

**Chapter 8 – Social Stratification: Faculty Lesson Plan**

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| **Step 1** | **Before Class:**   * Review the **SociologicalYOU** **Chapter 8: Student Lesson Plan**. * Edit the plan and add due dates appropriate for your class. * Add the name of the Chapter 8 Blog reading from the list of **SociologicalYOU** blogs. * Select or delete the Class Survey Questions. * Post, email or print the **Chapter 8: Student Lesson Plan** for your class to complete. |
| **Step 2** | **During During:**  Decide which Flipped Classroom Activities you will use with your students during class time. Some suggestions include:   * Review the module discussion questions. * Discuss the Class Survey Questions from the Student Lesson Plan. * Watch and discuss the suggested videos. * Engage the class with a discussion about the **SociologicalYOU** Blog. * Use a Classroom Assessment Technique (CAT).   A list of discussion questions, video suggestions and CATs is below. You can also present your own material or group activity. The objective should be to engage the students using the material you assigned in the **Chapter 8: Student Lesson Plan**. |
| **Step 3** | **Optional:**  An optional third step is to have students complete a Practice Quiz at the end of class. The Practice Quiz is not for a grade but to access their knowledge of the chapter material. This also gives you an opportunity to see what concepts need further review. A list of questions and answers is at the end of this document. Of course, you can also use your own practice quiz questions. |

**Chapter Modules, Learning Objectives and Discussion Questions**

**Module 1:**

**The Sociological Perspective on Social Class**

* Determining Social Class

**Learning Objectives**

8.1.1: Discuss how social class is determined and how it impacts the process of individuals and groups interacting within society.

**Video**: "Billionaire Bill Gates Guesses Grocery Store Prices" — Ellen, 2018, 4:19 -- <https://www.youtube.com/watch?v=ad_higXixRA>

* **Discussion Questions –8.1.1 Class Consciousness**

Think about your family’s social interactions with other families when you were growing up. Did you associate and spend time socially with families from a variety of social classes? Or did you primarily interact with families from your own social class? Do you conform to class consciousness now that you are an adult? Why or why not?

**Module 2:**

**The Inequality of Social Stratification**

* Systems of Stratification
* Social Classes

**Learning Objectives**

8.2.1: Identify the four social systems of stratification.

8.2.2: Describe each of the social classes in the U.S.

**Video**: “Why the American Dream is a Myth” — Adam Ruins Everything, 2019, 4:44 — <https://www.youtube.com/watch?v=ydca1wzlheg>

* **Discussion Questions –8.2.1 New and Old Money**

Consider the social differences between individuals who inherited their wealth and individuals who made their “new” money. How might they differ in how they display their wealth and their lifestyles?

**Module 3:**

**Problems of Stratification**

* The Nature of Poverty
* Global Poverty
* Inequality in Society

**Learning Objective**

8.3.1: Examine the types of poverty and its cyclical nature.

8.3.2: Compare and contrast the modernization and dependency theories in relation to global poverty.

8.3.3: Describe the issues associated with economic, race, gender and educational stratification in society.

**Video:** “Does the US Suffer from Extreme Poverty? — Al Jareeza English, 2079, 2:18 — <https://www.youtube.com/watch?v=5bmfgZtwuIQ>

* **Discussion Questions - 8.3.1 Economic Stratification**

In your opinion, for some people to be rich do others have to be poor? Is extreme wealth in and of itself a social problem? Answers these two questions in the space provided and provide examples to support your response.

* **More Than a Theory Discussion Questions**

Functionalist Theory: What function does the disparity in college preparedness testing scores have in maintaining the system of stratification? Is test score disparity detriment to the society overall? How does the educational system maintain social of stratification?

Conflict Theory: How does the wage gap increase long-term inequality for women? Who benefits from maintaining wage inequality between the sexes? Is gender inequality a necessary and inevitable part of social stratification?

Symbolic Interactionism Theory: How do different variables impact a person’s position in society? What role does the cycle of poverty play in maintaining social stratification? Can policies and procedures be implemented in the society to help break the cycle of poverty?

**Module 4:**

**The American Dream**

* Private Trouble and Public Issue of Stratification
* The Ups and Downs of Stratification
* The Feminization of Poverty

**Learning Objective**

8.4.1: Apply the sociological imagination to social mobility and an individual’s life chances.

8.4.2: Examine the various forms of social mobility in a system of stratification.

8.4.3: Analyze the experience of women in the system of stratification.

**Video:** **“**Is America Dreaming?: Understanding Social Mobility — Brookings Institution, 2014, 3:40 — <https://www.youtube.com/watch?v=t2XFh_tD2RA>

* **Discussion Question – 8.4.1 Social Capital**

Who is responsible for prompting social and cultural capital? Parents? Schools? Mentors? How does a person without social and cultural capital go about acquiring it?

**Module 5:**

**Stratification and Social Change**

* Stratification and Social Change

**Learning Objective**

8.5.1: Analyze social policies designed to create change in the system of stratification.

**Video:** “Wealth Inequality Facts Will SHOCK You” — The Damage Report, 2020, 3:38 — <https://www.youtube.com/watch?v=2e-x8dWCs6I>

* **Discussion Questions – 8.5.1 Social Policy and Stratification**

Can policies be designed to legislate away various forms of inequality? Why or why not? What would be the pros and cons of enacting such legislation?

**Class Survey Questions**

**Title**: Poverty

**Overview**: The goal is to cause students to begin thinking critically about poverty and stratification.

1. How likely would you consider living for 28 days in Port-au-Prince, Haiti on $1 a day?

☐ very likely ☐ somewhat likely ☐ neutral ☐ not very likely

☐ not at all likely

2. How concerned are you about poverty in the United States?

☐ very concerned ☐ concerned ☐ neutral ☐ not very concerned

☐ not at all concerned

**Title**: Social Class

**Overview**: The goal is to get students to begin thinking critically about their social class position. The goal is to get students to begin thinking critically about how they classify themselves within the class system.

1. Are your extended family members all in the same social class?

☐ Yes ☐ No ☐ Not sure

2. Are your friends from your same social class?

☐ Yes ☐ No ☐ Not sure

3. How hard do you think it is for a person to change their social class?

☐ very hard ☐ hard ☐ somewhat hard ☐ not hard at all

**Classroom Assessment Techniques (CATs)**

CATs are helpful in assessing students’ knowledge and understanding of the chapter content. Using pieces of paper, have the students write their response to one of the following techniques. Collect and use their responses as the basis for class discussion.

1. **Muddiest Point**: A Muddiest Point is a quick monitoring technique. It involves asking students to take a few minutes to write down the most difficult, confusing or “muddiest” terms, concepts, or parts of chapter 3 that they encountered.
2. ***Minute Paper***: Ask students to write a brief response to the following questions:

* What was the most important thing you learned during this chapter or class?
* What important question remains unanswered?

1. **Directed Paraphrasing:** Ask students to write a laypersons’ "translation" of something they learned in the chapter. Ask them to write their explanation as if they are explaining the key term, concept, or theory to a friend who does not have a sociology background.

**Chapter 8 Practice Quiz and Answers**

**SociologicalYOU** also provides a test bank with objective and subjective questions to construct an exam covering the content in this chapter. See **SociologicalYOU My Resources > Instructor Resources > Test Bank Instructions** to learn how to request access to the test bank.

**Module 1**

1. True or False: The sociological perspective considers how different groups such as the

poor and wealthy interact or how one group ignores or exploits the other.

2. \_\_\_ is a system in which categories of people are ranked in a hierarchy?

a. social class

b. class consciousness

c. social stratification

d. social structure

3. Which of the following is one of the components of Max Weber’s extended definition of socioeconomic status?

a. educational attainment

b. class consciousness

c. income

d. power

**Module 2**

1. True or False: The slavery and caste systems are closed systems and the estate and

class systems are open systems.

2. The combined characteristic of being a female, poor, and a minority is called \_\_\_.

a. achieved status

b. ascribed status

c. triple oppression

d. social status

3. True or False: The modernization theory indicates that countries fail to develop and advance due to cultural deficiencies and the lack of technological advancement.

**Module 3**

1. True or False: The unequal distribution of wealth in society is a sudden development

that emerged from the economic downturn of 2008.

2. The dependency theory indicates the \_\_\_ countries are exploited by the core countries.

a. semi-periphery

b. periphery

c. both A and B

3. \_\_\_ refers to the uneven distribution of financial assets and resources in a society that result from the concentration of money in the hands of a small segment of the population.

a. Meritocracy

b. False class-consciousness

c. The wealth gap

d. The poverty line

4. The Paycheck Fairness Act is a piece of legislation intended to \_\_\_.

a. address the issue of pay equality between men and women.

b. raise the minimum wage to $15 dollars an hour.

c. ensure that high school graduates earn top dollar based on work experience not education.

d. address the concerns of the Occupy Wall Street movement

5. The implications of \_\_\_ inequality for racial and ethnic minorities are long term, resulting in an earnings gap that can impact a person’s ability to reach their full potential.

a. prestige

b. educational

c. life chance

d. poverty

**Module 4**

1. True or False: Structural mobility occurs when an individual or group one moves horizontally within a layer of the system of stratification.

2. \_\_\_ refers to the information, knowledge and ideas that a person uses to support their social mobility.

a. Life chances

b. Cultural capital

c. social mobility

d. social capital

3. An individual who works hard in school, graduates, gets a good job, and advances professionally can be said to experience \_\_\_.

a. intragenerational mobility

b. structural mobility

c. intergenerational mobility

d. life chances

4. The \_\_\_ refers to the gender and economic inequality experienced by women in the society.

a. achieved status

b. social capital

c. poverty line

d. feminization of poverty

**Module 5**

1. True or False: Social stratification is stagnant and does not change.

2. Governments often use \_\_\_ to promote social welfare and improve the lives of citizens.

a. meritocracy

b. the American dream

c. policies

d. vertical mobility

3. In 2013 the U.S. government instituted \_\_\_, a policy designed to improve access to healthcare for millions of Americans.

a. the poverty line

b. the Affordable Care Act

c. Temporary Assistance to Needy Families

d. UNICEF

4. Compared to the policies in the US that focus on social inequality, the efforts of the United Nations tend to be directed to issues associated with \_\_\_.

a. relative poverty

b. ascribed status

c. establishing power, property and wealth

d. absolute poverty

**Module 1**

1. True (The Sociological Perspective and Social Class)

2. C (The Sociological Perspective and Social Class)

3. D (L.O 8.1.1)

**Module 2**

1. False (LO 8.2.1)

2. C (LO 8.2.1)

3. True (L.O 8.2.3)

**Module 3**

1. False. (LO 8.3.1)

2. C (LO 8.3.2)

3. C (LO 8.3.3)

4. A (LO 8.3.3)

5. B (LO 8.3.3)

**Module 4**

1. False. (LO 8.4.2)

2. B (LO 8.4.1)

3. A (LO 8.4.2)

4. D (LO 8.4.3)

**Module 5**

1. False (Stratification and Social Change)

2. C (LO 8.5.1)

3. B (LO 8.5.1)

4. D (LO 8.5.1)