

I. Area: Forces of Social Change

II. Grade: Grade 12 Challenge and Change in Society (HSB4M)

III. Objectives:

- 1.) This lesson meets Ontario standards CH2.03, SCV.02, CH2.04
- 2.) TSWBAT demonstrate an understanding of how social change is influenced by poverty and affluences. TSWIBAT explain the impact of evolving roles of individuals or groups.

IV. Materials:

- Photocopies of “Piece it Together”
- A copy of the textbook “Transitions in Society” for each student
- Different ID cards for each student or group of students

V. Time: This lesson and activity will take the full seventy-five minute period.

VI. Procedures:

1) Motivation (8 min)

Students will break up into groups and given a copy of “Piece it Together”. The teacher will given them five minutes to match the facts posted. As students complete the task they will be given points and a treat.

2) Teacher Input (25 min)

Students will receive their information cards. They will be given twenty minutes to review the information in their text from pages 82-94. They are to read closely the areas that apply to their ID cards.

3) Guided Practice (12 min)

The teacher will ask the students to answer questions from the perspective of the roles they have been given. They are to think their response through first and then give an educated response to the issue. The teacher and the students will connect the issues to social change and which force they belong to.

4) Independent Practice (25 min)

As students become more comfortable in their roles they are to debate with each other about the merits and downfalls of each issue.

5) Closure (5 min)

Students will discuss whether playing their role has given them a different opinion of the issues at hand.

Piece it Together - Examine the Facts

1	Average income of female lone parent family	k	A	pluralism
2	Over 80 percent	o	B	The amount of money earned by different groups in Canada
3	Average earnings for a female employee	f	C	A belief that everyone in society should act and think the same way
4	LICO	j	D	Average income for Hispanic families
5	29, 110	d	E	6.1
6	Relative income inequality	l	F	31, 388
7	47, 077	h	G	532
8	Singularity	c	H	Average earnings for a male employee
9	48.7	m	I	4.7
10	Percentage of total income possessed by the highest 20% in society	n	J	Low-income cut off line
11	The idea that there should be widespread acceptance of differences in cultures, religions, values and lifestyles	a	K	24, 874
12	People with disabilities working	i	L	Comparing the percentage of total income that each quintile (1/5 of society's wealth) possesses
13	Absolute income inequality	b	M	Percentage of women available for employment in Canada
14	Welfare payments with 2 children under 12 (monthly)	g	N	40.6
15	Percentage of total income possessed by the lowest 20% in society	e	O	The amount of eligible males in the workforce

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Teacher's Guide for Social Issues

- Marx pointed sociology towards examining the inequality in society (especially economic - which creates class differences)
- CAN YOU THINK OF A SOCIETY WITHOUT INEQUALITY
- CAN THIS EXIST OR IS IT PART OF THE SYSTEM
- IF IT DOES EXIST - IS FREEDOM STILL PRESENT
- IS IT OKAY TO HAVE INEQUALITY AS LONG AS PEOPLE HAVE THE OPPORTUNITY TO MOVE FORWARD

- SHOULD SOCIETY BE RESPONSIBLE FOR SPREADING WEALTH AROUND - GIVING OPPORTUNITIES TO THOSE WHO DON'T HAVE THEM OR SHOULD IT JUST PROVIDE STANDARD BENEFITS TO ALL

- SHOULD UNIVERSITIES AND COMPANIES HAVE A QUOTA OF ETHNIC POSITIONS TO FILL? WILL THIS GIVE STUDENTS MORE OPPORTUNITIES?

- SHOULD THE SAME BALANCE APPLY TO GENDER?

- Welfare payments were slashed in the 1980's to spend tax money on other things

SHOULD THE STATE BE RESPONSIBLE FOR PAYING FOR PEOPLE WHO DON'T WORK

ARE THERE PEOPLE ABUSING IT

WHY SHOULD I PAY FOR PEOPLE WHO HAVE THREE CHILDREN AND ARE 21 YEARS OLD

- SHOULD WOMEN BE HELD BACK BECAUSE MOST OF THEM WILL GO ON MATERNITY LEAVE AND BE AWAY
- ARE WOMEN TOO EMOTIONAL TO BE CUTTHROAT BUSINESS PEOPLE

Equal pay for equal work was made provincial law

- IS ALL WORK EQUAL? DOES SOME INVOLVE MORE BRAIN POWER THAN OTHERS
- SHOULD PHYSICAL WORK BE MORE VALUABLE THAN ACADEMIC

- WHY ARE ATHLETES PAYED MORE THAN DOCTORS
- SHOULD PEOPLE WITH PHYSICAL DISABILITIES BE ALLOWED TO WORK IN A JOB THAT IS PHYSICALLY DEMANDING
- POLICEMAN AND FIRE FIGHTER