The Internship Divide

How access to money shapes opportunity

SS24.S.10b "Analyze the impact of social stratification on groups and individuals.*"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the museum's unpaid rule, circle one effect on Nia and one possible effect on a group, and write a 1 beside the rule and both effects to trace its impact.

A Summer at the Museum

1. In the fictional city of Eastport, a history museum offers ten summer internships. Interns catalog objects, meet curators, and learn skills that can help them apply for college or jobs. The positions are unpaid, and each intern must be at the museum from nine to four on weekdays. Students from families with savings may be able to take the positions without earning money. Students whose families depend on their summer wages face a different choice. Both groups may have strong interests and abilities, but the same internship rules place different costs on them.

2. Consider Nia, who helps pay for groceries with earnings from a grocery store. She wants to study history, but taking the internship would mean losing those wages. She keeps her paid job instead. Her classmate Owen has family support for summer expenses and accepts a museum position. He gains a recommendation from a curator, while Nia gains customer service and time management skills at the store. Neither student's choice proves who cares more about history. Their access to money affects which experiences each can afford, and that difference may shape later applications.

3. If this pattern repeats each summer, the museum may recruit mostly students from higher-income families. Its future staff may then have fewer people who understand the experiences of lower-income neighbors. Students who cannot take unpaid positions may have fewer chances to build museum contacts, even when they have the needed talent. This is one way economic stratification, unequal access to resources across social groups, can affect both institutions and individuals. A paid stipend could reduce the wage barrier. It would not erase every difference, such as travel time or caregiving duties, but it would change who can realistically apply.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the unpaid rule create different opportunities for students from the two groups described in the passage?

2. How do Nia's and Owen's summer choices affect the experiences each can include in a later application? Why would it be unfair to use those choices to judge their interest in history?

3. If the same pattern continues for years, how could it affect both lower-income students and the museum?

4. How could a paid stipend change who can apply, and what is one barrier it would not remove?

3 YOUR TURN

Your own words

Imagine a town library offers free evening coding classes, but the last bus leaves before class ends. In four to five sentences, explain how transportation access could affect two groups and one student's choice, then explain what an earlier class ending might and might not fix.

ANSWER KEY

The Internship Divide

HIGH SCHOOL · SS24.S.10b

PART 1 · READ AND MARK

Underline the museum's unpaid rule, circle one effect on Nia and one possible effect on a group, and write a 1 beside the rule and both effects to trace its impact. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the unpaid rule create different opportunities for students from the two groups described in the passage?	**Students with family financial support may be able to intern, while students whose families need their wages may have to keep paid jobs.**
2	How do Nia's and Owen's summer choices affect the experiences each can include in a later application? Why would it be unfair to use those choices to judge their interest in history?	**Owen can include museum experience and a curator's recommendation, while Nia can include work skills from the grocery store. Nia wants to study history but needs the wages.**
3	If the same pattern continues for years, how could it affect both lower-income students and the museum?	**Lower-income students may have fewer museum contacts. The museum may recruit mostly higher-income students and later have fewer staff who understand lower-income neighbors' experiences.**
4	How could a paid stipend change who can apply, and what is one barrier it would not remove?	**A stipend could make the internship possible for more students who need summer wages. It would not necessarily solve travel or caregiving barriers.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students whose families can drive them home can attend the full coding class. Students who rely on the bus may leave early or miss class, giving them less practice. A student without a ride might choose a different activity even if they enjoy coding. Ending class before the last bus could let more students participate. It would not solve every barrier, such as having to care for a younger sibling.

Accept other passage-supported effects and reasonable barriers. For Part 3, look for a clear link between transportation access, group opportunities, an individual's choice, and both a benefit and a limit of the schedule change.