

# Unit #6: Social Inequalities

Content Area: **Social Studies**  
Course(s): **Sociology**  
Time Period: **First Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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This unit analyzes the impact that social inequalities have had on society throughout time. Global stratification and inequality and sociological perspectives on this will be examined. The U.S. class structure and its' effect on how people's opportunities are affected by their position within that structure will be investigated. Through the use of specific examples, the effects of race and ethnicity on people's lives will be appraised. The issue of the ever-changing gender roles, what they are and how they affect us will be identified and questioned. The aging process will be examined to see how older people gain a sense of autonomy, self-esteem, and liberation in societies such as the U.S. that may value youth and those that are self-sufficient.

## STAGE 1- DESIRED RESULTS

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### The College, Career, and Civic Life (C3) Framework for Social Studies

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**D2.Soc.15.9-12.** Identify common patterns of social inequality.

**D2.Soc.16.9-12.** Interpret the effects of inequality on groups and individuals.

**D2.Soc.17.9-12.** Analyze why the distribution of power and inequalities can result in conflict.

**D2.Soc.18.9-12.** Propose and evaluate alternative responses to inequality.

## Essential Questions

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- What is social stratification and how does it affect our lives?
- What are the methods of stratification?
- How does global stratification contribute to economic inequality?
- What is the modernization theory?
- How does the dependency theory compare with the modernization theory?
- What are the differences between the world systems and new international division of labor theories?

- How does income differ from wealth?
- How do Marx and Weber view social class?
- What are some of the consequences of inequality?
- Who make up the poor?
- What do sociologists say about class?
- How do race and ethnicity differ?
- What are dominant and subordinate groups?
- What is prejudice and the psychological explanations of it?
- How do sociologists view race and ethnic relations?
- How have experiences of different ethnic or racial groups been similar and/or differ?
- How do sex and gender differ?
- How does the nature of work affect gender roles?
- What are the key agents of gender socialization?
- What causes gender inequality in the U.S.?
- How sociologists view the division of labor by gender?
- What does aging refer to?
- How has the view of aging changed throughout history and cultures?
- What are ageism and elder abuse?
- What do different sociological perspectives say about the process of aging?
- What are the stages of dying identified by Kubler-Ross?

## **Enduring Understanding**

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- Stratification is the arrangement of sociological groups based on their control over the resources.
- Slavery, the caste system, and the class system are ways of stratification.
- Global stratification deals with the unequal distribution of wealth, goods, power, and prestige resulting in vastly different lifestyles amongst the nations in the world.
- Modernization theory links global inequality to the countries' different levels of economic

development.

- Dependency theory states that low income societies have been exploited by high income societies.
- The world systems theory discusses how the capitalist world breaks the global economy into three parts.
- The new international division of labor theory focuses on how high income countries have become dependent on low income countries for labor.
- Income is the economic gain from wages, salaries, governmental aid and ownership of property; whereas wealth is the value of a person's assets.
- Marx and Weber believe social class plays a large role in social inequality and social change.
- Functionalists view classes as groups of people with similar levels of occupational standing; whereas the conflict theorists see social stratification as a means to keep certain classes down.
- A race is a category of people with the same physical features. An ethnic group is group of people with similar cultural or national characteristics.
- A dominant social group is an advantaged group that has superior resources and rights in society.
- A subordinate group is a disadvantaged group who are dealing with unequal treatment by the majority group.
- There are theories that try to explain the rationale behind prejudice. These theories focus on aggressive behavior of the majority and need for conformity and submissiveness to authority.
- Native Americans, African Americans, Immigrants from Europe and other parts of the world have all faced racial or ethnic prejudices.
- Sex refers to anatomical while gender refers to the roles each sex have based on socially constructed differences.
- Since hunting and gathering societies, gender roles have had a huge effect on the nature of work for each sex and gender equality.
- Parents, schools, sports, peers, and the media all play a role in gender stratification.
- Functionalists see women as caregivers, while men are the economic supporters. Conflict theorists say the division of labor and gender roles within the family can be traced back to the male dominant agrarian days.
- Aging deals with the physical, psychological, and social processes associated with getting older.
- Ageism is discrimination and prejudice based on the age of a person.
- Functionalists view aging as just the process of people adjusting to their new roles in society. Conflict theorists link the loss of status of the older people to their lack of production comparable to the youth.
- The five stage of death are denial, anger, bargaining, depression and acceptance according to

## **Students will know...**

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### **I. Key Ideas / Concepts**

- Social Class and Social Stratification
- Defining and measuring social class
- The consequences of class inequality
- Models of social class
- Marx and class conflict
- Weber's multidimensional model of class
- Contemporary class analyses
- The class structure of the United States
- the distribution of wealth and income Inequality
- Social mobility and status attainment
- Intersections of race, class, gender, and age
- Class consciousness
- Poverty and welfare
- Global stratification
- Rich and poor nations
- World systems theory
- International poverty
- Race and Ethnicity
- Definitions of race and ethnicity
- The social construction of race
- Radicalization
- Racial formation theory
- Prejudice, discrimination and Institutional racism
- Consequences of racial stratification
- Racial segregation
- Race, ethnicity, and life chances
- Diverse group experiences
- Intersections of class and race
- Gender
- Distinguish sex and gender; the social construction of gender
- Patterns of gender socialization
- Gender and sexual identity
- Gendered Institutions
- gender and work
- gender segregation
- The women's movement Age
- Social significance of aging
- Age stereotypes and age discrimination
- Ageing and the life course
- Age cohorts

- Age stratification
- The demography of aging

## II. Possible Misunderstandings

## III. Key Terms and Content Vocabulary

### **Students will be able to...**

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- Define the term stratification and discuss its' primary function in society.
- Compare and contrast the main components of the major stratification systems.
- Debate the validity of the main theories on global inequality and the division of labor.
- Create an alternative theory on the cause and effects of global stratification.
- Outline Marx's and Weber's views on social class.
- Paint an abstract picture of being poor through the eyes of one of the sociological perspectives on income, wealth and class.
- Identify the differences between race and ethnicity.
- Develop a conversation between a dominant and subordinate group.
- Question the different sociological views on race and ethnic group relations.
- Conclude that prejudice is related to but not the same as discrimination.
- Discuss the key features of the major psychological explanations of prejudice.
- Produce a digital media presentation on the experiences of different ethnic groups throughout American history.
- Label the differences between sex and gender.
- Role play different gender roles throughout the major sociological eras.
- Examine the key components of gender socialization.
- Judge whether gender inequality has been less relevant in society.
- Design plans for gender equality campaigns.
- Assess the validity of the sociological perspectives on the division of labor by gender.
- Examine the views and impact of aging on the individual within the society.
- Differentiate between the different sociological views on aging.
- Create a case study to prove Kubler-Ross's theory of dying.

## **STAGE 2- EVIDENCE OF LEARNING**

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### **Authentic Assessments**

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- Students will develop their own theory of social injustice.
- Students will create a journal of current events discussing the impact these events have on the aging, and those facing social inequalities.
- Students will assess and grade different states' policies on gender equality based on clear and concise statistics.
- Students will construct a case study to prove theories on aging and dying.
- Students will analyze a case study put forth by W.E.B. Du Bois and compare it to another on race relations.

### **Traditional / Benchmark Assessments**

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- Unit test on the impact of social inequalities.
- Peer evaluations of student based theories on social inequality.
- Problem Solving Activity: The students will develop a model of a tax system that will benefit each member of a selected group of members from society.
- Essay Test: The students will argue the need for socio-economic inequalities based on article reviews.
- Oral Examination: The students will recite a quote or idea from a sociologist and have to prove it versus other classmates' questioning.

### **Formative Assessment During Lesson**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check

- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## STAGE 3- LEARNING PLAN

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### Instructional Map

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**Introducing the Unit:** Students will examine case study of Chicago economic and race issues as put forth by W.E.B. Du Bois.

**Development of Main Concepts:** Students will prove or disprove theories put forth by Marx, Weber and Du Bois in relation to race and social issues.

**Exploring the Main Ideas:** After discussing the conquest of the New World the class will be divided into four groups; judges, witnesses, defense and prosecution. Using research and points from this unit, students will argue the defense or condemnation of the conquest.

**Mastering the Content:** Students will create and prove their own theory, through research, to show current social discrepancies.

**Assessing the Learning:** At the end of the unit a review will be given. This can be done as a lecture or as a game. (Jeopardy style with class in teams and extra credit being awarded to the winning team) Then a formal exam is to be issued and graded.

### Modifications/Differentiation of Instruction

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Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

## **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts



- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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## **Vertical Integration- Discipline Mapping**

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## **Additional Materials**

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### **Articles:**

<http://articles.chicagotribune.com/keyword/social-justice>

<http://www.asanet.org/introsociology/Documents/TSJessup2001.pdf>

**Activities:**

<http://www.asanet.org/introtosociology/StudentResources/Simulations/SimStarPower57.html>

<http://www.asanet.org/introtosociology/TeacherResources/IMForWealthInequalityBrowniesExercise.html>

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