Unit 4: The Stratification of Society

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **7-10 Classes**
Status: **Published**

Summary

The Sociology course is designed to engage students in critical thought about the different aspects of the society they operate in, including culture, socialization, social order, deviance, race, gender, age, ethnicity, class, and stratification. By exploring various course topics, students are able to evaluate the ways in which society has changed and remained the same overtime and the impact that they can have, both as individuals and in groups. An intergenerational studies program is also included in the course allowing students to meet with members of their community from different demographic groups and apply course topics directly.

This unit is part of the larger aforementioned course sequence and specifically focuses on the stratification of society where students will examine society in terms of distinctive groups based upon socioeconomic factors, race, and gender . Students will also discover the implications and conditions of those individuals who are members of specific social or identity groups. By the end of this unit, students will develop an applicable understanding of social groups, the implications of stratification, and social policies in place to combat inequities.

Revised: August 2023

Standards

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey’s Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using

	advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Essential Questions

Essential Questions:

- What factors contribute to inequality?
- How would sociologists view stratification through each of the theoretical perspectives?
- What relationships and institutions offer power and privileges to some and deny power and privileges

to others?

Enduring Understandings:

- Power, discrimination, and privilege can result in bigotry, racism, sexism, albeism, hate, and genocide or ethnic cleansing.
- Social constructs have formulated much of what we have come to believe to be facts in the realm of race, gender and social class.

Objectives

Students will know:

- All societies rank and group individuals
- Social patterns and inequality exist throughout the world
- Individuals define and interpret race and gender differently.
- Ethnicity is a shared cultural heritage separate from the construct of race.
- Historical and social factors contribute to and mitigate bias and prejudice in society.
- Gender roles dictate behavior through positive and negative sanctions and are products of social constructs.

Students will be skilled at:

- Analyzing data to produce a claim and substantiate an argument
- Interpreting data from sociological studies
- Researching evidence to support a sociological theory
- Contextualizing data in accordance with the theoretical perspectives
- Creating service learning projects that demonstrate understanding of sociological theory and apply the spirit of community learning.
- Utilizing 21st century skills to enact community learning programs
- Developing interpersonal skills through their participation in the Intergenerational Studies program.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

My Statuses: Students will explore the different types of statuses and roles people hold and analyze the struggles and wishes about one's own status set as well as those of others'.

Society Mobility: Students will analyze and develop conclusions regarding various data charts, survey results, and news articles about perceptions and reality of upward mobility

Mobility Issues Case Study: Students will investigate and discuss the struggles low-income students face while attending Ivy League colleges.

Our Privileges: Invisible Knapsack - Students will read about Peggy McIntosh's Invisible Knapsack activity and assess her argument. If time allows, they will also watch her TED Talk, "How Studying Privilege Systems Can Strengthen Compassion" to spark discussion about the concept of privilege

Open-Ended Essay: Students will develop a personalized and supported written response to the not-so-simple question, "How do my statuses and privileges shape my identity?"

Doll Collab: Students will collaboratively design a doll that does not have typically male or female gender traits to uncover how deep rooted genderization is.

Sex & Gender Analysis: Students will distinguish between sex and gender with the documentary Gender Revolution that looks into new research regarding inter-sexed and transgender children

Act Like A...: Students will brainstorm gendered traits of daily life (from physical appearance to mannerism, to language) and reflect on how strictly they are assigned to each the male or female gender, creating a reflective, personalized project

Gender from Birth: Students will research the genderization of baby items and the messages we receive from the start of our lives

Gender Identity Case Study: Students will investigate and discuss recent discoveries of doctors investigating

gender identity in transgender children

Gendered Stories: Students will select a Disney movie or a fairytale and analyze the gendered messages

Open-Ended Essay: Students will compose a personalized and supported response to the not-so-simple overarching question, “What is gender?”

Family & Work: Students will examine a rich variety of sources, from excerpts of The Feminine Mystique, Planet Money podcasts, Pew Research Center charts, and contemporary news articles, to analyze the changing role gender norms have played in daily life for most adults

Gender Stratification Infographic Project: Students will examine one current issue that affects or is affected by gender inequalities and create a visual tool to share with classmates in a gallery walk activity

Open-Ended Essay: Students will compose a personalized and supported response to the not-so-simple overarching question, “How do gender inequalities still persist today?”

Examine the Data on Race: Students will explore the US Census questions about race and ethnicity, as well as current demographic numbers

Race & College Admissions: Students will explore how perceptions about race impact Asian American college applicants and look at recent Supreme Court decisions concerning Affirmative Action regarding the college admissions policies.

Racial Disparity Analysis: Students will examine a wide variety of charts and graphs to determine how various racial groups compare across health, income, and other social measures

Agents of Social Change: Students will complete station activities regarding the five agents that influence people to enact change

Social Change Case Study: Students will investigate and discuss the events that led to and became the catalyst for the Civil Rights Movement of the 1960s, as well as the resulting changes that were made to American society

***Hidden Figures* Film Analysis**: Students will watch the film and take notes on the topic of stratification from the perspective of gender and race from all of the theoretical perspectives. At the conclusion of the film, students will complete a reflection.

Intro to Gender Activity: Students are asked to consider where they learned about various gender and sexuality stereotypes and reflect upon those conceptions in a judgment free way to look at the roots of those perceptions. Students will then be presented with a stereotypical gendered statement and asked to think about how those stereotypes could affect a person either positively or negatively. Students will distinguish between biological sex and gender identity, gender norms, and finally confront media cues on gender expectations.

Community Learning Activity 1: A representative from the local chapter of the NAACP will be invited to speak about activism in our area and the needs of African American youth in our community. The goal of this presentation is to open a dialogue about ways our students can come together to help create optimal environments that benefit all Cranford students, which also helps us work towards our goals as a No Place for Hate School (ADL.org)

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Mobility Issues Case Study
- Society Mobility
- Gender Identity Case Study

Summative Assessments:

- Key Concepts Quiz
- Film Study: Hidden Figures

Benchmark Assessments:

- Open-Ended Essay: Students will compose a personalized and supported response to the not-so-simple overarching question, "What is gender?"
- Open-Ended Essay: Students will compose a personalized and supported response to the not-so-simple overarching question, "How do gender inequalities still persist today?"
- Intergenerational Studies Program- Students meet with local Senior Citizens and discuss topics we are learning about in class that correlate to perspectives of both generations. Students can write reflections or create a podcast during the Intergenerational Studies with the school's mobile pod-cast equipment.

Alternative Assessments:

- Sociological Concepts Curation Project - Throughout the course, students can select key artifacts from various forms of media to highlight key sociological concepts. For each artifact, they must compose a narrative explaining how the curated piece reflects the assigned sociological concept.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Videos:

- Hidden Figures film
- Select clips approved by the supervisor from the series Heartstopper

- Dubois & Race Conflict: Crash Course Sociology #7
- Harriet Martineau & Gender Conflict Theory: Crash Course Sociology #8
- Social Stratification: Crash Course Sociology #21
- Why is there Social Stratification?: Crash Course Sociology #22
- Social Stratification in the US: Crash Course Sociology #23
- The Impacts of Social Class: Crash Course Sociology #25
- Social Mobility: Crash Course Sociology #26
- Global Stratification & Poverty: Crash Course Sociology #27
- Gender Stratification: Crash Course Sociology #32
- Theories of Gender: Crash Course Sociology #33
- Race & Ethnicity: Crash Course Sociology #34
- Racial/Ethnic Prejudice & Discrimination: Crash Course Sociology #35

Articles:

- Newsela-Gender, sex and sexuality explained
- Newsela-In Their Words: How children are affected by gender issues
- Newsela-A guide to how gender-neutral language is developing around the world
- Newsela-Teens are breaking old rules about gender
- Newsela-How Title IX works: Gender equality in education
- Newsela- How full-contact tackle football became “therapy” for these girls
- Newsela- There’s no scientific basis for race, it's a made-up label
- Newsela- For many Latinos, race is more culture than color
- Newsela- Whitewashed: Why does Australian TV have such a problem with race?
- Newsela- Race in Latin America
- Newsela- Defining “Asian American” is complicated — who gets left behind?
- Newsela-How Native Americans are fighting a food crisis

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Modify reading levels of articles
- Adjust duration of direct instruction
- Provide time for students to process their responses before asking for contributions during class.
- Model expectations for assignments and provide clear rubrics with detailed instructions