# Understanding Culture, Society and Politics

## Quarter 2 – Module 3:
## Examine the Concept, Characteristics and Forms of Stratification Systems Using Sociological Perspectives

ALTERNATIVE DELIVERY MODE
ADM

**Understanding Culture, Society and Politics**
**Alternative Delivery Mode**
**Quarter 2 – Module 3: Examine the Concept, Characteristics and forms of Stratification Systems Using Sociological Perspectives**
**First Edition, 2020**

# Understanding Culture, Society and Politics

## Quarter 2 – Module 9:
## Examine the Concept, Characteristics and Forms of Stratification Systems Using Sociological Perspectives

DepED

DEPARTMENT OF EDUCATION

# Introductory Message

For the facilitator:

Welcome to the <u>Understanding Culture, Society and Politics for Senior High School</u> Alternative Delivery Mode (ADM) Module on <u>Examine the Concept, Characteristics and Forms of Stratification Systems Using Sociological Perspectives</u>!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



### *Notes to the Teacher*

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Understanding Culture, Society and Politics for Senior High School Alternative Delivery Mode (ADM) Module on Examine the Concept, Characteristics and Forms of Stratification Systems Using Sociological Perspectives!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

| | | |
|---|---|---|
|  | ***What I Need to Know*** | This will give you an idea of the skills or competencies you are expected to learn in the module. |
|  | ***What I Know*** | This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module. |
|  | ***What's In*** | This is a brief drill or review to help you link the current lesson with the previous one. |
|  | ***What's New*** | In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation. |
|  | ***What is It*** | This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills. |
|  | ***What's More*** | This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module. |
|  | ***What I Have Learned*** | This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson. |
|  | ***What I Can Do*** | This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns. |

| | | |
|---|---|---|
| | **Assessment** | This is a task which aims to evaluate your level of mastery in achieving the learning competency. |
| | **Additional Activities** | In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts. |
| | **Answer Key** | This contains answers to all activities in the module. |

At the end of this module you will also find:

| | |
|---|---|
| **References** | This is a list of all sources used in developing this module. |

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

# *What I Need to Know*

This module discusses the concept, characteristics and forms of stratification systems using sociological perspectives.

After going through this module, you are expected to:

1. understand the different social desirables as explained by Karl Marx and Max Weber;
2. analyze the different social classifications and how one moves from one class to another;
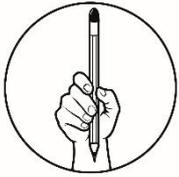
# What I Know

**DIRECTIONS**: Using the clues given, arrange the jumbled letters and write the correct term on the space provided.

| CLUES | JUMBLED LETTERS | TERM |
|---|---|---|
| socioeconomic strata, income, wealth, power, and social status | LSOACI FICATIARTSNOIT | |
| power, wealth, and prestige | LSOACI ARISEBSELB | |
| political or social authority | REPOW | |
| material prosperity | THWEAL | |
| widespread respect and admiration | TRESPIGE | |
| movement of individuals, families, households, or other categories of people | LSOACI LITYIBOM | |
| money, and other tangible asset | EMICNOCO | |
| is the existence of unequal opportunities and rewards for different social positions | ICAOSL LQUYTIENIA | |
| intergovernmental organization that aims to maintain international peace and security | TUDNIE STANOIN | |
| also known as Republic Act No. 10963 | NITAR ALW | |

2

| Lesson | # Stratification System |
|---|---|

In the last module that you have undertaken, you have learn about functions and importance of education. On that module, you were able to recognize that education is not only confined to industrialized countries but also to the developing countries, it is equally important and beneficial for the entire world. Education provide assistance and support to less developed countries and motivate them for achieving growth. Education involves knowledge acquisition, learning skills, and enhancing or polishing abilities and attributes. Education is recognized worldwide as beneficial for individuals and encourage the national and economic development.

## What's In

**DIRECTIONS:** Complete the graphic organizer by identifying the Functions of Education based on the previous module that you studied.

FUNCTIONS
OF
EDUCATION
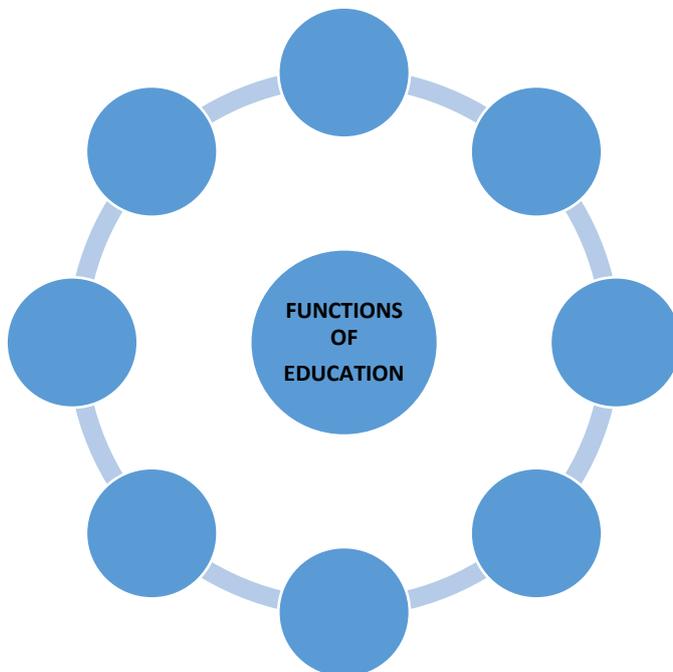
## *What's New*

**DIRECTIONS:** List down ten (10) different people that you know in your barangay, city, province, country, or even foreign people on the left side of the table. Describe their socioeconomic status (**Low-income**, **Middle-income**, **High-income**) and categorize them weather they belong to the **Upper Class**, **Middle Class**, or **Lower Class** in the society.

| NAME OF PEOPLE | DESCRIPTION OF SOCIOECONOMIC | CATEGORY |
|---|---|---|
| Ex. Manny Pacquiao | High-income | Upper Class |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
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|  |  |  |
|  |  |  |

## Meaning of Stratification

**Social stratification** is the classification of people into socioeconomic class, based upon their occupation and income, wealth and social status.   Stratification is the relative social position of people within a social group, category, geographic region, or social unit. Social stratification is distinguished as three social classes: the upper class, the middle class, and the lower class; in turn, each class can be subdivided into strata: the upper-stratum, the middle-stratum, and the lower stratum. Social stratum can be formed upon the bases of kinship or caste, or both.

**Social desirables** are resources considered valuable by societies.  These resources may be tangible or intangible. Sociologist may focus on any of these resources as the basis of their theoretical perspective on social inequality.  In short, the recognition of the existence of these social desirables is what brings together the sociological camps.

Generally, prestige, power, and wealth are three important social desirables.  It describes the social standing of individuals relative to others.  Social standing reflects persons' worth and access to social, political, and symbolic capital.   Sociologists have different vies as to what constitute social class.  Karl Marx looked at it in terms of wealth produced in relation to the ownership of the means of production.  Wealth may refer to money, properties, and similar tangible resources.

Max Weber, on the other hand, differentiates them into three: wealth, power, and prestige. Individual's social standing can be measured, all at once, based on their relative access to these three.

| Bases of Class According to Karl Marx and Max Weber | | | |
|---|---|---|---|
| **KARL MARX** | **MAX WEBER** | | |
| **ECONOMIC STATURE** | **POWER** | **WEALTH** | **PRESTIGE** |
| Material prosperity, ownership of the means of production | Political or social authority or control, especially that which is exercised by a government | Material prosperity | Widespread respect and admiration felt for someone due to his or her achievements or quality |

**Social mobility** refers to changes of individuals, families, households, or other categories of people within or between social class in a society. It is a change in social status relative to one's current social location within a given society.

## Types of Social Mobility

*1. Horizontal mobility*
This happen when a person changes their occupation but their overall social standing remains unchanged.

*2. Vertical mobility*
It is a change in the occupational, political, or religious status of a person that causes a change in their societal position. A person or social object moves from one social class to another.

*3. Upward mobility*
It is when a person moves from a lower position in society to a higher one. It can also include people occupying higher positions in the same societal group. However, upward mobility, while seen as a good thing, can also come at a cost for individuals.

*4. Downward mobility*
It takes place when a person moves from a higher position in society to a lower one. It happen when someone is caught performing a wrongful act that can result in the loss of the position they currently hold.

*5. Inter-generational mobility*
This happen when the social position changes from one generation to another. The change can be upward or downward.

*6. Intra-generational mobility*
Change in societal position occurs during the lifespan of a single generation. It can also refer to a change in position between siblings. One way is when a person climbs up the corporate ladder in their career.

| Some Issues Relative to Social Stratification | | | |
| --- | --- | --- | --- |
| **Wealth and Income** | **Ethnicity** | **Gender and Sexual Orientation** | **People with Disabilities (PWD)** |
| In the Philippines, there are 92.3 million Filipinos lives below poverty line because of the country's economic and social inequality. According to the ASEAN Trade Union Council, the Philippines has the highest rate of economic and social inequality in Southeast Asia, and unless action is taken, the gap will continue to widen. The 4 major causes of income inequality in our country are:<br><br>1. the rising proportion of urban households<br>2. age distribution changes<br>3. increasing number of highly educated household<br>4. wage rate inequality. | Ethnic groups are also facing discrimination. Aside from cultural marginalization that they suffer from the dominant cultural majorities, where their cultural practices are subjects of ridicule and their physical appearances and demeanor ear for them over forms of discrimination through stereotypes and end up as victims of development aggression. Their ancestral land are either forcibly taken away from them in the guise of development projects like government infrastructures or dumping site for toxic waste. | Woman have always been coerce by societies that have a structural bias because of cultural beliefs. Men are seen in many cultures as natural leaders and conformed more social and political rights.In some culture, women cannot own property, and they cannot drive their own car. Woman also experienced harassment in the work place and become victim of sexual harassment and violence. A similar situation is being experienced by lesbian, gay, bisexual, and transgender (LGBT) people. They are often subjected to discrimination and ridicule by a society that considers them aberrations or forms of deviancy. | These people are also discriminated and their physical impairments become basis of denial and equal opportunity in employment. They do not enjoy the benefits that abled persons receive. |
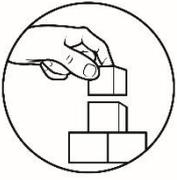
# *What's More*

**DIRECTIONS:** To strengthen and broaden your knowledge on the lessons that you had learned, complete the given graphic organizers below. The main idea is already given

```
   (        )                              (        )

   SOCIAL                                  SOCIAL
 STRATIFICATION                          DESIRABLES

 (     )    (     )                      (     )    (     )
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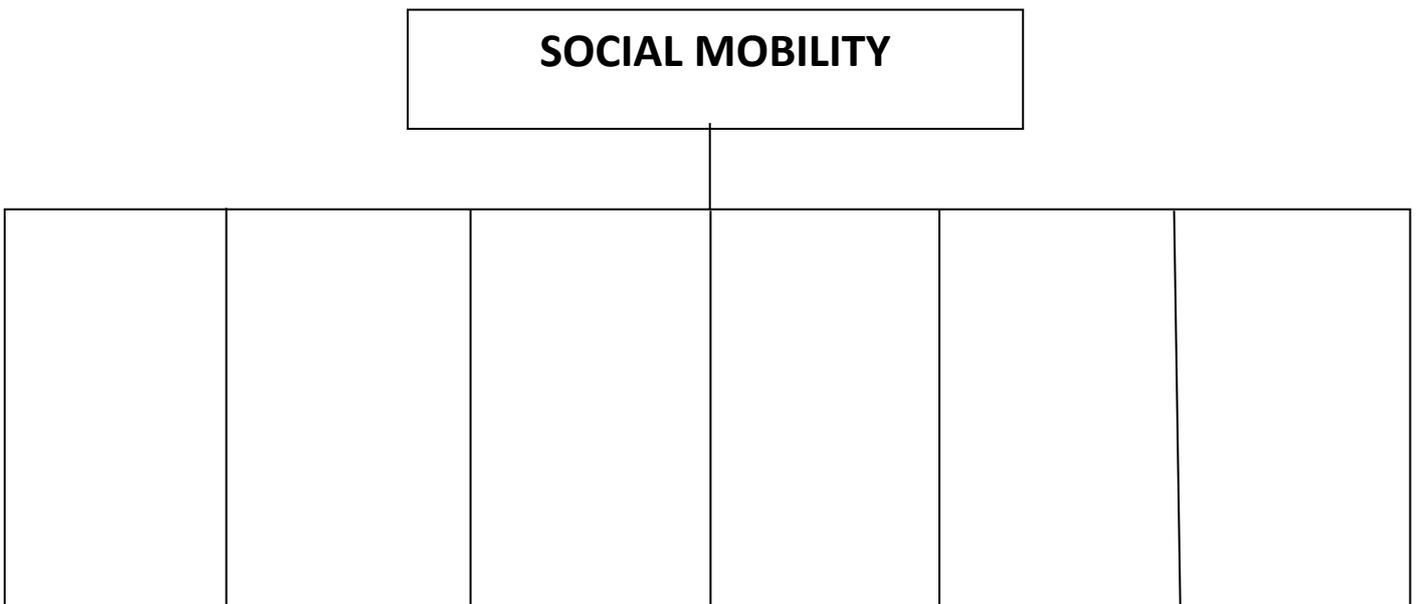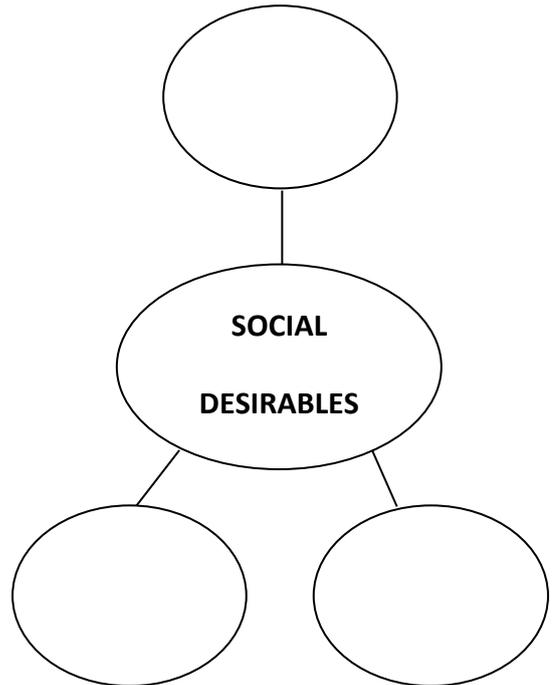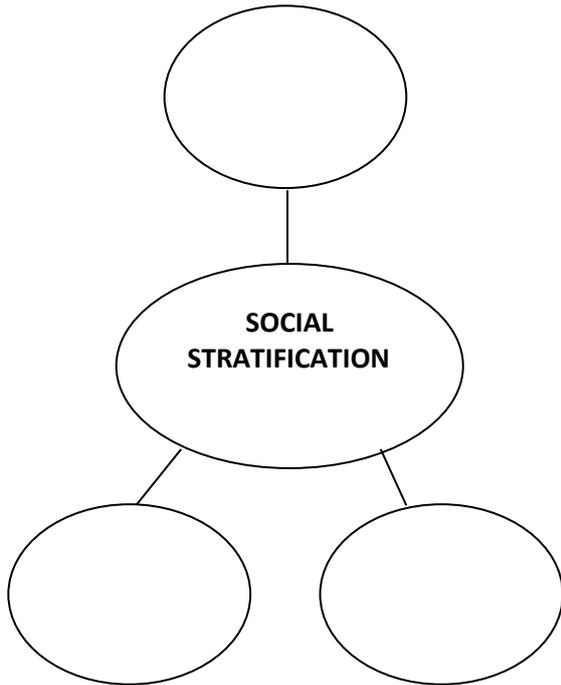
| SOCIAL MOBILITY |
|---|

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

## *What I Have Learned*

**DIRECTIONS:** Answer the following questions base on your own understanding. Write your answer inside the box.

1. What is social stratification?
2. What is the relationship of social mobility and social inequality?
3. How can social inequalities in the Philippines be addressed?

1.

2
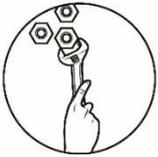
# *What I Can Do*

**ACTIVITY...REFLECTION PAPER**

**DIRECTIONS:** Write your insights about this saying.

**"THERE WOULD BE NO RICH WITOUT THE POOR"** -Unknown

# *Assessment*

**DIRECTIONS:** Below are the issues relative to social stratification in the Philippines. Complete the table by giving 3 situations in each issue.

| Issues Relative to Social Stratification | | | |
|---|---|---|---|
| | | | |
| **Wealth and Income** | **Ethnicity** | **Gender and Sexual Orientation** | **People with Disabilities (PWD)** |
| | | | |
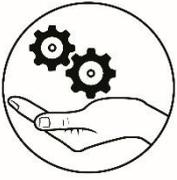
# *Additional Activities*

**DIRECTIONS:** Look on the constitution of the Philippines. Identify a law that promotes equality. Discuss in not more than 10 sentences how the law promotes equality.
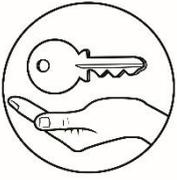
# *Answer Key*

| WHAT I KNOW | WHAT'S IN | WHAT'S NEW | WHAT'S MORE | WHAT I CAN DO | ASSESSMENT | ADDITIONAL ACTIVITY |
|---|---|---|---|---|---|---|
| SOCIAL STRATIFICATION | TRANSMISSION OF CULTURE | **LEARNERS ANSWER WILL VARY** | **SOCIAL STRATIFICATION** OCCUPATION AND INCOME WEALTH SOCIAL STATUS | **LEARNERS ANSWER WILL VARY** | **LEARNERS ANSWER WILL VARY** | **LEARNERS ANSWER WILL VARY** |
| SOCIAL DESIRABLES | SOCIAL INTEGRATION | | | | | |
| POWER | CAREER SELECTION | | | | | |
| WEALTH | TECHNIQUES OF LEARNING SKILLS | | | | | |
| PRESTIGE | SOCIALIZATION | | **SOCIAL DESIRABLES** WEALTH POWER PRESTIGE | | | |
| SOCIAL MOBILITY | RATIONAL THINKING | | | | | |
| ECONOMIC | ADJUSTMENT IN SOCIETY | | **SOCIAL MOBILITY** HORIZONTAL VERTICAL UPWARD DOWNWARD INTER-GENERATIONAL INTRA GENERATIONAL | | | |
| SOCIAL INEQUALITY | PATRIOTISM | | | | | |
| UNITED MATIONS | | | | | | |
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| | | | | | | |

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Contreras, Antonio P., PhD. (2016). Understanding Society, Culture &Politics,PHOENIX PUBLISHING HOUSE, INC.


**Electronic**

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