, this is a bit slow moving, but to hear the author talk about her process is invaluable!
- Watch “Moving Beyond Basic Needs to Break the Cycle of Poverty” by Kristen Miale - Tedx Talks (13:12 minutes)
 -  Moving Beyond Basic Needs to Break the Cycle of Poverty | Kristen Miale | TEDxSMCC
 - This will address Maslow’s Hierarchy of Needs, among other relevant topics

Above all, please read and process this amazing work of nonfiction! You can and should annotate this work while you read, BUT these annotations are ONLY for YOUR OWN use! They will NEVER be collected for any grade ever!

I sincerely hope you’ve joined IB English because you enjoy literature, analysis, speaking, and writing in general! We will do all of this and so much more with works set in The United States as well as from all around the world. I am absolutely impressed with the structure IB has provided, and I’ve worked very hard to choose meaningful, insightful works that will inspire you and your learning - your love of learning beyond a literary work, your love of learning of other cultures, and your love of learning overall!

I can’t wait to begin our journey in August!

Ms. Anderson

IB English - Summer Reading - *Behind the Beautiful Forevers* by Katherine Boo
Knowledge of the Hidden Rules of Social Class: A Questionnaire

Purpose: To help you gain insight into the taken-for-granted knowledge needed to survive in various social classes.

Assignment: For each of the three questionnaires below, place a check mark in front of each item that you definitely know how to do-- right now, today, at this very minute. Be honest. If you are the least bit unsure, do not check the item. If you don't have children, use yourself and your siblings as a reference group.

Surviving in Poverty

- ☐ 1. I know which churches and sections of town have the best rummage sales.
- ☐ 2. I know where the nearest food bank is and when it is open.
- ☐ 3. I know which grocery stores' garbage bins can be accessed for thrown-away food.
- ☐ 4. I know how to get someone out of jail.
- ☐ 5. I know how to physically fight and can defend myself if necessary.
- ☐ 6. I know how a person can get a gun even if they have a police record.
- ☐ 7. I know how to keep my clothes from being stolen at the Laundromat.
- ☐ 8. I know what problems to look for in a used car.
- ☐ 9. I know how to live without a checking account.
- ☐ 10. I know how to get by without electricity and without a phone.
- ☐ 11. I know how to use a knife as scissors.
- ☐ 12. I can entertain a group of friends with my personality and my stories.
- ☐ 13. I know what to do when I don't have the money to pay my bills.
- ☐ 14. I know how to move my residence in less than a day.
- ☐ 15. I know how to feed 8 people for 5 days for \$100.
- ☐ 16. I know how to get and use food stamps.
- ☐ 17. I know where the free medical clinics are and when they are open.
- ☐ 18. I am very good at trading and bartering.
- ☐ 19. I know how to get around without a car.
- ☐ 20. I know what day of the month welfare and social security checks arrive.

Functioning in the Middle Class

- ☐ 1. I would know how to get my children signed up for Little League, soccer, piano lessons, etc.
- ☐ 2. I know how to properly set a table.
- ☐ 3. I know which stores are most likely to carry the clothing brands I want to wear.
- ☐ 4. I know the best name brands in clothing.
- ☐ 5. I know how to order in a nice restaurant.
- ☐ 6. I know how to use a credit card, checking account, and savings account.
- ☐ 7. I know how to use an ATM card, and I know where the nearest ATM machines are.
- ☐ 8. It is expected that I will go to college.

- ___ 9. I understand terms life insurance, disability insurance, house and flood insurance.
- ___ 10. I know how to get the best interest rates on a mortgage or new car loan.
- ___ 11. I understand what a pension annuity is and how it works.
- ___ 12. I understand the difference among the principal, interest, and escrow statements on a house payment.
- ___ 13. I know how to help my siblings or peers with their homework.
- ___ 14. If my future children have a problem at school, I would not hesitate to contact the teacher or principal.
- ___ 15. I know how to decorate the house for different holidays.
- ___ 16. I know how to get a library card and how to check out books at the public library.
- ___ 17. I know where to go and register to vote and where my local polling place is.
- ___ 18. I repair items in my house immediately when they break or I know a repair service and call it.
- ___ 19. I use at least two of the following on a regular basis: laptop, cell phone, DVD player, mp3 player, digital camera, social networking site(s).
- ___ 20. I know how to use various tools in the garage or basement.

Functioning in the Upper Class

- ___ 1. I can read a menu in French, English, and another language.
- ___ 2. I have several favorite restaurants in different parts of the country or in different countries.
- ___ 3. I know how and where to hire an interior decorator to identify the appropriate themes and items with which to decorate my residence.
- ___ 4. I know how and where to hire domestic help, including maids, caterers, and gardeners.
- ___ 5. I can name my regular financial advisor, lawyer, and barber or hair stylist.
- ___ 6. I have at least two residences which are staffed and maintained.
- ___ 7. I know how to ensure confidentiality and loyalty from my domestic staff.
- ___ 8. I have at least two "screens" that keep people from me whom I do not wish to see.
- ___ 9. I frequently vacation in foreign countries.
- ___ 10. I fly in my own plane, the company plane, jet timeshare, or first class.
- ___ 11. I belong to at least two exclusive, members-only private clubs.
- ___ 12. I know how to enroll my children in the preferred private schools.
- ___ 13. I know how to host parties that "key" people attend.
- ___ 14. I am on the boards of at least two charities.
- ___ 15. I know the hidden rules of the Junior League, the country club, and other private organizations.
- ___ 16. My personal phone book contains the unlisted numbers of at least a dozen well-known people.
- ___ 17. I am familiar with personal security systems and devices.
- ___ 18. I have a favorite artist whom I support by buying his or her work (originals, not prints).
- ___ 19. I know how to read a corporate financial statement and the stock reports in the daily paper.
- ___ 20. I can easily converse about the "best" wines, art, designers, resorts, etc.
- ___ 21. My clothing, personal items, and residential furnishing were created by the most exclusive designers.

Hidden Rules of Economic Class

	POVERTY	MIDDLE CLASS	WEALTH
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	Is for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of the people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
EDUCATION	Valued and revered as abstract but not as reality. Education is about facts.	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
LANGUAGE	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about connection.
FAMILY STRUCTURE	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has/controls money.
WORLD VIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	Sees world in terms of an international view.
LOVE	Love and acceptance conditional, based on whether individual is liked.	Love and acceptance conditional, based largely on achievement.	Love and acceptance conditional, related to social standing and connections.
DRIVING FORCES	Survival, relationships, entertainment.	Work and achievement.	Financial, political, social connections.



Ruby K. Payne, Ph.D.

Poverty Series • Part I

Understanding and Working with Students and Adults from Poverty

By Ruby K. Payne, Ph.D.

Founder and President of aha! Process, Inc.

Although this article was originally written for teachers, the information presented may be of help to those who are working with persons making the transition from welfare to work.

To understand and work with students and adults from generational poverty, a framework is needed. This analytical framework is shaped around these basic ideas:

- ♦ Each individual has eight resources which greatly influence achievement; money is only one.
- ♦ Poverty is the extent to which an individual is without these eight resources.
- ♦ The hidden rules of the middle class govern schools and work; students from generational poverty come with a completely different set of hidden rules and do not know middle-class hidden rules.
- ♦ Language issues and the story structure of casual register cause many students from generational poverty to be unmediated, and therefore, the cognitive structures needed inside the mind to learn at the levels required by state tests have not been fully developed.
- ♦ Teaching is what happens outside the head; learning is what happens inside the head. For these students to learn, direct teaching must occur to build these cognitive structures.
- ♦ Relationships are the key motivators for learning for students from generational poverty.

Key points

Here are some key points that need to be addressed before discussing the framework:

Poverty is relative. If everyone around you has similar circumstances, the notion of poverty and wealth is vague. Poverty or wealth only exists in relationship to the known quantities or expectation.

Poverty occurs among people of all ethnic backgrounds and in all countries. The notion of a middle class as a large segment of society is a phenomenon of this century. The percentage of the population that is poor is subject to definition and circumstance.

Economic class is a continuous line, not a clear-cut distinction. Individuals move and are stationed all along the continuum of income.

Generational poverty and situational poverty are different.

Generational poverty is defined as being in poverty for two generations or longer. Situational poverty exists for a shorter time is caused by circumstances like death, illness, or divorce.

This framework is based on patterns. All patterns have exceptions.

An individual bring with them the hidden rules of the class in

which they were raised. Even though the income of the individual may rise significantly, many patterns of thought, social interaction, cognitive strategies, and so on remain with the individual.

School and businesses operate from middle-class norms and use the hidden rules of the middle class. These norms and hidden rules are never directly taught in schools or in businesses.

We must understand our students' hidden rules and teach them the hidden middle-class rules that will make them successful at school and work. We can neither excuse them nor scold them for not knowing; we must teach them and provide support, insistence, and expectations.

To move from poverty to middle class or from middle class to wealth, an individual must give up relationships for achievement.

Resources

Poverty is defined as the "extent to which an individual does without resources. These are the resources that influence achievement:

Financial: the money to purchase goods and services.

**Individuals who made it out of poverty
usually cite an individual
who made a significant difference for them.**

Emotional: the ability to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.

Mental: the necessary intellectual ability and acquired skills, such as reading, writing, and computing, to deal with everyday life.

Spiritual: a belief in divine purpose and guidance.

Physical: health and mobility.

Support systems: friends, family, backup resources and knowledge bases one can rely on in times of need. These are external resources.

Role models: frequent access to adults who are appropriate and nurturing to the child, and who do not engage in self-destructive behavior.

Knowledge of hidden rules: knowing the unspoken cues and habits of a group.

Language and story structure

To understand students and adults who come from a background of generational poverty, it's helpful be acquainted with the five registers of language. These are frozen, formal, consultative, casual, and intimate. Formal register is standard business and educational language. Formal register is characterized by complete sentences and specific word choice. Casual register is characterized by a 400- to 500-word vocabulary, broken sentences, and many non-verbal assists.

Maria Montano-Harmon, a California researcher, *has found that many low-income students know only casual register.* Many discipline referrals occur because the student has spoken in casual register. When individuals have no access to the structure and specificity of formal register, their achievement lags. This is complicated by the story structure used in casual register.

The hidden rules of the middle class must be taught so students can choose to follow them if they wish.

In formal register, the story structure focuses on plot, has a beginning and end, and weaves sequence, cause and effect, characters, and consequences into the plot. In casual register, the focus of the story is characterization.

Typically, the story starts at the end (Joey busted his nose), proceeds with short vignettes interspersed with participatory comments from the audience (He hit him hard. BAM-BAM. You shouda' seen the blood on him), and finishes with a comment about the character. (To see this in action, watch a TV talk show where many of the participants use this structure.) The story elements that are included are those with emotional significance for the teller. This is an episodic, random approach with many omissions. It does not include sequence, cause and effect, or consequence.

Cognitive issues

The cognitive research indicates that early memory is linked to the predominant story structure that an individual knows. Furthermore, stories are retained in the mind longer than many other memory patterns for adults. Consequently, if a person has not had access to a story structure with cause and effect, consequence, and sequence, and lives in an environment where routine and structure are not available, he or she cannot plan.

According to Reuven Feuerstein, an Israeli educator:

- ♦ Individuals who cannot plan, cannot predict.
- ♦ If they cannot predict, they cannot identify cause and effect.
- ♦ If they cannot identify cause and

effect, they cannot identify consequence.

- ♦ If they cannot identify consequence, they cannot control impulsivity.
- ♦ If they cannot control impulsivity, they have an inclination to criminal behavior.

Mediation

Feuerstein refers to these students as "unmediated." Simply explained mediation happens when an adult makes a deliberate intervention and does three things:

- ♦ points out the stimulus (what needs to be paid attention to)
- ♦ gives the stimulus meaning
- ♦ provides a strategy to deal with the stimulus.

For example: Don't cross the street without looking (stimulus). You could be killed (meaning). Look twice both ways before crossing (strategy).

Mediation builds cognitive strategies for the mind. The strategies are analogous to the infrastructure of house, that is, the plumbing, electrical and heating systems. When cognitive strategies are only partially in place, the mind can only partially accept the teaching. According to Feuerstein, unmediated students may miss as much as 50 percent of text on a page.

Why are so many students unmediated? Poverty forces one's time to be spent on survival. Many students from poverty live in single-parent families. When there is only one parent, he or she do not have time and energy to both mediate the children and work to put food on the table. And if the parent is nonmediated, his or her ability to mediate the children will be significantly lessened.

Hidden Class Rules

Generational Poverty

The driving forces for decision-making are survival, relationships, and entertainment

People are possessions. It is worse to steal someone's girlfriend than a thing. A relationship is valued over achievement. That's why you must defend your child no matter what he or she has done. Too much education is feared because the individual might leave.

The "world" is defined in local terms.

Physical fighting is how conflict is resolved. If you only know casual register, you don't have the words to negotiate a resolution. Respect is accorded to those who can physically defend themselves.

Food is valued for its quantity.

Other Rules

- ◆ You laugh when you are disciplined; it is a way to save face.
- ◆ The noise level is higher, non-verbal information is more important than verbal. Emotions are openly displayed, and the value of personality to the group is your ability to entertain.
- ◆ Destiny and fate govern. The notion of having choices is foreign. Discipline is about penance and forgiveness, not change.
- ◆ Tools are often not available. Therefore, the concepts of repair and fixing may not be present.

Middle Class

The driving forces for decision-making are work and achievement.

Things are possessions. If material security is threatened, often the relationship is broken.

The "world" is defined in national terms.

Fighting is done verbally. Physical fighting is viewed with distaste.

Food is valued for its quality.

- ◆ Formal register is always used in an interview and is often an expected part of social interaction.
- ◆ Work is a daily part of life.
- ◆ Discipline is about changing behavior. To stay in the middle class, one must be self-governing and self-supporting.
- ◆ A reprimand is taken seriously (at least the pretense is there), without smiling and with some deference to authority.
- ◆ Choice is a key concept in the lifestyle. The future is very important. Formal education is seen as crucial for future success.

Wealth

The driving forces for decision-making are social, financial, and political connections.

Legacies, one-of-a-kind objects, and pedigrees are possessions.

The "world" is defined in international terms.

Fighting is done through social inclusion/exclusion and through lawyers.

Food is valued for its presentation.

- ♦ The artistic and aesthetic are key to the lifestyle and included clothing, art, interior design, seasonal decorating, food, music, social activities, etc.
- ♦ For reasons of security and safety, virtually all contacts dependent on connection and introductions.
- ♦ Education is for the purpose of social, financial and political connections, as well as to enhance the artistic and aesthetic.
- * One of the key differences between the well-to-do and the wealthy is that the wealthy almost always are patrons to the arts and often have an individual artist(s) to whom they are patrons as well.

To help students learn when they are only partially mediated, four structures must be built as part of direct teaching:

- ♦ the structure of the discipline,
- ♦ cognitive strategies,
- ♦ conceptual frameworks, and
- ♦ models for sorting out what is important from what is unimportant in text.

Hidden rules

One key resource for success in school and at work is an understanding of the hidden rules. Hidden rules are the unspoken cueing system that individuals use to indicate membership in a group. One of the most important middle-class rules is that work and achievement tend to be the driving forces in decision-making. In generational poverty, the driving forces are survival, entertainment, and relationships. This is why a student may have a \$30 Halloween costume but an unpaid book bill.

Hidden rules shape what happens at school. For example, if the rule a student brings to school is to laugh when disciplined and he does so, the teacher is probably going to be offended. Yet for the student, this is the appropriate way to deal with the situation. The recommended approach is simply to teach the student that he needs a set of rules that brings success in school and at work and a different set that brings success outside of school. So, for example, if an employee laughs at a boss when being disciplined, he will probably be fired.

Many of the greatest frustrations teachers and administrators have with students from poverty is related to knowledge of the hidden rules. These students simply do not know middle-class hidden rules nor do most educators know the hidden rules of generational poverty.

To be successful, students must be given the opportunity to learn these rules. If they choose not to use them, that is their choice. But how can they

make the choice if they don't know the rules exist?

Relationships are key

When individuals who made it out of poverty are interviewed, virtually all cite an individual who made a significant difference for them. Not only must the relationship be present, but tasks need to be referenced in terms of relationships.

For example, rather than talk about going to college, the conversation needs to be about how the learning will impact relationships. One teacher had this conversation with a 17-year-old student who didn't do his math homework on positive and negative numbers.

"Well," she said, "I guess it will be all right with you when your friends cheat you at cards. You won't know whether they're cheating you or not because you don't know positive and negative numbers, and they aren't going to let you keep score, either." He then used a deck of cards to show her that he knew how to keep score. So she told him, "Then you know positive and negative numbers. I expect you to do your homework."

From that time on, he did his homework and kept an A average. The teacher simply couched the importance of the task according to the student's relationships.

Conclusion

Students from generational poverty need direct teaching to build cognitive structures necessary for learning. The relationships that will motivate them need to be established. The hidden rules must be taught so they can choose the appropriate responses if they desire.

Students from poverty are no less capable or intelligent. They simply have not been mediated in the strategies or hidden rules that contribute to success in school and at work.



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Ruby K. Payne, Ph.D., founder and president of **aha!** Process, Inc. (1994), with more than 30 years experience as a professional educator, has been sharing her insights about the impact of poverty – and how to help educators and other professionals work effectively with individuals from poverty – in more than a thousand workshop settings through North America, Canada, and Australia.

More information on her book, *A Framework for Understanding Poverty*, can be found on her website, www.ahaprocess.com.

Editor's note: Ruby K. Payne presents *A Framework for Understanding Poverty*, a two-day workshop, on her U.S. National Tour each year and also has produced accompanying materials. Both are available on her website, www.ahaprocess.com. Also opt-in to **aha!**'s e-mail newsletter for the latest poverty and income statistics [free] and other updates.

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