

Equality vs. Equity vs. Inequality

Algebra 1 - 9th Grade

Essential Question: Do situations of equality always mean that they are equitable?

Goal: Students will be able to understand the differences of equality, inequality, and equity.

To start, the whole group will be asked a series of questions to give a response to by silently raising their hand.

1. Who thinks they know what it means to be equal?
2. Who would be able to define what an inequality is or what it means to be unequal?
3. Who thinks they know what it means to be equitable or could define the word equity?

After this short survey of the class's initial understanding of the three different terms, the students will then be asked to take about 3-4 minutes to silently reflect and provide their own definition for each of the three terms. The group will be instructed to make sure at least some ideas for each term are written down because they will be used shortly. During this reflection time, I'll be circulating the room making sure each student is writing down some ideas to define the terms. After that time is up, I will then pass out a handout with 8 different scenarios or statements; these will be a mix of mathematical statements as well as real world scenarios. Students will be given about 6-7 minutes to read the scenarios and decide which classification the scenario/statement belongs under and to provide a justification for their decision based on the definitions they have written down.

Some ideas for statements include:

1. Every student at school is given the exact same lunch during their lunch band.
2. At home, your mom gives your older brother, who drives a car, a \$25 allowance and you receive a \$15 allowance.
3. Ms. Chrissis gives pencils who students who need them during class.
4. Every sprinter for the 400m dash (1 lap around the track) starts at the same position.
5. Your teacher gives you 5 extra practice problems to improve your Standards grade.
6. You and your friends are watching a baseball game behind a fence that is 7 feet tall. You are 6 feet tall, your friend is 6 feet 6 inches, and your other friend is only 5 feet 4 inches. You find three crates that are 1 foot 2 inches tall to stand on to watch the game.
7. $y = 4x - 7$
8. $9c \leq 6d + 5$
9. Your friend receives a \$435 monthly paycheck from work (minimum wage - \$7.25/hour, 15 hours a week). You receive a \$600 monthly paycheck from work (\$9/hour, 15 hours a week). You are throwing a birthday party for a friend that costs \$200 and your friend says you should each pay \$100.
10. You go out with friends, and you get a soda while your friend gets a burger and milkshake. Your friend wants to split the bill evenly.

Once all students have had a chance to write down their initial thoughts for the handout, they will partner up or work in a small group to discuss each of the scenarios. This time for sharing gives each student an opportunity to justify their stance, and groups/pairs will be instructed to come to some sort of conclusion for which classification the situation falls into.

When all of the small groups have shared out, we will come back together to discuss the scenarios as a whole group. Before we begin discussing the specific scenarios, I will provide definitions (from a source) for each of the three terms. Students will be asked, by a show of hands, who provided a definition that was similar to each of the definitions from the source. We will then go through each scenario and discuss what each group concluded to classify and why they chose it.

We will wrap up with a discussion about how the idea of equality does not always mean something is equitable. For example, giving all students the same lunch is equal, but for students who have food allergies, this is not an equitable option.

Follow-up (Homework Assignment):

Students will be tasked with researching at least 3 states various public school funding models. Based on their research, students will discuss how each state develops their model for funding, compare the models, and discuss any possible discrepancies that may exist across those states. We will then have a class discussion about the funding models found across the United States.

\