

APPENDIX A-1

Social Stratification Role Play *An Individual and Group Exercise*

Bowman, J. R. (2001). **Guided Fantasy: The Titanic Game.** In McKinney, K., Beck, F. D., & Heyl, B. S. (Eds.), *Sociology through active learning: Student exercises.* Thousand Oaks, CA: Pine Forge Press.

If this text is not available at your school, this exercise can be found on the Internet at:
http://books.google.com/books?id=IG7TaEWqPWkC&dq=Sociology+through+active+learning:+Student+exercises&printsec=frontcover&source=bl&ots=icNMvcdWS_&sig=Al-Zg3trmYfE5aA4abCxL0-nNRg&hl=en&sa=X&oi=book_result&resnum=2&ct=result#PPA105,M1

The premise can be adapted if desired to place the situation in Canada or location near to the school.

This exercise is designed to introduce the topic of social stratification. Have the students work through the role-play and the follow-up questions.

Poverty & Social Inequality

APPENDIX A-2

Poverty & Social Inequality: Key Terminology

1. **Poverty:** The deprivation of resources that are considered essential (e.g. food, shelter, clothing, health care, etc.)
2. **Poverty Line:** The income below which people are considered poor.
3. **Social Class:** A group of people who have similar income, influence, lifestyle, education and type of work.
4. **Ascribed Status:** Recognition that is assigned to an individual at birth or because of one's age.
5. **Achieved Status:** Recognition that is awarded to an individual because of effort and hard work.
6. **Low-income Cut-off (LICO):** A measurement used to determine what percentage of the population can be classified as poor, that is, those who spend 55% or more of their income on food, shelter, and clothing.
7. **Working poor:** A group of people who earn wages but not enough to prevent them from experiencing poverty.
8. **Homeless:** The inability to secure a permanent address.
9. **Child poverty:** Deprivation of resources experienced by children of poor families.
10. **Social Inequality:** Being deprived of access to resources as a result of social class.

Source:

Sproule, W. (2001). *Our social world*. Toronto: Prentice Hall.

Poverty & Social Inequality

APPENDIX A-3

Poverty & Social Inequality **True or False?**

1.	The poor do not want to work.
2.	Canada cannot afford the social programs needed to eliminate poverty.
3.	Poor people do not pay taxes.
4.	Minister of Finance, Paul Martin, set the national objective to eliminate child poverty on November 19, 1998.
5.	Social assistance rates are too generous.
6.	Poor people need to be taught basic life skills like budgeting.
7.	The social assistance system is rife with cheating and fraud.
8.	Women are at a greater risk of being affected by poverty than men.
9.	Poor families are poor because they have too many children.
10.	Poverty is the failure of the individual.

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Poverty & Social Inequality
True or False?
ANSWERS

<p>1. FALSE</p> <p>Most poor people work full or part-time</p> <p>Over 60% heading poor families, and over 70% of singles</p>	<p>The poor do not want to work.</p>
<p>2. FALSE</p> <p>Canada is more prosperous than any European country, yet it spends less on social security and income support measures than countries in Europe. Western Europe countries such as France and Germany, provide more income and employment supports to families with children.</p>	<p>Canada cannot afford the social programs needed to eliminate poverty.</p>
<p>3. FALSE</p> <p>In Ontario, poor people pay about \$160 million in income taxes. People on welfare pay sales tax, GST, and property taxes.</p>	<p>Poor people do not pay taxes.</p>
<p>4. TRUE</p> <p>“We should essentially establish the elimination of child poverty as a great national objective, not unlike what we did with the case of the deficit.”</p> <p>Minister of Finance, Paul Martin, Nov. 19, 1998</p>	<p>Minister of Finance, Paul Martin, set the national objective to eliminate child poverty on November 19, 1998.</p>
<p>5. FALSE</p> <p>All welfare rates are below the poverty line. The highest rates are 20% below the line, the lowest are 76% below the line.</p>	<p>Social assistance rates are too generous.</p>

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<p>6. FALSE</p> <p>Many live far below the poverty line and spend most of their income on basic needs. Those who feed and clothe a family on a limited income already have budgeting skills.</p>	<p>Poor people need to be taught basic life skills like budgeting.</p>
<p>7. FALSE</p> <p>A national auditing firm estimated that fraud amounted to about 3% of the Ontario welfare budget. On the other hand, income tax fraud has been estimated at about 29%.</p>	<p>The social assistance system is rife with cheating and fraud.</p>
<p>8. TRUE</p> <p>Women – single, with or with-out children - have a 49% of being poor, compared to 33% of men.</p>	<p>Women are at a greater risk of being affected by poverty than men.</p>
<p>9. FALSE</p> <p>Most poor families have either no children or one or two children. 15% have 3 or more children under the age of 18.</p>	<p>Poor families are poor because they have too many children.</p>
<p>10. FALSE</p> <p>Many workers have lost their jobs for reasons beyond their control, and cannot find work because it is unavailable. Many people are on welfare because they are unable to provide for themselves, often due to some personal or economic crisis.</p>	<p>Poverty is the failure of the individual.</p>

Sources:

Sproule, W. (2001). *Our social world*. Toronto: Prentice Hall.
National Anti-Poverty Organization
Campaign 2000

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BACKGROUND INFORMATION FOR TEACHERS

See the following for background information on poverty and definitions of poverty.

<http://www.ccsd.ca/pubs/2001/povertyp.htm>

Defining and Re-Defining Poverty: A CCSD Perspective

This position paper gives good thorough definitions of three kinds of measures of poverty along with the pros and cons of each:

- Low Income Cut-offs (LICOs)
- Low Income Measure (LIM)
- Market Basket Measure (MBM)

http://www.ccsd.ca/factsheets/economic_security/poverty/index.htm (html version)

http://www.ccsd.ca/factsheets/economic_security/poverty/ccsd_es_poverty.pdf (printable version)

Economic Security: Poverty

This economic security fact sheet includes an analysis of current data on poverty in Canada:

- Quick facts;
- Measuring poverty using LICO and MBM measures;
- Individual, family and child poverty;
- Depth and duration of poverty; and,
- Provincial poverty data tables.

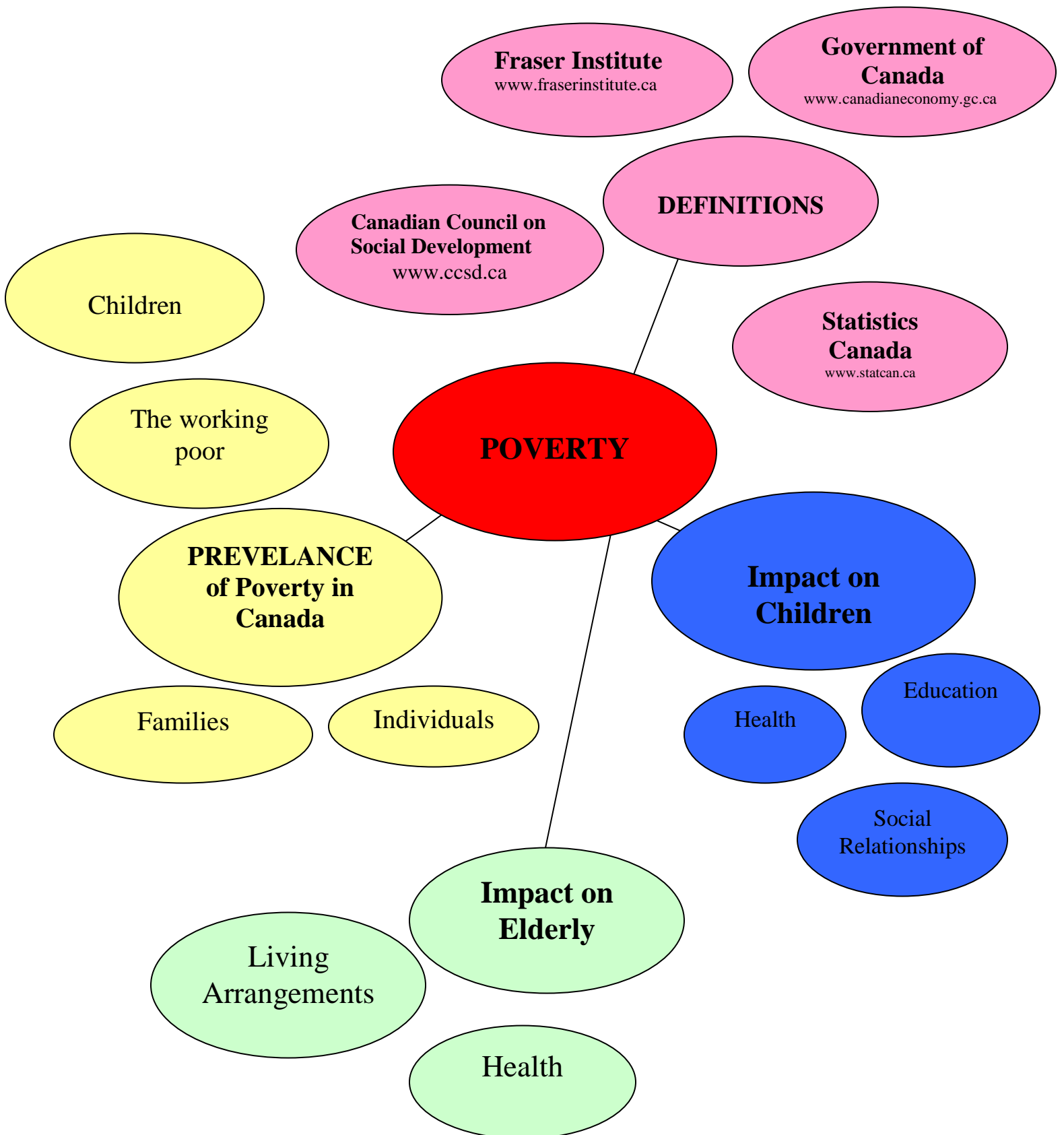
http://admin.powersitefactory.com/Sites/NAPO2007/PDF/Low_Income_Measurement_in_Canada.pdf

Low Income Measurement in Canada by Philip Giles

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Bulletin Board Template



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APPENDIX B-3

Guided Student Internet Scavenger Hunt **Scavenger Hunt Websites**

1. Statistics Canada: www.statscan.ca
2. Canadian Council on Social Development: www.ccsd.ca
3. Government of Canada: www.canadianeconomy.gc.ca
4. The Fraser Institute: www.fraserinstitute.ca
5. Tristat Resources: www.shillington.ca
6. Campaign 2000: www.campaign.2000.ca
7. Human Resources and Social Development Canada: www.hrsdc.gc.ca

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POVERTY: Internet Scavenger Hunt

Prevalence:

- What percentage of Canadians live in poverty?
- What province/territory is the poorest?
- How many Canadian children live in poverty?
- Do education levels impact the rate of poverty?
- Who are the “working poor”?
- Which family type is the poorest?

Impact on Children:

- How does growing up in poverty impact a child’s physical health:
 - a) at birth?
 - b) in childhood?
- How does growing up in poverty impact a child’s:
 - a) educational success?
 - b) mental health
- What is meant by “poverty of opportunity”
- What impact does poverty have on a child’s emotional and social relationships?

Impact on Elderly:

- How does living below the poverty line impact an elderly person’s health?
- What percentage of elderly Canadian citizens live in poverty?

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Homelessness:

- What are some of the causes of homelessness in Canada?
- How many people are homeless in Canada?
- Which province/territory has the most homeless?
- Compare Canada's homeless rates with other developed countries?

Gender Differences:

- Compare the female poverty rate to the male poverty rate.
- Why are women more likely to live in poverty?
- Female headed lone-parent families are more likely to be poor than male headed lone-parent families. Why?

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APPENDIX C-1

MUSIC LYRICS QUESTION SHEET

Read over the song lyrics of the song that you brought in for home and analyse them according to the questions below. You will share your findings with a partner or with the class later in the period.

1. **Who** is referred to in this song?
2. **What** is the overall message of the song?
3. **Where** do the events in the song take place?
4. **Why** do you think the artist wrote this song?
5. **When** was the song set (e.g. date/era, historical events, etc.)?
6. **How** has/can this song educate or create awareness about poverty and its surrounding issues?

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APPENDIX C-2

Poverty & Social Inequality: Summative Assignment

Recall, poverty refers to the an individual's inability to meet specific basic needs. This assignment requires you – working alone, or in pairs – to apply poverty and social inequality issues, and concepts to reality.

*Keep in mind partners will receive the same final evaluation.

Assignment Requirements:

You will need to create a product to illustrate an individual's or family's experiences with poverty.

You **must** include at least **seven** of the following terms, concepts and/or issues in your final product (in no specific order):

1. Poverty
2. Poverty line
3. Social class
4. Ascribed status
5. Achieved status
6. LICOs, LIM, MBM
7. Working Poor
8. Homelessness
9. Child poverty
10. Social inequality
11. Poverty of opportunity
12. Social assistance system
13. Health care system
14. Education system

Final Product:

You may choose to create any final product from the choice board provided.

Evaluation:

This assignment will include the evaluation of all four categories – knowledge/understanding, thinking/inquiry, communication, and application.

Have fun, and be creative!

*You will be presenting your completed assignments to the class.

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POVERTY & SOCIAL INEQUALITY EVALUATION RUBRIC

Knowledge & Understanding	Knowledge and Understanding of Application
	<p>Learning of the material</p> <p>The student has an exceptional understanding of the material included in the case study.</p> <p>1 2 3 4 5 6 7 8 9 10</p>
	<p>Assignment Requirements</p> <p>All assignment requirements fulfilled.</p> <p>1 2 3 4 5 6 7 8 9 10</p>
Thinking & Inquiry	Creative and Critical Thought
	<p>Creativity</p> <p>A significant amount of creativity is evident throughout the product</p> <p>1 2 3 4 5 6 7 8 9 10</p>
	<p>Critical Thought</p> <p>Evidence of critical and strategic thought found in product.</p> <p>1 2 3 4 5 6 7 8 9 10</p>
Communication	Clarity and Confidence of Final Product (Visual and/or Oral)
	<p>Assignment details and information communicated with clarity and confidence.</p> <p>1 2 3 4 5 6 7 8 9 10</p>
Application	<p>Application of terminology and concepts</p> <p>Application of 7 (possibly 14) poverty and social inequality terms and concepts evident in final product.</p> <p>1 2 3 4 5 6 7 8 9 10</p>

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Assignment Choice Board

According to Bloom's Taxonomy, we all have different styles by which we learn best. During the semester, you will be completing assignments. This assignment board offers different ways you may choose from to present, or complete your final **product**.

MULTIPLE INTELLIGENCES	
Visual/Spatial	Verbal/Linguistic
<ul style="list-style-type: none">• Draw a diagram of...• Create a brochure of...• Create a visual display (poster) of...• Create a mural of...• Create a comic strip of...• Create a chart or graphic outline/organizer such as a Venn Diagram of...• Plot a diagram of...• Create a collage of...• Create a web of...	<ul style="list-style-type: none">• Create a newspaper article of...• Write a report of...• Record an audiotape or videotape of...• Create an advertisement about...• Create a speech about...
Bodily/Kinesthetic	Musical/Rhythmic
<ul style="list-style-type: none">• Make a model to show your knowledge of...• Role play your description of the following events...• Develop a mime to describe the action in...	<ul style="list-style-type: none">• Create a song or jingle to explain...• Include the information we discussed in a poem...• Distinguish among the variables we discussed and convey their meanings in a written poem, report, or song