

Pay Me What You Owe Me

Grade Level 11th

Subject Area - US History

Duration (15 minutes for prep) + (5-6 hours class time)

Key Words: wage gap, earnings, gender, racial, pay equity

SUMMARY: Teacher leads the students through a warm up of “Who am I?”, in which they are randomly given a card with a job title and a median weekly earning written on it, to place on their head or back. The students then have to go around asking questions to receive clues to figure out only their occupation. Once they figure out who they are, they find their pair or other partners with the same occupation. From there it is revealed the partners have different salaries, and the teacher provides a short introduction to income inequality. The students move into an activity in which they are to read five articles each discussing the various implications of the wage gap, and use this information to make their own claim supported by two pieces of evidence by creating a three fold digital brochure. To wrap up, the class presents a counterargument to the misconception that income inequality does not exist.

Measurable Objective: Students **make a claim** supported by two pieces of evidence that describes the wage gap by designing a three fold digital brochure.

Facet: APPLY and OVERCOMING THE NAÏVE VIEW

Materials list:

- Occupation Cards (warm up)
- Student Wage Gap Guide
- Electronic device with access to the internet
- Canva account
- Rubric

Making connections: This activity is relevant to the students because it breaks down the misconception that the wage gap does not exist, or that it does not affect women and people of color. As some high school students already have jobs, and others will be entering the workforce in a couple of years, it is important to bring issues and concerns into the classroom that affect students and their likelihood of specific levels of success. Additionally, this activity works to reveal the realities in which equality is not always upheld, respected, or provided to all equally. Again, this reinforces the enduring understanding that U.S. citizens experience different degrees of equality. Also, students have the opportunity to use and develop a new digital skill set through *Canva*, as well as make an evidence based and supported claim.

Background information: The wage gap refers to the income inequality in the United States. The wage gap is commonly referred to and narrowed as the gender wage, since statistics reveal that women make around 80 cents for every dollar a man makes. However, these statistics and gaps widen when considering race as an additional factor in the equation. For example, black women make 63 cents for every dollar made by a white man. Income inequality also affects men of color, who end up earning less than their white counterparts. Even within jobs or disciplines that are predominantly occupied by women, studies have found that men continue to make more money. This income inequality greatly affects all aspects of an individual’s life, as the cycle of poverty is very difficult to get out of, dictates where folks can afford to live, which also determines the quality of education they can receive. The background information related to the wage gap is a **Misconception Alert**, in and of itself.

Teacher: Print *Occupation cards (warm Up)* and *Wage Gap Guide*. Create Canva account. Read over procedure instructions.

Procedure

Warm up

- **Teacher:** Have each student grab an occupation card to tape to either their forehead or back. Make sure they do not look at the card! Students then walk around asking questions about who or what they are or is written on their card. They can only ask yes or no questions. Also, they can only ask 1 person a maximum of three questions, and then need to find a new partner. As students figure out who they are, direct them to find their partner or peers who also share the same occupation. As students have gathered, tell them to compare cards.
 - Ask the following questions: *What is different between you and your partner? What does this mean? What can you infer is our topic for today? What are your feelings about these numbers?*
 - if students have not yet mentioned wage gap, or made inferences as to these being wage gaps between men and women, let them know.
 - Lead students into the activity.

Activity:

- Pass out *Wage Gap Guide*, and review the directions/expectations. Additionally, provide students with an online copy of the guide so as to access the articles. Students can also read from online, and write their responses on paper.
 - Students should work on the guide before creating and getting started on Canva.
- Students research information about the Wage Gap from the five provided articles. They are to respond to the *Wage Gap Guide* questions, and then move into make a claim supported by two pieces of evidence that describes the wage gap by designing a 3 fold digital brochure on Canva.

Wrap up:

- As students complete their brochure, bring the class back together as a whole. In groups of four, ask the students to write a counterargument in response to the misconception that income inequality does not exist because we have equal protection from discriminatory employment opportunities. Ask each group to share out and vote for a consensus on the best counterargument.

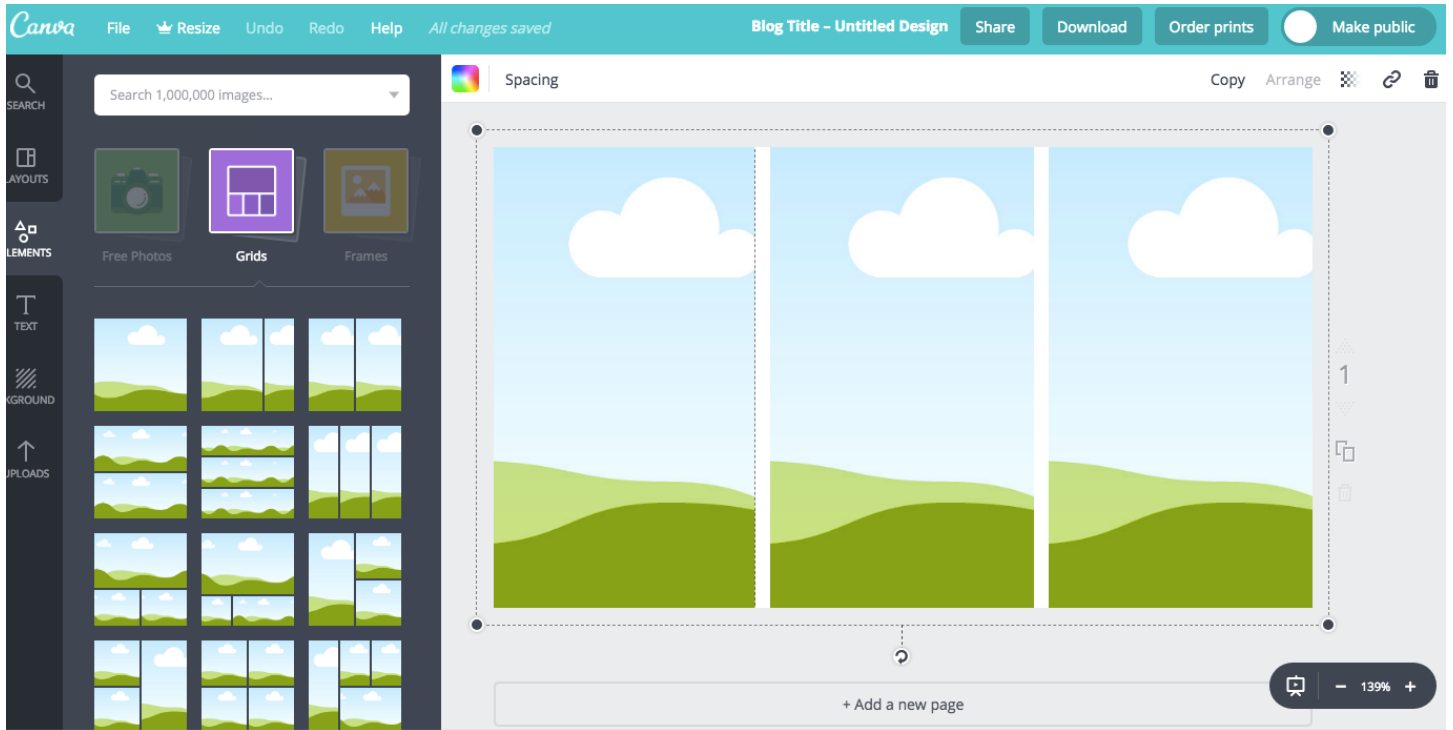
Formative Assessment: Linked and embedded within “Rubric” under Materials list of Activity 2 on the Module 2 webpage.

Extensions / Differentiation

- Ask students to
 - provide additional pieces of evidence to support their claim
 - create a section that includes counterarguments to their claim
- Additional instructional options:
 - Model navigating the online resources
 - Provide additional sentence frames and starters
 - Allow students to draw on paper

Blackline masters: PDF copies of blackline masters and materials are embedded and linked within the “Materials list” of Activity 2 on the Module 3 webpage.

Example of 3 fold brochure through Canva:



STUDENT WORKSHEET: **this is a copy of the worksheet provided to students**

Name:

Date:

Wage Gap Guide - Canva Brochure

DIRECTIONS: For this activity, complete the following questions and steps in order to prepare for creating a digital 3 fold brochure using Canva that includes a claim and two pieces of evidence to support your claim. The goal is to read/research from the articles, restate the claims made their, and then apply the information to make your own evidence based claim about the wage gap in the United States. **Carefully read and complete each step below.**

Step 1: Use the 5 online articles provided in order to complete the chart. Avoid repetitive information and evidence, and try to write a completely new claim for each article.

Article	Describe one claim this article is making	Describe one piece of evidence to support this claim	Describe another piece of evidence to support this claim
<p><i>The Simple Truth By AAUW</i></p> <p>https://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/</p>			
<p><i>Pay Equity & Discrimination By IWPR</i></p> <p>https://iwpr.org/issue/employment-education-economic-change/pay-equity-discrimination/</p>			

<p>The narrowing, but persistent gender gap in pay By Graf, Brown, and Patten</p> <p>http://www.pewresearch.org/fact-tank/2018/04/09/gender-pay-gap-facts/</p>			
<p>Racial, gender wage gaps persist in U.S. despite some progress By Patten</p> <p>http://www.pewresearch.org/fact-tank/2016/07/01/racial-gender-wage-gaps-persist-in-u-s-despite-some-progress/</p>			
<p>5 things to know about the gender pay gap By Vasel</p> <p>http://money.cnn.com/2017/04/04/pf/equal-pay-day-gender-pay-gap/index.html</p>			

Step 2: Now take this information you have read, analyzed, and written about, and apply it to make your own claim supported by two pieces of evidence that describe the wage gap. Once you have solidified this component, design a digital 3 fold brochure through Canva to present your claim and supporting evidence. Your brochure must clearly state your claim, and clearly connects and explains how your evidence supports your claim. Write in complete sentences, and be creative in your decoration (include at least 3 images).

Brainstorm initial thoughts about the wage gap:

When writing a claim, begin with.....		
What do I think?	Why do I think this?	How do I know this is the case?

Brainstorm the design of your 3 fold brochure:

References

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