

Statway Cohort Contract

By signing below, I agree to fulfill the following requirements for participation in Statway, and acknowledge that I understand the requirements for continued enrollment.

Specifically:

- I commit to successfully completing Statway with the members of my cohort.
- I commit to helping all of my cohort members understand statistics and complete Statway.
- I will come to class every day prepared to participate in all classroom activities.
- I will contribute to creating a productive classroom atmosphere that supports everyone learning.
- I will keep an open mind and a positive attitude, and will be willing to try out new learning strategies and study skills.

Printed Name: _____ Signature: _____ Date: _____

Printed Name: _____ Witness: _____ Date: _____

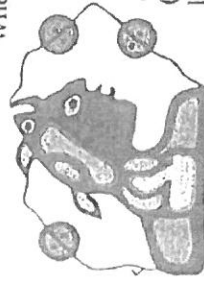
Seven Grandfather Teachings

We have to take care of *Aki* (Mother Earth) or we will not have a home. We must all share in this responsibility. We need to make sure that Mother Earth and everything the Creator gave her will always be here for future generations. Each morning let us remember to greet our Grandmothers and Grandfathers whose spirits are in the many glories that surround us. They taught us, as they had been taught by their elders, how to take care of Mother Earth and each other.

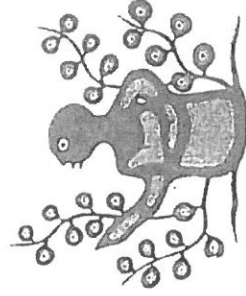
We are straying away from the Teachings given to us. Our young people do not pray and give thanksgiving. We need to know the Teachings of our Grandmothers and Grandfathers to give us direction and balance. Especially our leaders who are young; they need to listen and learn. We need their participation.

To take care of Mother Earth and the community of life, we need to remember the Teachings of the First Elder. The First Elder gave us the gifts of knowledge that he received from the Seven Grandfathers when he was a little boy.

Each Grandfather gave him a great gift. One gave him the gift of *NIBWAAKAAWIN* (Wisdom), and he learned to use that wisdom for his people.

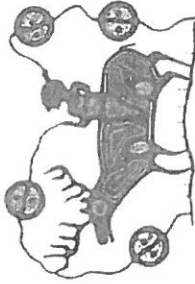


Another gave the gift of *ZAAGIDWIN* (Love), so that he would love his brother and sister and share with them.



The third Grandfather offered the gift of *MANAADJITOWAAWIN* (Respect), so that he would

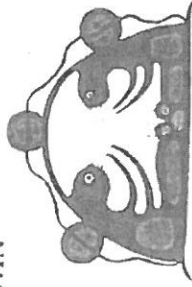
give respect to everyone, all human beings and all things created.



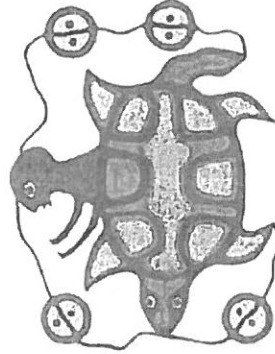
AAKODEWIN (Bravery) was the next gift, the courage to do things even in the most difficult of times.

A fifth Grandfather gave the boy *GWEKOWAADIZIWIN* (Honesty),

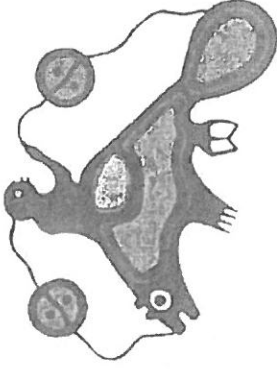
so that he would be honest in every action and provide good feelings in his heart.



Another Grandfather offered *DIBAAADENZIZWIN* (Humility), to teach the boy to know that he was equal to everyone else, no better or no less.



The last gift that was given to the boy was *DEBWEWIN* (Truth). The Grandfather said, "Be true in everything that you do. Be true to yourself and true to your people. Always speak the truth."



The Grandfathers told him, "Each of these Teachings must be used with the rest. You can not have *WISDOM* without *LOVE*, *RESPECT*, *BRAVERY*, *HONESTY*, *HUMILITY*, and *TRUTH*. You can not be honest if you use only one or two of the Teachings, and to leave out one is to embrace the opposite of what the Teaching is."

We should all try to live by the Seven Grandfather Teachings. Sometimes it may be hard to apply all of them daily, but we must try. If we don't practice honesty, we cheat. If we don't practice truth, we will lie. We must go back to the knowledge that the Seven Grandfathers taught the First Elder, who then passed the Teachings on to the next generation, and so on.

The Seven Grandfather Teachings will remind us how to treat one another and our children. Each of us is responsible for taking care of the children and of Mother Earth. The children are the ones who must care for Mother Earth tomorrow, and for the generations to come.

The Seven Teachings

Among our many original instructions as Anishinaabeg, as well as among countless teachings and principles, are the Seven Grandfather Teachings. They were given to the Anishinaabeg to live in a good way, to live without conflict or contradiction, and to live in peace with all of our relations.

They are:

DEBWEWIN:

“To Speak Only to the Extent We have Lived or Experienced.”

Deb: To a certain extent.
We: Sound through speech.
Win: Nominalizer. A way it is done.

It is commonly referred to as “Truth.”

DABASENDIZIWIN:

“To Think Lower of Oneself (in Relation to All That Sustains Us).”

Dabas: Low, Lower.
End: Pertaining to thought.
Izi: State or Condition.
Win: Nominalizer. A way it is done.

It is commonly referred to as “Humility.”

MANAAJI'IDIWIN:

“To Go Easy on One Another”, meaning all of Creation.

Manaaji: To Go Easy on Someone.

Idi: In a Reciprocal Way.

Win: Nominalizer. A Way it is Done.

It is often referred to as “Respect.”

ZAAGI'IDIWIN:

“Unconditional Love Between One Another”, meaning all of Creation - including human seen and unseen, of yesterday, today, and tomorrow.

Zaag: To Emerge, to Come Out, to Flow Out.

Idi: In a Reciprocal Way.

Win: Nominalizer. A Way it is Done.

It is commonly referred to as “Love.”

GWAYAKWAADIZIWIN:

“To Live Correctly and with Virtue.”

Gwayak: Correctly, Straightly, and Rightly.

Aadizi: He/She Lives.

Win: Nominalizer. A way it is done.

It is commonly referred to as “Honesty.”

ZOONGIDE'EWIN:

“To Live with a Solid, Strong Heart.”

Zoongi: Solid, Strong.

De'e: A Form of “Heart.”

Win: Nominalizer. A Way it is Done.

It is commonly referred to as “Bravery” or “Courage.”

NIBWAAKAWIN:

“To Live with Vision”

Waa: Pertaining to Sight.

Kaa: An Abundance

Win: Nominalizer. A way it is done.

It is commonly referred to as “Wisdom.”

Through our teachings and original instructions, including the Seven Grandfather Teachings, the Anishinaabeg seek [Mino Bimaadiziwin](#). Mino Bimaadiziwin, the Good Life, describes a way of living in a good way, in a respectful relationship to all our relatives, and establishes a framework for Anishinaabe to live by which our ancestors envisioned as we make our way through this life.

The Statistics Cohort Contract

By signing below, I agree to fulfill the following requirements for participation in the Statistics course, and acknowledge that I fully understand the obligations that were designed and agreed upon by me and my fellow classmates in accordance with Ojibwa's Seven Grandfather Teachings.

Specifically:

I will honor the teaching WISDOM by listening to our elders, following the "good path" while helping others to do the same; being able to "speak well" and "take well".

I will honor the teaching LOVE by sharing what I can with others and reaching out to help those in need, by engaging in big/small acts of kindness, and by being loving to myself.

I will honor the teaching RESPECT by paying attention and eliminating distractions like cellphones, by coming to class on time, and by recognizing that everyone learns at their own pace.

I will honor the teaching BRAVERY by asking questions and coming to class even if my assignments are not complete, and by doing my part to keep me and other students accountable.

I will honor the teaching HONESTY by being honest with myself, being sincere with my classmates, and living virtuously.

I will honor the teaching HUMILITY by working with others without judgement, allowing others to take the lead at times, and following the code of conduct.

I will honor the teaching TRUTH by accepting that we all come with our own history, our own baggage, and that yours is as valid and important as mine.

Printed Name: _____ Signature: _____ Date: _____

Printed Name: _____ Witness: _____ Date: _____

Printed Name: _____ Witness: _____ Date: _____

Lesson: Poverty and Race in the U.S.

What does it mean to be poor in the United States? What are racial stereotypes about poverty? Studies show that media portrayal of poor people tends to over represent the proportion of blacks among the poor. As a result, polls show that over half of all U.S. citizens believe that the majority of poor people are black.

1. Do you think this image is accurate? How do you think we could explore this?

According to the U.S. Census Bureau, there is a specific definition of poverty used by United States government. Each year the Census Bureau sets poverty levels. Depending on the size of a family, there is a specific amount of income, called the **poverty threshold**, below which a family is considered poor. For this lesson, we are going to look at poverty among all U.S. citizens using data from 2015. For example, the poverty threshold for a family of four in 2015 was \$24,250.

TRY THESE

The **poverty rate** is the percentage of people who are poor according to the Census Bureau definition. In other words, the **poverty rate** is the percentage of people whose income falls below the poverty threshold. The following table gives the actual poverty rates from 2015 for U.S. citizens broken down according to categories used by the US Census Bureau (US Census Bureau, 2016).

2. Check out the poverty rates in this table. What do you notice?

| U.S. Poverty Rates by Race | |
|----------------------------|--------------|
| Race | Poverty Rate |
| Black | 26% |
| White | 11% |
| Other People of Color | 19% |

3. If we look at a random sample of poor U.S. citizens, what do you think would be the racial make-up of that sample? Specifically, if we sampled 100 poor U.S. citizens, how many of them would you expect to be in each of the categories?

| 100 Poor U.S. Citizens | |
|------------------------|------------------|
| Race | How Many People? |
| Black | |
| White | |
| Other People of Color | |
| TOTAL | 100 |

NEXT STEPS

To find out how good your estimates in Question 12 are, we need to evaluate the percentage of poor people who are from each category. First, we need to know the racial make-up of the entire population. From the Census Bureau (FederalSafetyNet.com, 2016) we have the following.

| Percent of total population by race | |
|--|----------------|
| Race | Percent |
| Black | 13% |
| White | 62% |
| Other People of Color | 25% |

4. Now, imagine a hypothetical population of 10,000 U.S. citizens. Out of these 10,000 U.S. citizens, how many would be Black? Remember, from the table on the previous page, 13% of U.S. citizens are Black. What is 13% of 10,000? Write this number in the “total” column of the row for Black.

| | Poor (Below Poverty Line) | Not Poor (Above Poverty Line) | Total |
|-----------------------|--------------------------------------|--|---------------|
| Black | | | |
| White | | | |
| Other People of Color | | | |
| Total | | | 10,000 |

5. Complete the “total” column for each of the other groups in the table above.
6. Remember that the poverty rate for Blacks is 26%. So, calculate 26% of the total number of Blacks and enter this number in the “poor” column in the row for Blacks.
7. Complete the “poor” column for each of the other groups in the table above.
8. Use subtraction to complete the “not poor” column in the table.
9. Use addition to calculate the totals for each of the “poor” and “not poor” columns.

10. How many in our population of 10,000 are poor? How many of the poor people are Black? So, what percent of the poor people in our population are Black? Divide the number of poor Black people by the total number of poor people. Put this percent in the table below.

| Percent of Poor Population by Race | |
|------------------------------------|---------|
| Race | Percent |
| Black | |
| White | |
| Other People of Color | |

11. Complete the rest of the table above.

12. How do your estimates in Questions 3 compare to the percentages above?

13. Which groups are overrepresented among the poor? Which groups are underrepresented among the poor? *Hint: Compare the tables that show the percent of total population by race to the percent of poor by race.*

14. Which group is the biggest among the poor? Which group is the smallest among the poor?

15. What are the social justice implications of this analysis?