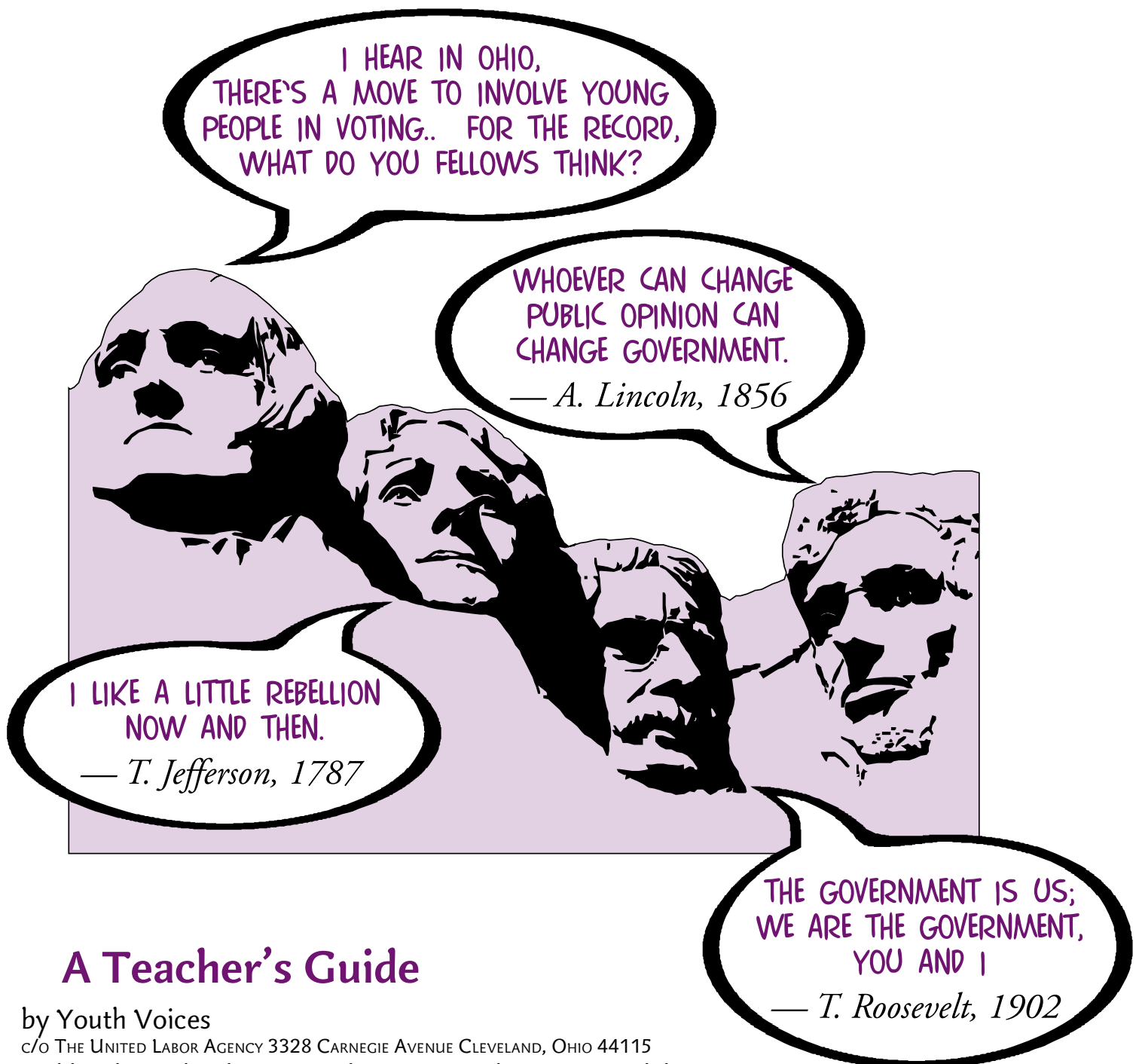


# A TEACHABLE MOMENT

## The Minimum Wage and the Youth Vote



### A Teacher's Guide

by Youth Voices

C/O THE UNITED LABOR AGENCY 3328 CARNEGIE AVENUE CLEVELAND, OHIO 44115

and by the Columbus Annenberg Civic Education Model

## THANK YOU

- To the New World Foundation who provided financial support for A Teachable Moment
- To Greg Claus, intern for Policy Matters Ohio, who researched much of the economic and historical material.
- To Ari Klein, math teacher at Cleveland Heights High who contributed the math lesson.



Students from Columbus East High and their teachers Martha McFerran and Michael Hicks meet with Pat Frost Brooks, OEA Vice-president, Pierette Talley, Ohio AFL-CIO leader, and Senate Minority Leader CJ Prentiss before they present their petitions at the steps of the capitol as they “described the ways in which government has been shaped by the influence of political parties and interest groups with emphasis on labor legislation.” (Benchmark A)



Over 100 high school students from across Ohio presented their petitions on the capitol steps to Ohio political, religious, and labor leaders. Over 300 students collected minimum wage signatures as they “analyze ways people achieve governmental change including political action, social protest, and revolution” (Benchmark A: Citizen Rights and Responsibilities)

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## AUTHORS

- **Michael Charney** retired after teaching social studies in the Cleveland schools for 32 years. He has written teachable moment teachers guides for desegregation, African centered/multicultural education, the Ohio Graduation Test, teacher curriculum leadership, teacher union transformation, and school funding. He can be reached at [michaelctu@aol.com](mailto:michaelctu@aol.com) and at 216-548-4059.
- **Doreen Uhas Sauer** is the Project Director for the Columbus Annenberg Civic Education Model. Call her at 614-365-8800.

## A TEACHABLE MOMENT: Using the minimum wage to increase the youth vote

### Fellow teacher:

**W**e have produced this teacher's guide to encourage Ohio teachers to engage their students in a short teachable moment. On November 7, Ohio voters will decide whether to support or oppose a state constitutional amendment to raise Ohio's minimum wage from the federal minimum of \$5.15/hr. to \$6.85/hr., indexed to inflation.

From January through May, 2006, students across Ohio researched the history of the minimum wage, explored reasons for support and opposition, and made up their own minds about a petition drive to put the issue on the ballot this fall. Those students who chose to support the petition initiative found it an exciting issue which captured their academic attention, and helped them become engaged in the larger society. Some students formed their own organizations, steering committees, and speakers' bureaus. Others created petition strategies, wrote editorials and even performed poetry.

The minimum wage issue:

- Can be used in Ohio's classrooms to teach basic social studies, math, and English concepts,
  - Can engage high school students, who are not yet eligible to vote but who are in the workforce, to increase the vote of their voter-eligible peers, and
  - Can increase opportunities for young people's voices to be heard.
- However, the window of opportunity will close right after Election Day. The centerpiece of the teacher's guide is an Interview Project which poses the question: "What would

government do if young people voted at the same rate as older citizens?" The students will interview at least 10 voter-eligible young people about past and present voting behavior and whether the minimum wage amendment in Ohio will make them more or less likely to vote.

Following the interviews, leadership conferences for students will be held so they can analyze their findings and release them to the media. High school students who do interviews will also have the opportunity to form telephone and email "trees" to remind their interviewees to vote.

If 50 high school teachers motivate 50 students to each interview 10 voter-eligible young people, 25,000 interviews will take place. This is more than enough for significant media interest with the students' work.

Most important, high school students will acquire skills which create highly effective citizens:

- The ability to gather research on an issue from a variety of sources,
- The ability to speak and communicate effectively,
- The ability to analyze data and present findings, and
- The ability to create and hold press conferences.

There are also opportunities for creative expressions such as poetry slams and a poetry contest. We hope to capture the incredible creative talent of high school students so that the adult community can learn and be inspired from their energy and insights.

We have also arranged a variety of factual research material in order for teachers to explore the issue in their

own way — FAQs, a chronology, political cartoons, and exact ballot language.

We present essays which both support and oppose the minimum wage amendment — one from the Buckeye Institute, an Ohio-based libertarian think tank — and one from Policy Matters Ohio, a research organization focusing on issues of wages, work and the economy. In addition, there are statements on the issue from the Democratic and Republican candidates for governor and U.S. senator.

For math teachers and others, there is a lesson comparing the rate of inflation to growth in the minimum wage.

No teacher's guide in Ohio can be complete without connecting the Ohio Academic Content Standards, the Benchmarks, and Grade-Level Indicators to the minimum wage issue. The relevant standards in the Social Studies content areas, grades 9-12, are included. For further research, websites, which support and oppose the issue, are included.

Though we can send a representative to your class to help teach one of the lessons, the hope is that teachers across Ohio will see the importance and immediate relevance of engaging their students in this teachable moment, offering them an opportunity to engage in authentic citizenship skills.

Feel free to contact either of us.

*Michael Charney*

Youth Voices for Economic Justice

*Doreen Uhas Sauer*

Project Director, Columbus Annenberg Civic Education Model

# LESSON PLAN

## THE STUDENT INTERVIEW PROJECT:

### What would government look like if young people voted at the same rate as older people?

**I**n 2004 the percentage of young people voting jumped significantly after three decades of decline. Over 50% of people aged 18-24 voted during that presidential year, compared to over 66% of older voters.

In Ohio in 2002 (the last election for governor) only 19% of young people voted, compared to 36% of the population at large. The rate is even lower for those who never attend college.

What can be done to change this? The research is clear: **1.** Contact by another young person is the best strategy to motivate other young people to vote. **2.** Face-to-face contact is the best form of contact. **3.** Young people need an issue to motivate them.

The Interview Project is aimed at developing the interview ability and leadership skills of your students — as well as increasing the number of young people who vote in November.

#### **First Step: What Do Your Students Think About Voting?**

Lead a discussion about young people and voting: why do young people vote at such a lower rate than older people? (see *Thought Questions* below)

#### **Second Step: Doing the Interviews**

Use the questionnaire on the next page. Subjects must be voter-eligible and aged 18 and 29. A subject can only be interviewed once.

**Contact information is important so that students can get back in**

**touch with interviewees before the election.** Most questions are yes-or-no, so that data can be analyzed and presented to the media in a student-led press conference.

Please make three copies of each interview forms— one for yourself, one for the student who did the interview, and one to be sent to Youth Voices, c/o The United Labor Agency, 3328 Carnegie Ave., Cleveland, OH 44115.

#### **Third Step: Identifying a Few Students for a Youth Conference**

Before the interviews have been completed, please identify a few students who will tabulate the results. We will hold leadership conferences for these students in mid to late September where they will learn to interpret results and how to develop press releases and summaries for the media. Wherever students follow through, we will hold student-led press conferences to announce the results. We will get back to you with locations of the leadership conferences.

*We have included a copy of a voter registration form in this guide. This form can be photocopied. Teachers are exempt from the new rules of Ohio House Bill 3 that require the forms to be returned within 10 days. High school students may hand the form to someone who is not registered — but it will be up to that person to follow through. NOTE: Due to all the new Ohio rules, please err on the side of getting voter interviews, not voter registrations. The labyrinth of*

*rules for voter registration may present an ongoing obstacle.*

#### **Fourth Step: Follow-up**

After the press conferences (early October), we will ask every student (in late October) to personally call or talk to the interviewee to remind that person to vote.

**By pointing out the minimum wage ballot amendment, making face to face voter contact, and then following up with a personal communication, we hope to increase the youth vote.** Students will also be able to learn about the media when they hold their press conference.

#### **Thought Questions for students as they prepare to interview**

1. Why are young people less likely to vote compared to older people?
2. Why did the youth vote increase in 2004 after decades of decline?
3. Why are college educated young people more likely to vote than young people without college?
4. Why is face-to-face contact by another young person considered the most effective motivator of young people to vote?
5. How might elected lawmakers and the governor act differently if the youth vote increased a great deal? Give answers based on what state and federal government do.
6. List ten people, ages 18-29, who you may consider interviewing.



## THE YOUTH VOTE: AGES 18-29

Name of student doing the interview \_\_\_\_\_  
School \_\_\_\_\_ Teacher \_\_\_\_\_  
Student phone \_\_\_\_\_ Email \_\_\_\_\_

**Hello, I am part of a statewide project to interview young people about their voting behavior. The interview will take only five minutes. We are interested in finding out about your views on voting — not about whom you may vote for.**

**May I ask you some questions?**

**I need to find out some information about you first.** *(Complete the contact information or ask them as questions.)*

Name \_\_\_\_\_ (print)  
Age \_\_\_\_\_ Address \_\_\_\_\_  
City \_\_\_\_\_ Zip \_\_\_\_\_  
Phone \_\_\_\_\_ Email \_\_\_\_\_

1. Did you vote in the 2004 presidential election? ..... ☐ Yes ☐ No ☐ Too young
2. Did you vote four years ago in the governor's election? ..... ☐ Yes ☐ No ☐ Too young
3. Are you presently registered to vote? ..... ☐ Yes ☐ No
4. If you are not registered to vote, would you like to register?  
*(If yes, please hand them a registration form and indicate that they can complete it and return it on their own.)*
5. Did you vote in the May, 2006, primary this spring? ..... ☐ Yes ☐ No
6. Do you plan to vote in the November, 2006, election? ..... ☐ Yes ☐ No ☐ Not sure
7. Do you know the names of the Republican and Democratic candidates for governor?  
☐ No ☐ Only Blackwell ☐ Only Strickland ☐ Knew both names
8. Did you know there is a constitutional amendment on the November ballot to raise Ohio's minimum wage from \$5.15/hr. to \$6.85/hr and then index the wage to inflation?  
If passed, the increase would take effect in January, 2007. .... ☐ Yes ☐ No
9. Will the minimum wage issue make you less likely to vote, more likely to vote, or have no influence?  
☐ More likely ☐ Less likely ☐ No influence
10. Thank you for your time. I may be getting in touch with you in a few weeks to remind you to vote.  
Do you have any comments you would like to make about the upcoming election?

## MAKING WORK PAY:

### Frequently Asked Questions about the Minimum Wage

#### 1. What changes will take place if the minimum wage ballot amendment is passed by the voters in November?

- Ohio's minimum wage will increase to \$6.85 an hour in January, 2007 from the present minimum wage of \$5.15 an hour. Each year the minimum wage will increase based on the rate of inflation.

#### 2. Why are the supporters of the minimum wage placing this change in the Ohio Constitution and not trying to pass a law in the Ohio General Assembly?

- State Senator CJ Prentiss offered a bill to raise Ohio's minimum wage during this session of the Ohio General Assembly. Her bill did not receive a vote in the Senate committee so she organized a statewide coalition to gather official signatures to change the Ohio Constitution. Ohio law requires at least 322,000 valid signatures of registered voters to place a constitutional amendment on the Ohio Ballot. Ohioans for a Fair Minimum Wage submitted 767,000 signatures to the Ohio Secretary of State on August 8, 2006.

#### 3. Who would be affected by this increase in the Ohio minimum wage?

- About three quarters of those affected (74%) are age 20 or older.
- 28% are married and about one in five is a parent. Approximately 253,000 Ohio children have a parent who would see a raise under this proposal.
- Families with workers who would see a raise rely on those workers for more than half of the families' weekly earnings, on average?
- In 38% of the affected families, those workers provide the entire weekly earnings.
- The vast majority (78%) work at least 20 hours a week; 43% work full time.
- 58% are women and 42% are men.
- Directly affected are 297,000 workers who currently earn less than \$6.85.
- An additional 423,000 are indirectly affected-already earning at least \$6.85 but likely to still get a modest increase as employers adjust pay scales to accommodate raises for minimum wage employees.

#### 4. When was the last increase in the federal minimum wage?

- In 1997 the federal minimum wage increased to \$5.15 an hour.

#### 5. When was the last increase in Ohio's minimum wage?

- The Ohio General Assembly increased the minimum wage in March, 2006 from \$4.25 an hour for employees not covered by the federal minimum wage to \$5.15 an hour

#### 6. What are the two major reasons that some people oppose increasing the minimum wage?

- Some people support the concept of laissez faire capitalism where they do not support the government interfering in the economy. Others are concerned that employers will not employ as many workers if the minimum wage increases.

## POLITICALLY CORRECT

by Jim Huber



BOB THE STICK ISSUE 06



## POLICY MATTERS OHIO

WWW.POLICYMATTERSOHIO.ORG

### Keeping it Real: Why Ohio Needs a Raise

*By Amy Hanauer*

For 68 years, the minimum wage has been an important part of an economy that works for all Americans. The federal government has let the minimum wage deteriorate in real value to its lowest point in more than 50 years. Although Congress hasn't raised the minimum wage since 1997, more than 20 states have acted to raise their minimum wage above the \$5.15 federal level.

The \$5.15 an hour minimum wage leaves Ohio workers and their families deep in poverty. Ohio may be poised to join the states that have decided workers deserve better.

The proposal on this November's ballot will raise wages for about 14% of Ohio's workforce, 719,000 workers. Directly affected are 297,000 workers who currently earn less than \$6.85. Another 423,000 are indirectly affected - already earning at least \$6.85 but likely to still get a modest increase as employers adjust pay scales.

Those earning under \$6.85 will get an 80 cent raise, and those earning more than \$6.85 will get a 26 cent raise. A minimum wage increase won't make anyone rich, but it would mean a lot to people working at these wages. Some details about who would gain:

- . More than 250,000 Ohio children have a parent who will benefit.
- . Families rely on these workers for more than half of family earnings, on average.
- . In 38% of affected families, these workers provide the entire family earnings.
- . Most (78%) work at least 20 hours a week; 43% work full time.
- . About three quarters (74%) are age 20 or older.

In addition to improving incomes of low-wage workers, a higher minimum wage is consistent with a thriving economy. Comparing high and low minimum wage states, between 1997 and 2003:

- . Overall employment grew as much or more in states with a higher minimum wage.
- . Small business payroll grew 19% in higher wage states vs. 13.6%.
- . Small business employment grew 40% more in high minimum wage states.
- . The number of small businesses grew more in higher minimum wage states.

The numbers above count states according to their population, but high minimum wage states also did better if we counted each state equally.

Analysts cite many reasons why high minimum wage states might do better - employees turn over less, recruitment costs go down and productivity and attendance go up. The fact that workers have more money in their pockets might also be helpful to the retail and restaurant establishments that are at the heart of so many communities.

Restoring a more adequate minimum wage will generate raises for 719,000 Ohio workers and help our state again value work and workers. The federal government has let the minimum wage erode to its lowest level in more than fifty years. Joining the many states that have set a higher standard will help put Ohio back on the economic high road.





## **Viewpoint: Raising the Minimum Wage Will Lower the Number of Jobs in Ohio**

*By: Matthew Carr*

This fall, Ohio's voters may find a proposal to raise the minimum wage in our state from \$5.15 to \$6.85 an hour, with an annual increase tied to the rate of inflation, on their ballots. Proponents have claimed that this will help the poor, that it is the moral thing to do. But all of the research shows that the opposite happens when you raise the minimum wage: job growth slows and those harmed most are the poor.

Proponents argue that "wages are a bedrock moral issue. Wages reflect our personal values and our nation's values. Wages reflect whether we believe workers are just another cost of business—like rent, electricity or raw materials—or human beings with inherent dignity, human rights and basic needs such as food, shelter and health care."

The empirical evidence shows that if their amendment passes they will soon find that what they thought was a silver bullet prescription for pulling up Ohio's working poor is actually extremely detrimental to the lives of those very workers.

The Joint Economic Committee of the United States Congress released a report on the impact of raising the minimum wage. They could not have been clearer. "All credible research has come to the same conclusion: raising the minimum wage hurts the poor. It takes away jobs, keeps people on welfare, and encourages high-school students to drop out."

Put simply, laws designed to increase the minimum wage are perhaps the worst, the most perniciously anti-poor laws conceivable.

Compounding this problem further, the proposed increase would be written into the Ohio Constitution. Even after the disastrous consequences of this proposal have manifested themselves in the form of lower job growth and an increase in the number of people escaping our state, nothing could be done about it until another ballot proposal made its way to voters.

To understand why this proposal would be so disastrous simply requires looking beyond the emotional appeals of minimum wage increase proponents. Basic economics is where the truth lies.

When the price of something increases, people demand less of it. As gas prices have soared, people drive less. As the cost of employing low-wage workers increases, employers will hire fewer of them.

There are also hard numbers to support the theories. In 1990 and 1991, Congress raised the minimum wage from \$3.35 to \$4.25 an hour, an increase of about 27%. Under the proposed increase in Ohio, by 2017 the minimum wage will have increased by about 28%.

Economists from the University of Chicago and Texas A&M University found that the minimum wage increase led to employment reductions among 15-19 year old males of 15.6% and among females in the same age group of 13%. Among 20-24 year old males the employment reduction was 5.7% and among females it was 4.2%.

For high school dropouts aged 20-54, the effect of the wage increase was to reduce employment for females by 5.2% and for males by 3.1%.

These employment reductions occurred exactly where one would expect them to when the minimum wage is increased, among the young and the poor.

There are a lot of ways that our state can help support our less fortunate citizens. Increasing the minimum wage, and then indexing it to inflation for further annual increases, certainly is not one of them.

Matthew Carr is the Education Policy Director at the Buckeye Institute for Public Policy Solutions and editor of the Buckeye Institute Weekly Digest.

# CANDIDATES

## FOR GOVERNOR OF OHIO

### **Ken Blackwell (Republican)**

“This amendment might put a minimum wage mother’s wage at risk, though, because employers could shift work to neighboring states with lower minimum wages.”



### **Ted Strickland (Democrat)**

“It is morally unacceptable that so many Ohioans work hard but find themselves in poverty. I believe that increases to our state and federal minimum wages are fundamentally moral as well as economic issues. When people work hard to earn a living, they deserve an increase in wages that will enable them to take care of themselves and their families. Hundreds of thousands of Ohioans stand to benefit from an increase in our minimum wage. As a member of Congress, I have personally returned thousands of dollars in pay raises. I believe that it is shameful for members of the legislature to get automatic increases in their salaries without even allowing a vote for an increase in the federal minimum wage, which has not been increased since 1997.”

## FOR UNITED STATES SENATE

### **Mike DeWine (Republican)**

Supports Ohio’s ballot initiative to raise the minimum wage, and has supported other increases in the minimum wage while serving in the U.S. Senate.



### **Sherrod Brown (Democrat)**

“I am making the minimum wage issue an important part of my campaign. It is unacceptable that someone can work full-time — and work hard — and not be able to lift their family out of poverty. A hard day’s work should mean a fair day’s pay. Raising the Ohio minimum wage will help more than 700,000 Ohioans — 250,000 of them children.”

## MINIMUM WAGE

1. Determine the annual income for a person working at minimum wage of \$5.15 per hour, 40 hours per week, 50 weeks per year.
2. In 1997 the federal minimum wage was \$5.15 per hour. While inflation was approximately 3% per year the minimum wage rate stayed the same. Make a table showing what the minimum wage would be through 2010 if there were a cost of living adjustment every year of 3% to keep up with inflation.
3. Add columns onto your table that compute annual incomes based on the two different models; the flat rate and with cost of living increases. (See Table 1 for an example)

Year	Actual Minimum Wage	Minimum Wage using 3% cost of living increases	Annual income based on Actual Minimum Wage	Annual income based on cost of living increases
1997	\$5.15	\$5.15	\$10,300	\$10,300
1998	\$5.15	\$5.30	\$10,300	\$10,600
1999	\$5.15	\$5.46	\$10,300	\$10,920

**Table 1**

*Note: If you come up with different values for the last column, discuss why. It is possible that the answer lies in the technology you are using. Have you relied upon a value that was computed and stored, even though you are displaying a rounded value?*

4. Create one graph with annual income for each rate on the vertical axis and years from 1997 on the horizontal axis. Make sure to label your graph with all appropriate titles. Also makes sure that you have a suitable scale that has regular increments for each axis.
5. Would you classify the two graphs as Linear, Quadratic, Cubic, or Exponential. Explain why.
6. Determine an equation for each of the models.

### 7. Extension

*As defined by the Office of Management and Budget and updated for inflation using the Consumer Price Index, the average poverty threshold for a family of four in 2004 was an income of \$19,307; for a family of three, \$15,067; for a family of two, \$12,334; and for unrelated individuals, \$9,645.*

[http://www.census.gov/Press-release/www/releases/archives/income\\_wealth/005647.html](http://www.census.gov/Press-release/www/releases/archives/income_wealth/005647.html)

Use the information concerning poverty rates from the US Census Bureau for a family of three in 2004. Determine what the cost of living from 1997 should have been to keep a family above the poverty rate.

### Grade 9 Algebra Standards

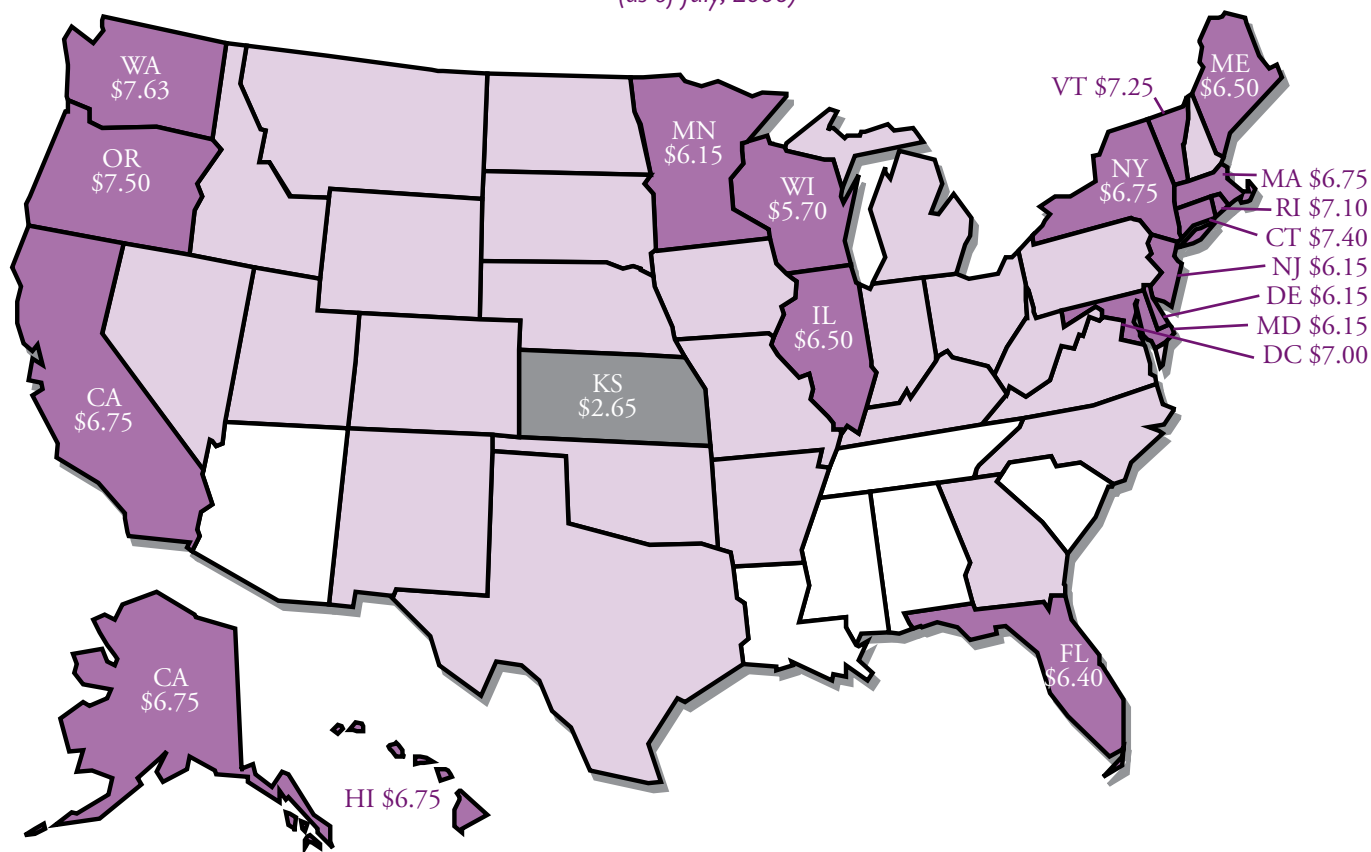
- OH PFA 2: Generalize patterns using functions or relationships (linear, quadratic and exponential), and freely translate among tabular, graphical and symbolic representations.
- OH PFA 3: Describe problem situations (linear, quadratic and exponential) by using tabular, graphical and symbolic representations.
- OH PFA 7: Use formulas to solve problems involving exponential growth and decay.
- OH PFA 8: Find linear equations that represent lines that pass through a given set of ordered pairs, and find linear equations that represent lines parallel or perpendicular to a given line through a specific point.
- OH DAP 2: Create a scatterplot for a set of bivariate data, sketch the line of best fit, and interpret the slope of the line of best fit.

### Grade 11 Algebra Standards

- OH PFA 1: Identify and describe problem situations involving an iterative process that can be represented as a recursive function; e.g., compound interest.
- OH PFA 2: Translate a recursive function into a closed form expression or formula for the  $n$ th term to solve a problem situation involving an iterative process; e.g., find the value of an annuity after 7 years.

## HOW THE STATES STACK UP

(as of July, 2006)



- States with minimum wage rates higher than the Federal
- States with minimum wage rates the same as the Federal
- States with no minimum wage rate
- States with minimum wage rates lower than the Federal



## WHAT'S "MINIMUM" — FROM 1912 TO 2006

**1912**

Massachusetts establishes the first minimum wage law in the country.

**1913**

Wisconsin, Minnesota, Washington, Oregon, California, Colorado, Nebraska, and Utah are quick to follow Massachusetts's lead and enact their own minimum wage laws. All state laws apply only to women and minorities.

**1933**

To get the country back on its feet after the Great Depression, President Franklin Roosevelt creates a series of social programs called the "New Deal." Part of the New Deal creates the National Recovery Administration which works to create worker's rights. The National Industrial Recovery Act creates the first ever national minimum wage of 25¢ per hour, sets a maximum workweek of 35-40 hours, and abolishes child labor.

**1935**

The U.S. Supreme Court rules that the minimum wage was unconstitutional in the court case *Schechter Poultry v. United States*.

**1938**

The Fair Labor Standards Act (FLSA) creates a national minimum wage. Congress sets the wage floor for all workers at 25¢ per hour (\$3.22 in 2005 dollars) and sets standards for overtime pay and child labor. For the first time, men are included in the wage laws.

The original plan for the FLSA is

that a commission will be established to review the minimum wage and make recommendations to raise it when necessary, based on the cost of living. However, this idea is thrown out, and the final version of the FLSA law has no rules for updating the minimum wage over time. This leaves Congress to raise the minimum wage sporadically.

**1939**

Wage is raised to 30¢ for all workers.

**1968**

The minimum wage has the highest value ever. Although the wage is valued at \$1.60/ hour in 1968, when adjusted for inflation the wage is the equivalent of \$9.12/hour in 2005 dollars.

**1997**

The most recent time Congress raises the minimum wage — to \$5.15.

**1997-2006**

For nine years the minimum wage has not been raised. For a family of three, the minimum wage of \$10,700, set in 1997, is now more than \$5,000 below the federal definition of poverty. In that same time, a lawmaker's salary rises by \$31,600 — more than 20 percent — while the purchasing power of a minimum-wage earner deteriorates by 20 percent.

**2005**

**January** — Ohio Senate Minority Leader CJ Prentiss introduces legislation to raise Ohio's minimum wage to \$6.15 an hour in one year, to \$7.15 an

hour the next year and then index the raise to inflation.

**June** — John Edwards, candidate for Vice President in 2004, joins hundreds of minimum wage supporters in Cleveland and Columbus to announce plans for a campaign for a constitutional amendment.

**2006**

**March** — Ohio's Republican-dominated legislature raises Ohio's minimum wage from \$4.25 an hour to the federal \$5.15 an hour.

**May** — One hundred high school students from across Ohio presents their petitions to Ohio political, labor, and religious leaders.

**August** — A statewide coalition including Senator Prentiss, the Ohio AFL-CIO, the religious group Let Justice Roll, and the community organization ACORN collect over 767,000 signatures to place a constitutional amendment on the November ballot to raise Ohio's minimum wage to \$6.85 an hour and then index that increase to inflation every year. The Ohio Federation of Independent Business Owners and the Restaurant Association vow to oppose the increase. **Ohio voters will decide on November 7 the fate of this amendment.**

# STANDARDS & BENCHMARKS

## AND THE OHIO MINIMUM WAGE

### History 9-10

**Benchmark B:** Explain the social, political, and economic effects of industrialization:

- Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on . . . laissez-faire policies . . . standard of living

**Benchmark F:** Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:

- Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on . . . the linkages between the civil rights movement and movements to gain justice for other minority groups.

### People in Societies 11-12

**Benchmark A:** Analyze how issues may be viewed differently by various cultural groups

- Analyze proposed solutions to current issues from the perspectives of diverse groups

**Benchmark B:** Identify the cause of political, economic, and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts

- Identify and analyze governmental policies that enable individuals of different cultures to participate in the US society and economy

### Economics 9-10

**Benchmark B:** Explain how the US government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability:

- Demonstrate how the US governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses

### Economics 11-12

**Benchmark A:** Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices:

- Explain the impact of inflation on economic behavior

- Compare how values and beliefs influence economic decisions in different communities

- Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources

**Benchmark B:** Identify factors which inhibit or spur economic growth and cause expansions or recessions:

- Identify factors that cause changes in economic growth, including the effects of supply and demand on the labor market
- Use the circular flow model to explain the flow of money, goods, services, and productive resources in the economy

**Benchmark D:** Analyze the role of fiscal and regulatory policies in a mixed



Students “prepare a plan of action that defines a community issue and suggest alternative solutions” (Ohio Benchmark A: Citizen Rights and Responsibilities 11-12)

economy:

- Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences



## Government 9-10

**Benchmark A:** Evaluate, take, and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today:

- Analyze the actions of the US government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good
- Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution



## Citizenship Rights and Responsibilities 9-10

**Benchmark A:** Analyze ways people achieve governmental change, including political action, social protest, and revolution:

- Analyze how governments and groups have used propaganda to influence public opinion and behavior
- Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on . . . labor legislation . . . business legislation



## Citizenship Rights and Responsibilities 11-12

**Benchmark A:** Evaluate various means for citizens to take action on a particular issue:

- Analyze historical and contemporary examples of citizen movements to bring about political change

- Choose an effective methods of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances
- Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic
- Prepare a plan of action that defines a community issues and suggest alternative solutions or sources of action based on appropriate criteria

**Benchmark B:** Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy:

- Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including . . . becoming informed on public issues . . . voting . . . taking action on public issues



## Social Studies Skills and Methods 9-10

**Benchmark A:** Evaluate the reliability and credibility of sources

- Detect bias and propaganda in primary and secondary sources of information
- Evaluate the credibility of sources for . . . consistency of arguments . . . unstated assumptions . . . bias
- Analyze the reliability of sources for . . . accurate use of facts . . . adequate support of statements
- Determine the credibility of sources by considering the following . . . qualifications and reputation of the writer . . . agreement with other credible sources . . . accuracy and consistency of sources

**Benchmark B:** Use data and evidence to support or refute a thesis:

- Analyze one or more issues and present a persuasive argument to defend a position

**Benchmark A:** Obtain and evaluate information from public records and other resources related to a public policy issue:

- Identify a current public policy issue and arguments relative to the issue
- Determine criteria by which arguments will be judged
- Identify advocacy groups and obtain public policy information they produce
- Adjust a research question or topic based on information obtained while conducting research
- Obtain and evaluate information from public records and other resources related to a public policy issue

**Benchmark B:** Critique data and information to determine the adequacy of support for conclusions:

- Choose a position on an issue and develop a rationale for that position
- Critique the conclusions drawn from survey and research data by questioning . . . sampling size . . . demographics
- Research an issue or topic by gathering, recording, evaluating, and interpreting relevant data

**Benchmark C:** Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue:

- Develop a research project and make formal presentations to the class and/or community members
- Respond to questions and feedback about presentations knowledgeably and civilly

**Benchmark D:** Work in groups to analyze an issue and make decisions

- Build consensus within a group by . . . finding points of agreement . . . identifying points individuals are willing to concede . . . making sure that all voices are heard . . . attempting to understand the view of others
- Engage in group work on issues-analysis and decision-making

# BALLOT LANGUAGE

## FULL TEXT OF PROPOSED AMENDMENT

### THE OHIO FAIR MINIMUM WAGE AMENDMENT

*Be it Resolved by the People of the State of Ohio that Article II, Section 34a of the Ohio Constitution is hereby enacted as follows:*

#### ARTICLE II, SECTION 34a

Except as provided in this section, every employer shall pay their employees a wage rate of not less than six dollars and eighty-five cents per hour beginning January 1, 2007. On the thirtieth day of each September, beginning in 2007, this state minimum wage rate shall be increased effective the first day of the following January by the rate of inflation for the twelve month period prior to that September according to the consumer price index or its successor index for all urban wage earners and clerical workers for all items as calculated by the federal government rounded to the nearest five cents. Employees under the age of sixteen and employees of businesses with annual gross receipts of two hundred fifty thousand dollars or less for the preceding calendar year shall be paid a wage rate of not less than that established under the federal Fair Labor Standards Act or its successor law. This gross revenue figure shall be increased each year beginning January 1, 2008 by the change in the consumer price index or its successor index in the same manner as the required annual adjustment in the minimum wage rate set forth above rounded to the nearest one thousand dollars. An employer may pay an employee less than, but not less than half, the minimum wage rate required by this section if the employer is able to demonstrate that the employee receives tips that combined with the wages paid by the employer are equal to or greater than the minimum wage rate for all hours worked. The provisions of this section shall not apply to employees of a solely family owned and operated business who are family members of an owner. The state may issue licenses to employers authorizing payment of a wage rate below that required by this section to individuals with mental or physical disabilities that may otherwise adversely affect their opportunity for employment.

As used in this section: “employer,” “employee,” “employ,” “person” and “independent contractor” have the same meanings as under the federal Fair Labor Standards Act or its successor law, except that “employer” shall also include the state and every political subdivision and “employee” shall not include an individual employed in or about the property of the employer or individual’s residence on a casual basis. Only the exemptions set forth in this section shall apply to this section.

An employer shall at the time of hire provide an employee the employer’s name, address, telephone number, and other contact information and update such information when it changes. An employer shall maintain a record of the name, address, occupation, pay rate, hours worked for each day worked and each amount paid an employee for a period of not less than three years following the last date the employee was employed. Such information shall be provided without charge to an employee or person acting on behalf of an employee upon request. An employee, person acting on behalf of one or more employees and/or any other interested party may file a complaint with the state for a violation of any provision of this section or any law or regulation implementing its provisions. Such complaint shall be promptly investigated and resolved by the state. The employee’s name shall be kept confidential unless disclosure is necessary to resolution of a complaint and the employee consents to disclosure. The state may on its own initiative investigate an employer’s compliance with this section and any law or regulation implementing its provisions. The employer shall make available to the state any records related to such investigation and other information required for enforcement of this section or any law or regulation implementing its provisions. No employer shall discharge or in any other manner discriminate or retaliate against an employee for exercising any right under this section or any law or regulation implementing its provisions or against any person for providing assistance to an employee or information regarding the same.

An action for equitable and monetary relief may be brought against an employer by the attorney general and/or an employee or person acting on behalf of an employee or all similarly situated employees in any court of competent jurisdiction, including the common pleas court of an employee’s county of residence, for any violation of this section or any law or regulation implementing its provisions within three years of the violation or of when the violation ceased if it was of a continuing nature, or within one year after notification to the employee of final disposition by the state of a complaint for the same violation, whichever is later. There shall be no exhaustion requirement, no procedural, pleading or burden of proof requirements beyond those that apply generally to civil suits in order to maintain such action and no liability for costs or attorney’s fees on an employee except upon a finding that such action was frivolous in



## LEARN MORE ABOUT THE MINIMUM WAGE

### Supporters of raising the wage

Policy Matters Ohio  
[www.policymattersohio.org](http://www.policymattersohio.org)

Economic Policy Institute  
[www.epi.org](http://www.epi.org)

Center for American Progress  
[www.americanprogress.org](http://www.americanprogress.org)

Center for Economic and Policy Research  
[www.cepr.net](http://www.cepr.net)

Center on Budget and Policy Priorities  
[www.cbpp.org](http://www.cbpp.org)

### Opponents of raising the wage

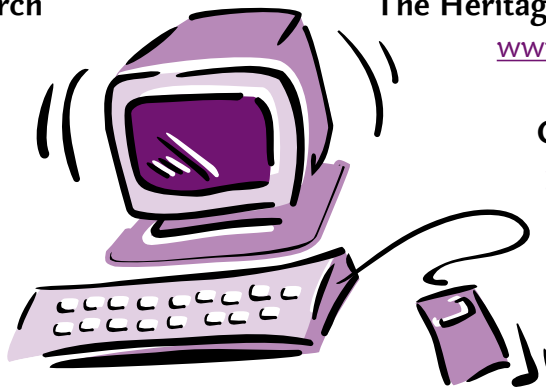
The Buckeye Institute  
[www.buckeyeinstitute.org](http://www.buckeyeinstitute.org)

Employment Policies Institute  
[www.epionline.org](http://www.epionline.org)

American Enterprise Institute  
[www.aei.org](http://www.aei.org)

The Heritage Foundation  
[www.heritage.org](http://www.heritage.org)

Cato Institute  
[www.cato.org](http://www.cato.org)



accordance with the same standards that apply generally in civil suits. Where an employer is found by the state or a court to have violated any provision of this section, the employer shall within thirty days of the finding pay the employee back wages, damages, and the employee's costs and reasonable attorney's fees. Damages shall be calculated as an additional two times the amount of the back wages and in the case of a violation of an anti-retaliation provision an amount set by the state or court sufficient to compensate the employee and deter future violations, but not less than one hundred fifty dollars for each day that the violation continued. Payment under this paragraph shall not be stayed pending any appeal.

This section shall be liberally construed in favor of its purposes. Laws may be passed to implement its provisions and create additional remedies, increase the minimum wage rate and extend the coverage of the section, but in no manner restricting any provision of the section or the power of municipalities under Article XVIII of this constitution with respect to the same.

If any part of this section is held invalid, the remainder of the section shall not be affected by such holding and shall continue in full force and effect.

# Voter Registration Form

Please read instructions carefully.

## Eligibility

You are qualified to register to vote in Ohio if you meet all the following requirements:

1. You are a citizen of the United States.
2. You will be at least 18 years old on or before the day of the general election.
3. You will be a resident of Ohio for at least 30 days immediately before the election in which you want to vote.
4. You are not incarcerated (in prison) for a felony conviction.
5. You have not been declared incompetent for voting purposes by a probate court.
6. You have not been permanently disfranchised for violations of the election laws.

Use this form to register to vote *or* update your current Ohio registration if you have changed your address or name.

**NOTICE:** Your registration or change must be *received or postmarked* by the 30th day before an election at which you intend to vote. You will be notified by your county board of elections of the location where you vote. If you do not receive a notice prior to election day, call your county board of elections.

**Lines 1 and 2 are required by law.** If you do not answer *both* of the questions, your registration will not be processed.

## Registering in Person

If you have a current valid Ohio driver's license, you must provide that number on line 10. If you do not have an Ohio driver's license, you must provide the *last four digits* of your social security number on line 10. If you have neither, write "None."

## Registering by Mail

If you register by mail and do not provide either a current Ohio driver's license number or the last four digits of your Social Security number, please enclose a copy of one of the following forms of identification with your registration application:

- Current valid photo identification card, military identification, current utility bill, bank statement, paycheck, government check or government document (except board of elections' notifications) showing your name and current address.

## Your Signature

Your registration cannot be processed without your signature. On line 14, affix your signature or mark taking care that it does not touch surrounding lines of type. If your signature is a mark, include the name and address of the person who witnessed the mark beneath the signature line. If by reason of disability you are unable to physically sign, the attorney-in-fact that you have appointed pursuant to R.C. 3501.382, may sign this form on your behalf at your direction and in your presence.

## Person Registering Applicant

Complete line 15 if you will receive compensation for providing this registration form, assisting in completing the form, or returning this form. As a compensated registrant, you must return this form to an office of a county board of elections or the secretary of state's office.

**See voter identification requirements for voting.**

**Please type or print clearly with a black pen.**

**Affix copy of ID.**

FOLD HERE

## WHOEVER COMMITS ELECTION FALSIFICATION IS GUILTY OF A FELONY OF THE FIFTH DEGREE

1. Are you a U.S. citizen? ☐ Yes ☐ No

2. Will you be at least 18 years of age on or before the next general election? ☐ Yes ☐ No

If you answered NO to either of the questions, do not complete this form.

3. Last Name First Name Middle Name or Initial Jr., II, etc.

4. House Number and Street (Enter new address if changed) Apt. or Lot # 5. City or Post Office 6. Zip Code

7. Additional Rural or Mailing Address (if necessary) 8. County where you live

9. Birthdate (MO-DAY-YR) 10. Ohio driver's license No. OR last 4 digits of Social Security No. (required) 11. Phone No. (voluntary)

12. PREVIOUS ADDRESS IF UPDATING CURRENT REGISTRATION

Previous House Number and Street

Previous City or Post Office

County

State

13. CHANGE OF NAME ONLY Former Legal Name

Former Signature

I declare under penalty of election falsification I am a citizen of the United States, will have lived in this state for 30 days immediately preceding the next election, and I will be at least 18 years of age at the time of the general election.

## 14. Your Signature

Date / /  
MO DAY YR

15. I declare under penalty of election falsification that for compensation I provided a registration form to the applicant, assisted the applicant in completing this form, or returned this form to an appropriate public office for processing, and that I am employed for this purpose by \_\_\_\_\_  
(Print name of employer of person registering applicant)

Signature/Address of Person Registering Applicant / /  
MO DAY YR

Address City/Village State Zip code

**FILL OUT THIS FORM AND SEND IT TO YOUR COUNTY BOARD OF ELECTIONS**

# RAGE FOR THE WAGE!

## POETRY SLAMS AND POETRY CONTEST

- ☞ Do you want to use your creativity to perform in front of hundreds of people?
- ☞ Do you have a rap or a poem that speaks to the minimum wage, youth voting, reducing poverty, and work? Then enter . . .

### YOUTH VOICES POETRY SLAM

**Themes:** The minimum wage, youth voting, work and reducing poverty

**Prizes:** (\$150, \$75, and \$25) will be given at each poetry slam in Cleveland, Columbus and Cincinnati

**Dates:** Early October — more information will be coming to your teacher about entering school teams, place, and time.

**More information:** Cleveland — Daniel Gray Kontar — 216/849-5253 [Gray-kontar@catalyst-cleveland.org](mailto:Gray-kontar@catalyst-cleveland.org).  
Columbus — Lois Jones 614-861-7926 [loisjones2006@gmail.com](mailto:loisjones2006@gmail.com)  
Cincinnati — Obalaye 513 257-3008 [obalaye@global144k.com](mailto:obalaye@global144k.com)

### YOUTH VOICES POETRY CONTEST

**Themes:** The minimum wage, youth voting, work and reducing poverty

**Prizes:** (\$150, \$75, and \$25) will be awarded statewide

**Rules and deadline:** Submit your poem/rap by October 15 to:  
Michael Charney

at Youth Voices, c/o the United Labor Agency, 3328 Carnegie Avenue, Cleveland Ohio 44115.

Print your name, address, school, grade, teacher's name, phone, and email if you have one. Winners will be contacted by October 29.

# Justice in Economics

*by Jonathan Lykes,  
Shaw High School,  
East Cleveland, Ohio.*

*This poem was first performed  
on the steps of the state capitol  
on May 17th, 2006 when  
100 students presented their  
minimum wage petitions to Ohio  
political, religious and labor leaders.*

5.15 . . . not enough to buy a decent meal at a fast food restaurant.

5.15 . . . not enough to support a phone bill  
that makes you feel like its not worth having in the first . . .

5.15 . . . not enough to pay for 3 gallons of gas,  
the same three gallons of gas that you put in that Car  
that you don't have enough money to pay for,  
when that very same car needs maintenance,  
we just might have to settle with praying and having patience,  
because 5.15 is not enough.

All these political tricks,  
making even the most dedicated citizens sick,  
as I attempt to mix my political concrete to make a lobbyist brick,  
so that I can break down your window of consistent unfairness.  
America . . . the worlds richest country,  
yet inflation is so low I'm still hungry.  
And it might not be a complete fallacy that we're "the richest"  
but its a shame that only a few people really own all the wealth and riches.

Get the image.

Do you see the imagery when i say  
for too many times have I seen her cry  
and make an effort to try  
and rise above the poverty line,

If this gets not your attention its not the only sign,  
as I sit in my inner city community and attempt to fight for higher wages,

Get the image

when I plead for you to raise the minimum wages,  
for I have had too many engages in conversation  
with people as they tell me they "got accepted" . . .  
but how in the end they really felt rejected

as the soon realized they wouldn't have enough money to pay for it.

Get the image,

In many cases poverty leads to ignorance,  
and though this fact brings me grievance,  
ignorance leads you right back into the never ending racetrack of poverty.

So how do we end this corrupted coil of deficient assembly?

A wise man once told me that money makes the world go around,  
so if you raise the money that you give to a whole generation  
you will find there being new seeds of creation  
uprising out of the realms of deficiency,

Get the image.

I simply brought to you a piece of the formula  
to release people out from poverty,  
which in turn will make use a better country,  
and benefit the economy,

Did I mention the importance of youth being involved in democracy,  
I said youth need to be involved in democracy,

Get the image . . .

because I'm trying to give you a figurative and literal picture  
of how it will be beneficial,

to not only the people under the poverty line,  
but it will help people of every kind,

for once this injustice stops,

once we drop this barrier that we have built up on one another,  
and once we raise the minimum wage . . .

that is when we will truly be equal in every way . . .

that is when we will truly have liberty and a fair foundation,  
and that is when we will truly have justice in economics.