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# **Sociology Activities**

## **Volume 1: Introductory Activities**

- Basic Concepts
- Sociological Theories
- Research Methods

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# Introduction

## About This Book

The activities provided in this booklet are created to enrich sociology classes. They provide hands-on activities and lessons that engage students in exploring the basic concepts in sociology that are central to all sociology curriculums.

This volume contains introductory topics, such as: observation, norms, groups, sociological theories and research methods. These activities clarify the terms, concepts, and structures that students learn about through class lectures and readings.

Suggestions provided in textbooks and other supplemental material do not always offer complete hands-on approaches sought by course instructors. Especially for classes taught in a schools utilizing block scheduling (ninety and seventy-five minute classes), lessons that keep students active and interested while demonstrating the key components of sociology are necessary.

The essential goals for each activity were to make them easy to use, to involve and engage the students, and to clarify key sociology concepts.

The topics covered in this booklet, and other *Sociology Activities* volumes, parallel general sociology textbooks and should be used as a supplemental aid. The activities and demonstrations clarify basic sociology concepts and allow students to work with material in ways that interest them.

All lessons were created with the teacher and student in mind. The purpose for each lesson is clearly stated and a specific list of materials required for each lesson is provided. Procedures are written in a step-by-step format to allow for easy implementation into a block or typical schedule format. Hints or tips are offered throughout the booklet to assist teachers in adapting lessons to fit their needs or the ability level of students. Student handouts include all necessary instructions and directions as well as material to assist in grading. Finally, the material is organized in such a way that incorporating the lessons into an existing curriculum is easy and enjoyable.

Current research indicates that students who are actively engaged in the learning process retain information better than those who are passive participants in the classroom. *Sociology Activities* was created with this concept in mind. The hands on approach to Sociology that this booklet offers will spark and maintain student interest. Being involved in the lessons allows students to become an active part of their own

learning. Participation in these activities also provides students with an episodic memory of a classroom experience, strengthening the concepts being taught and therefore improving learning. Most importantly, when students are actively engaged, they have more fun. These activities make the study of sociology an enjoyable experience for everyone!

## **About the Author**

Kathleen M. Glusick graduated from the University of Wisconsin – Madison with a Bachelor's degree in Broad Field Social Studies and a minor in Psychology. She completed her Master's of Education through Cardinal Stritch University in Milwaukee, Wisconsin. She taught World Cultures, Citizenship, Sociology, Experimental Psychology, and Government during her high school teaching career. After completing her thesis, *The Impact of Brain-Compatible Physical Structures on Classroom Learning*, Peanut Publishing was created to enhance involvement in the classroom by providing teachers with student centered activities.

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# **BASIC CONCEPTS**

## LESSON 1: BURIED TREASURES

### PURPOSE:

- Allow students to analyze today's society
- Stimulate discussion on societal values and physical/concrete goods
- Encourage active participation through "show and tell" format
- Engage parents in the learning process

### MATERIALS:

- Copies of "Student Handout: Buried Treasures," page 2
- Butcher paper and markers

### PROCEDURE:

- Discuss how archeological digs reveal pieces of societies and cultures long past. Question students about the values and goals of our society today. What items best represents our society?
- Distribute the student handout: "Buried Treasures," (p. 2)
- Read through the handout with students and clarify expectations.
- Encourage (or require) students to discuss their top five choices with their parents before making their final selection.



**HINT:** You may require parents to sign off on the sheet to indicate that a discussion took place.

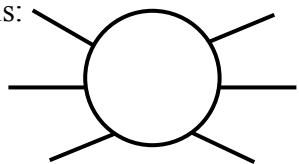
- At the beginning of the next class period, have students form groups of 4-6 and have them orally present their responses to the group.
- Have each group make a visual of their discussion on butcher paper and take turns presenting the visuals to the class.



**HINT:** Doing initial small group work eases some stress students may feel about presenting in front of the whole class. It also saves time by not having each student stand and present to the entire class. Students develop small group and large group skills.



**HINT:** The visual that students create in their small group may look something like this:



with all of the individual answers in the middle and the top choices on the branches.

Name: \_\_\_\_\_

## STUDENT HANDOUT: BURIED TREASURES

After discussing the values and goals of our society, your assignment is to determine which items you would bury to give future generations the most important information about the time in which you lived.

**PART ONE:** Choose 6 items that represent and give information about our society. In the boxes below, draw a picture of each item and give a brief explanation of why you chose each item.

Picture of Item One	Picture of Item Two	Picture of Item Three
Explanation:	Explanation:	Explanation:
Picture of Item Four	Picture of Item Five	Picture of Item Six
Explanation:	Explanation:	Explanation:

**PART TWO:** Since you can only bury one item, eliminate five items from your list above. Below, write the item that you kept, and a paragraph explanation of why you chose it rather than the others.

ITEM: \_\_\_\_\_

EXPLANATION: \_\_\_\_\_

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## LESSON 2: PICTURE INTERPRETATION

### PURPOSE:

- Illustrate the impact of bias on interpretation of events
- Allow for discussion on making assumptions due to societal influences

### MATERIALS:

- Transparency of “Event Illustration,” page 3
- Copies of “Student Handout: Event Information,” page 4

### PROCEDURE:

- Explain to students that they will be viewing an illustration shortly, but will first be given some background information to read.
- Distribute copies of the student handout: “Event Information,” (p. 4), so that half of the class obtains version A (in regular print) and half obtains version B (in italics). Students should not be made aware that there are different versions.
- Allow time for students to read through the information.
- Show the transparency of the illustration (or distribute copies if an overhead is unavailable). (p. 3)
- Ask students to write down what they think is happening in the picture. They can write on the back of the reading they were given.
- Begin the discussion by asking students to raise their hand if they would be interested in spending one day in this culture. Point out the difference in the number of hands raised. (You should expect more hands raised from those who read version A.)
- Ask a few students from the version A and B reading groups to read their interpretation of the illustration to the class. Encourage natural discussion and questioning of one another.
- Ask students what led them to their observations and interpretation of the illustration.
- Have a student from each version read their “Event Information” to the rest of the class.
- Engage students in a discussion on the impact of making assumptions in our daily life. How do societal norms impact our expectations, and our interpretation of events?

EVENT ILLUSTRATION



## STUDENT HANDOUT: EVENT INFORMATION

The Kanni culture would be considered primitive by American society; however, some of their behaviors regarding family are quite similar. For example, it is more common for men to work outside of the house and take on the heavy physical labor of daily life. Women complete the cooking, child care and maintenance of the home. Overall, the families are communal and care very much for each other. They assist each other in difficult times and share what they have, because no one has very much. It is a common ritual for the men and women to go to all of the homes in their community to introduce their new offspring, similar to American families congregating at hospitals to welcome newborns. The children are blessed and offered gifts. Twice a year the Kanni hold celebrations to commemorate summer and winter births, rather than having individual birthday parties Americans are accustomed to. While the lifestyle of the Kanni is very different from American culture, there are shared values and pride when it comes to social organization and family.

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## STUDENT HANDOUT: EVENT INFORMATION

*The Kanni culture would be considered primitive by American society and many of their behaviors may seem unfair according to American standards. For example, men are required to work outside of the house six days a week and complete all heavy physical labor of the communal village. All women stay at home to complete the cooking, child care and maintenance of the village. Overall, the families are communal but socialization is frowned upon as people stay to themselves. Because of the poverty level, families are only allowed to have one child. If another child is conceived and born, the parents must make a long journey to another town to bring the infant to an orphanage. The children are cared for by a religious organization. Twice a year the Kanni hold prayer services to commemorate summer and winter births of those children they had to give away. The lifestyle of the Kanni is very different from the American culture, which makes it difficult to understand their behavior regarding family and children.*

### LESSON 3: CHACTERIZING HUMANS

#### **PURPOSE:**

- Encourage active debate among students
- Allow diverse opinions and evaluations to be made and defended
- Develop evaluation and critical thinking skills

#### **MATERIALS:**






- Copies of “Student Handout: Human Characteristics,” page 7
- Transparency of “Human Characteristics Tally,” page 8

#### **PROCEDURE:**

- Distribute a copy of the student handout: “Human Characteristics,” (p. 7) to each student.
- Read through the instructions and clarify any questions.
- Instruct students to complete the handout.
- After appropriate time, generate a master list of characteristics on the board.
- Narrow the list down to 8 characteristics that repeatedly came up on students’ lists.
- Write the final 8 characteristics on the transparency: “Human Characteristics Tally,” (p. 8) and instruct students to choose their top five.
- Read off each characteristic and tally the number of students who have the characteristic on their top 5 list, and those who don’t. Record the number on the transparency.



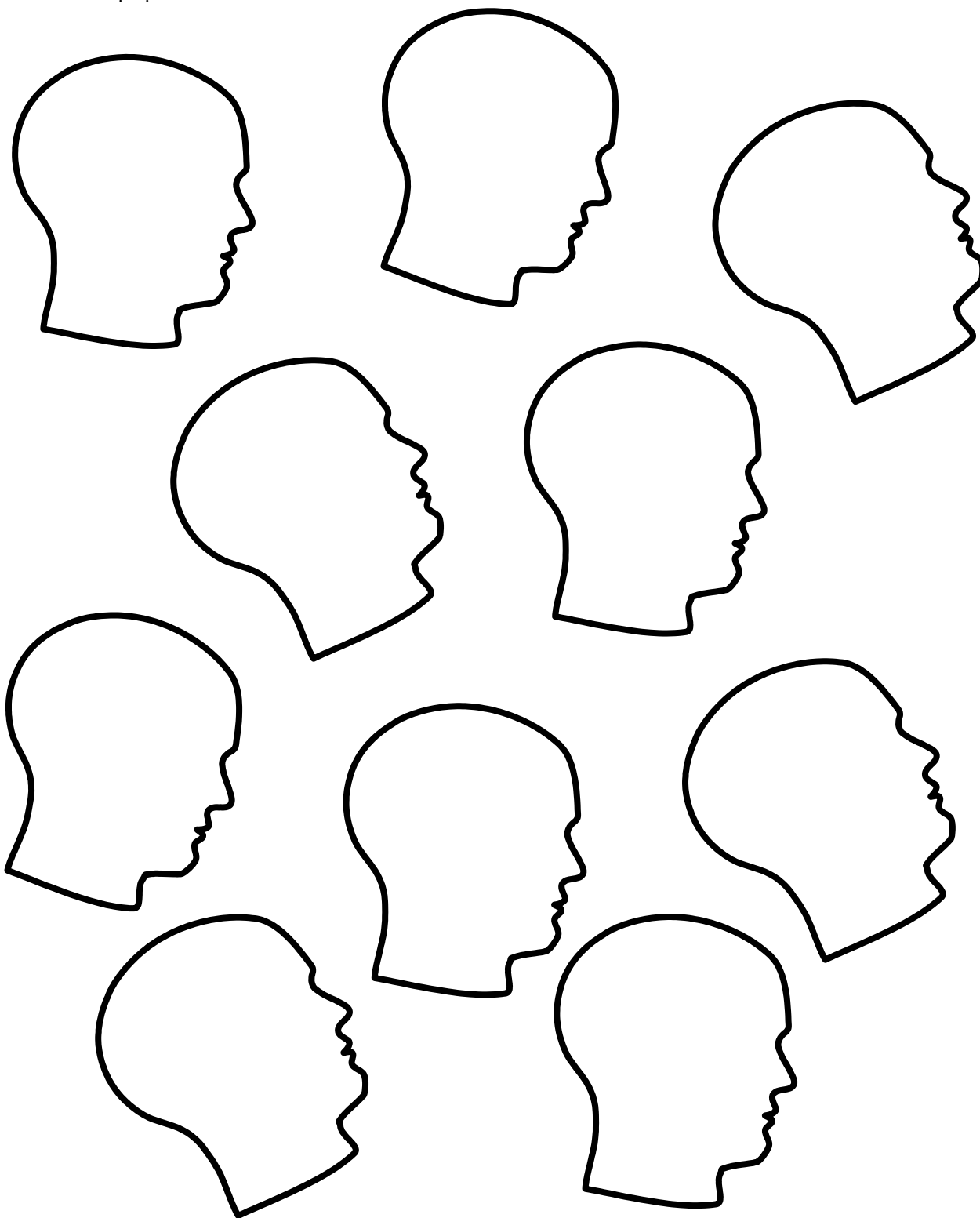
**HINT:** An easy way to add movement here is to have those who have the characteristic on their top five list stand, while those who don’t have it on their top 5 list sit on the floor. Or, students could go to different sides of the room and stand, going back to their seats in between the reading of each characteristic. While standing, one or two people could be called on for a brief explanation of their opinion.

- Once all of the characteristics have been tallied, encourage students to debate the characteristics they feel should be eliminated from the list. Prompt students with questions such as:
  -  Is this a characteristic all humans have?
  -  Is there a difference between “should have” and “do have”?
  -  Is it possible that there is no one characteristic shared by all humans?
  -  Would your grandparents generate a similar list?
  -  Would different cultures generate a similar list?

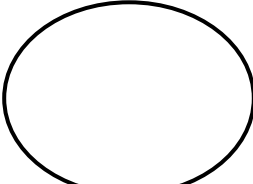

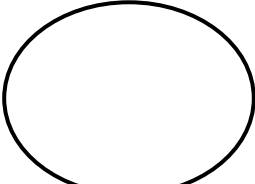
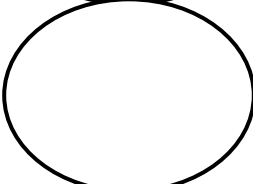

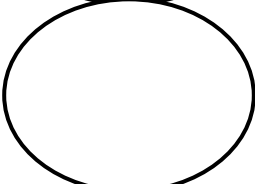
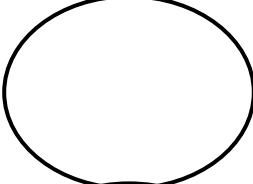
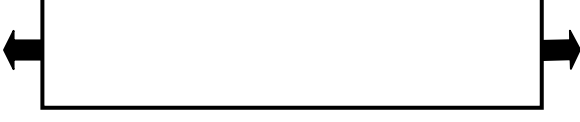
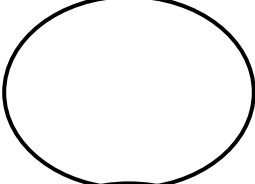
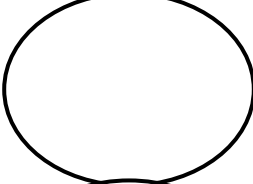

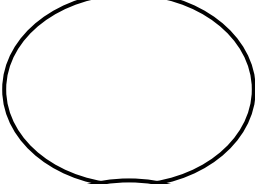
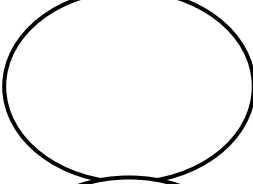

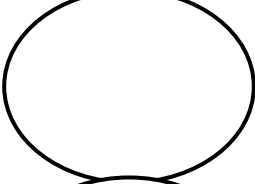
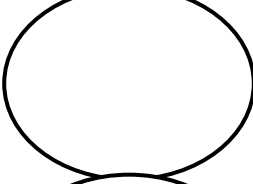

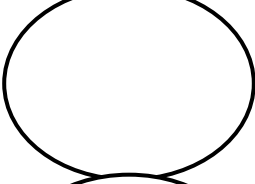
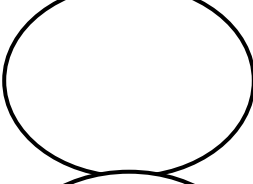

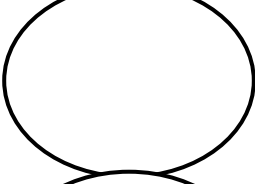
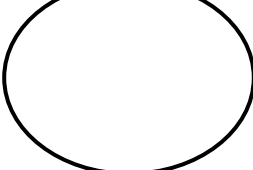
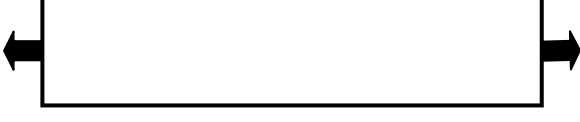
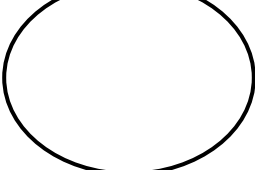
Name: \_\_\_\_\_

## STUDENT HANDOUT: HUMAN CHARACTERISTICS

**Directions:** In each shape below, list a characteristic you feel all humans share. List as many as you can, but be prepared to defend each one.



# STUDENT HANDOUT: HUMAN CHARACTERISTICS TALLY

NUMBER ON TOP FIVE LIST	CHARACTERISTIC	NUMBER NOT ON TOP FIVE LIST
		
		
		
		
		
		
		
		

## LESSON 4: INHERITED OR LEARNED

**PURPOSE:**

- Engage students through acting out behaviors
- Provide opportunity for movement and fun – class building
- Allow discussion of where our behavior comes from – genetics or society

**MATERIALS:**

- Copies of behaviors listed on page 10, cut into slips

**PROCEDURE:**

- Discuss how some behaviors are learned, while others are inherited, and most are some sort of combination.
- Explain to students that they will be doing an activity similar to charades. They will each come and pull a slip of paper out of a hat/box and have to act that behavior out for the class. The class will watch and guess the behavior.
- Once the behavior is determined, those who feel the behavior is learned should go to one side of the room and those who feel it is inherited should go to another.
- Call on students to explain their opinion and allow for discussion.
- Repeat until all of the behaviors have been acted out.



**HINT:** A competition element can be added by having students in teams compete for guessing the behaviors the fastest.

## BEHAVIOR SLIPS

INTELLIGENCE	MUSICAL ABILITY
ATHLETIC ABILITY	GARDENING SKILLS
PAINTING ABILITY	HUMOR
INTROVERT	EXTROVERT
BODY SHAPE	MANNERS – BEING POLITE
ABUSIVENESS	HOMOSEXUALITY
CRIMINAL TENDENCIES	HATRED
KINDNESS	TEACHING
CARE GIVING	ORGANIZATIONAL SKILLS
MEMORY ABILITY	DISCIPLINE
GENEROUSITY	RELIGIOUS LEADERSHIP
STUBBORNESS	SELF-ESTEEM



## LESSON 5: CHARACTERISTICS OF GROUPS

### PURPOSE:

- Provide students with a small group activity
- Encourage students to critically analyze the impact groups have on individual behavior

### MATERIALS:

- Copies of “Student Handout: Group Impact,” page 12
- Copies of “Student Handout: Individual Analysis,” page 13

### PROCEDURE:

- Break students into seven sections and assign each section one of the following group characteristics: race, gender, age, religion, education, hobby/interest, and career.
- Explain to students that they will be completing a graphic about the influence of their group on daily life.
- Distribute the student handout: “Group Impact,” (p. 12) and review the categories and expectations for completion.
- After appropriate time, call on each group to present their graphic to the class and answer questions from their classmates.
- Distribute the student handout: “Individual Analysis,” (p. 13) and instruct students to complete this handout on their own.

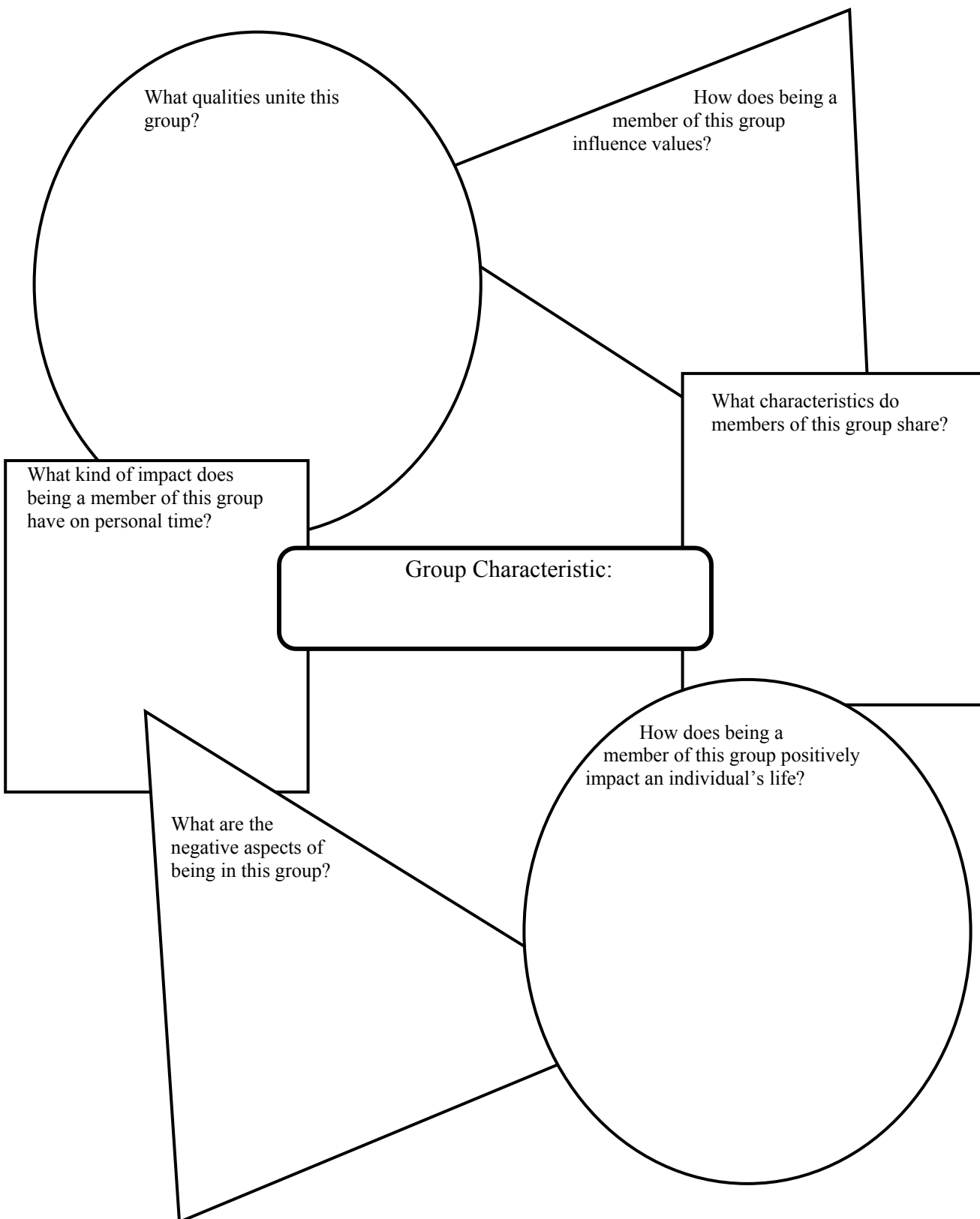


**HINT:** If one section is too difficult for a student to complete for personal reasons, you may offer one category the students can choose to eliminate without penalty.

- Collect the “Individual Analysis” from students after appropriate time but allow for discussion of realizations or conclusions prior to students turning their sheets in.

Name : \_\_\_\_\_

# STUDENT HANDOUT: GROUP IMPACT



Name : \_\_\_\_\_

## STUDENT HANDOUT: INDIVIDUAL ANALYSIS

**Directions:** Your class looked at how different groups influence daily lives. How does being a member of the groups below impact your life? Write a response in each of the areas below.

The diagram consists of a central square box with a double border containing the word "YOU". Surrounding this central box are seven octagonal boxes, each connected to the center by a line. Each octagon contains a label for a different aspect of life:

- Your race:
- Your gender:
- Your age:
- Your education:
- Your religion:
- Your job/work:
- Your hobbies/interests:

## LESSON 6: QUESTION A PICTURE

### PURPOSE:

- Develop observation skills
- Demonstrate difficulty in remaining objective

### MATERIALS:

- Transparency of “Event Illustration,” page 15
- Copies of “Student Handout: Observation Questions,” page 16

### PROCEDURE:

- Discuss the importance of being a good observer when studying sociology. Focus on the need to question what you see and not to make assumptions.
- Show the transparency “Event Illustration,” (p. 15) to the class and invite them to call out questions they have about what they see.



**HINT:** Take time discuss some of the questions students ask and invite students to suggest possible answers.

- After appropriate time, distribute the student handout: “Observation Questions,” (p. 16) and instruct students to complete it individually. (Make sure the overhead is not still showing.)
- Once students have completed the handout, go through each question, asking those who responded “yes” to stand, and those who responded “no” to sit on the floor. Allow for some debate between the groups.
- Show the overhead, if necessary, for clarification.
- Discuss why some questions may have been answered incorrectly due to assumptions being made. (For example, the question about ants – if students do not remember seeing ants, they may assume there were ants because it was a picnic scene.)
- Discuss what factors impact recall of events/illustrations and why students who saw the same picture may have recalled the illustration differently.



## LESSON 7: EYEWITNESS ACCOUNT

### PURPOSE:

- Demonstrate the difficulty of accurately reporting an observation
- Allow students to practice observation skills
- Determine if some things are easier to recall than others and discuss why this may be true

### MATERIALS:

- Paper and pencils
- Volunteer to assist teacher
- Volunteer Information Sheet, page 18
- Discussion and Analysis questions, page 19

### PROCEDURE:

- Enlist the help of another student, outside of your class, for this activity.
- Prior to the volunteer coming into the classroom, have him or her complete the Volunteer Information Sheet (p. 18).
- Arrange for the volunteer to walk into the classroom and do three things before he/she leaves: ask you for something, give you their Volunteer Information Sheet, and take one or two things from you.
- Allow the volunteer to choose a random time to enter your classroom and follow through with the agreed-upon activities.
- Either immediately after the volunteer leaves, or 5-10 minutes later, depending on how you'd like to adapt the lesson, have students get out a sheet of paper to answer questions on.
- Based on the information given to you by the volunteer, ask students questions about what they observed about that person. Have them write their answers down individually first, and once all the questions are complete, review the correct answers as a group.
- Other questions to ask, not based on information the volunteer provided:
  - ✍ How long was the visitor in the room?
  - ✍ Did the visitor say anything to anyone? If yes, to who? What was said?
  - ✍ Did the visitor give anything to anyone? If yes, to who? What was given?
  - ✍ Did the visitor leave with anything/take anything? If yes, what was it?
- Add questions that are appropriate for the situation/interruption that occurred.
- Once all students have answered the questions and the correct answers are determined, proceed to the Discussion and Analysis questions (p. 19).

## VOLUNTEER INFORMATION SHEET

As the participant in this observation demonstration, please complete all questions with as much detail as possible.

**General:**

Age: \_\_\_\_\_

Eye color: \_\_\_\_\_

Height: \_\_\_\_\_

Hair color: \_\_\_\_\_

Weight: \_\_\_\_\_

Curly or straight hair: \_\_\_\_\_

**Description of clothing:**

Pants: \_\_\_\_\_ Shorts: \_\_\_\_\_ Skirt: \_\_\_\_\_ Other? \_\_\_\_\_ (Check one)

Style: \_\_\_\_\_ (i.e. jeans/khakis?)

Color: \_\_\_\_\_ (dark/light blue?)

Pattern or design? \_\_\_\_\_ (i.e. striped shirt?)

Shirt: \_\_\_\_\_ Sweater: \_\_\_\_\_ Jacket: \_\_\_\_\_ Other? \_\_\_\_\_ (Check one)

Style: \_\_\_\_\_ (i.e. collared, v-neck?)

Color: \_\_\_\_\_

Pattern or design? \_\_\_\_\_ (i.e. striped shirt?)

**Miscellaneous info:**

Earrings? \_\_\_\_\_ If yes, describe:

Necklace? \_\_\_\_\_ If yes, describe:

Bracelets? \_\_\_\_\_ If yes, describe:

Watch? \_\_\_\_\_ If yes, describe:

Belt? \_\_\_\_\_ If yes, describe:

Hair clip? \_\_\_\_\_ If yes, describe:

Description of shoes:

Socks? \_\_\_\_\_ If yes, describe (color):

Is there anything else to note about your appearance?

Name : \_\_\_\_\_

## STUDENT HANDOUT: OBSERVATION QUESTIONS

**Directions:** Answer the following yes/no questions about the illustration you just viewed. Put a check mark in the box you feel best answers the question.

	YES	NO
1) Were there four people in the picture?	<input type="checkbox"/>	<input type="checkbox"/>
2) Were there three animals in the picture?	<input type="checkbox"/>	<input type="checkbox"/>
3) Was the sun setting in the picture?	<input type="checkbox"/>	<input type="checkbox"/>
4) Was there a bird in the picture?	<input type="checkbox"/>	<input type="checkbox"/>
5) Was the bird flying?	<input type="checkbox"/>	<input type="checkbox"/>
6) Was the blanket a solid color?	<input type="checkbox"/>	<input type="checkbox"/>
7) Did all the people have food?	<input type="checkbox"/>	<input type="checkbox"/>
8) Were the people camping?	<input type="checkbox"/>	<input type="checkbox"/>
9) Were there any pets in the illustration?	<input type="checkbox"/>	<input type="checkbox"/>
10) Was there one mountain?	<input type="checkbox"/>	<input type="checkbox"/>
11) Was it daytime?	<input type="checkbox"/>	<input type="checkbox"/>
12) Did one person have black hair?	<input type="checkbox"/>	<input type="checkbox"/>
13) Was anyone eating fruit?	<input type="checkbox"/>	<input type="checkbox"/>
14) Did anyone have a hat on?	<input type="checkbox"/>	<input type="checkbox"/>
15) Was there a trail of ants in the picture?	<input type="checkbox"/>	<input type="checkbox"/>
16) Was the tent door shut?	<input type="checkbox"/>	<input type="checkbox"/>
17) Did the umbrella have stripes?	<input type="checkbox"/>	<input type="checkbox"/>
18) Were there three bags near the picnic area?	<input type="checkbox"/>	<input type="checkbox"/>
19) Was anyone drinking anything?	<input type="checkbox"/>	<input type="checkbox"/>
20) Were there any clouds in the sky?	<input type="checkbox"/>	<input type="checkbox"/>



**DISCUSSION AND ANALYSIS:**

- What characteristics of the volunteer were easiest to remember or had the highest rate of accuracy among observers?
- What was the average number of correct responses for the class? For males and females?
- Was there a difference in accuracy of observations between males and females?
- Were there certain characteristics that people had a hard time observing correctly?
- Were actions harder to observe accurately than static things (i.e. clothing)?
- Did the class come to a consensus when disagreeing about some item?
- In our society, what physical features are focused on when viewing an individual?
- Would you expect these features to vary, culture by culture?
- Would you expect our society to focus on material goods – type of clothes and jewelry?
- What would have made you pay more attention to the intrusion? Did it matter if it was a person that you knew? A person of a different race? A person of the opposite sex?
- Would the cause of gaining attention vary with different cultures?
- How does this impact people when visiting a different culture or society?



**HINT:** Other ideas for expanding this activity:

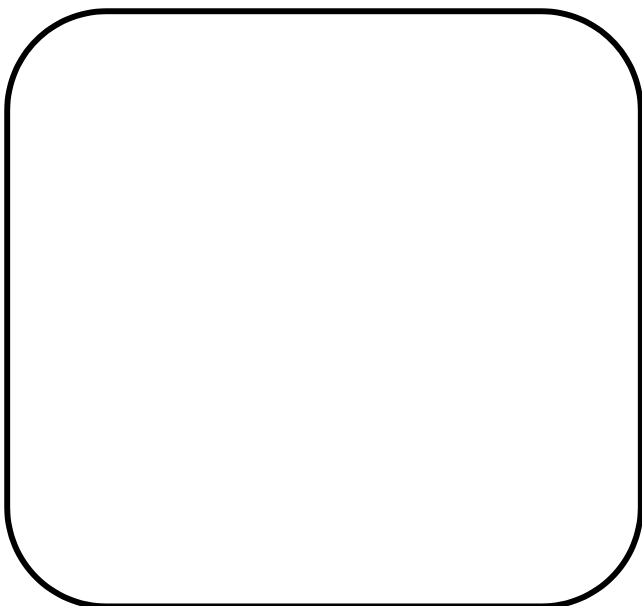
- Have two different students come in, one male and one female. Analyze the results (number of accurate observations) for males and females for both the male and female volunteer. Do we pay more accurate attention to the opposite sex or the same sex?
- Plan to have one student give incorrect answers on purpose and see if he/she can convince others that the incorrect answer is actually correct. Discuss how much of an influence one person can be and the tendency of groups to follow along.
- Plan to have all students, except one or two, give incorrect answers. See if the one or two students saying what they truly observed can be swayed or peer pressured into saying something they know they didn't see. Will they be swayed for little things – like saying there was a bracelet when there wasn't one? Will they be swayed for big things like hair color?

Name : \_\_\_\_\_

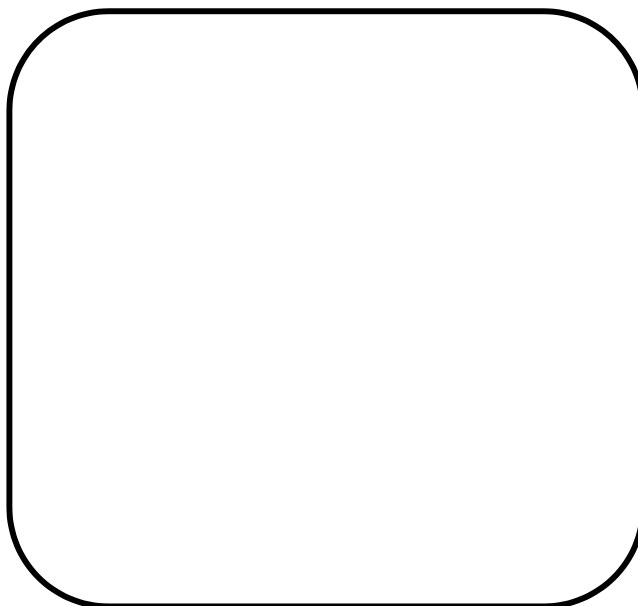
## STUDENT HANDOUT: NORM ILLUSTRATIONS

**Directions:** In the spaces below, draw an illustration of events written in each box.

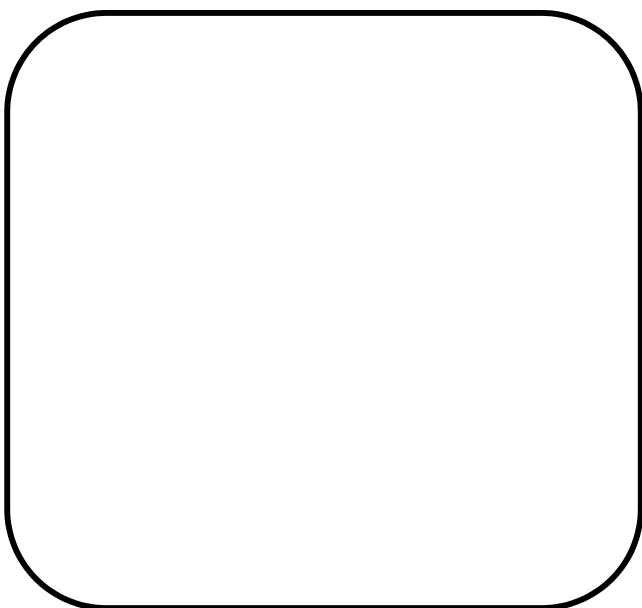
A FUNERAL



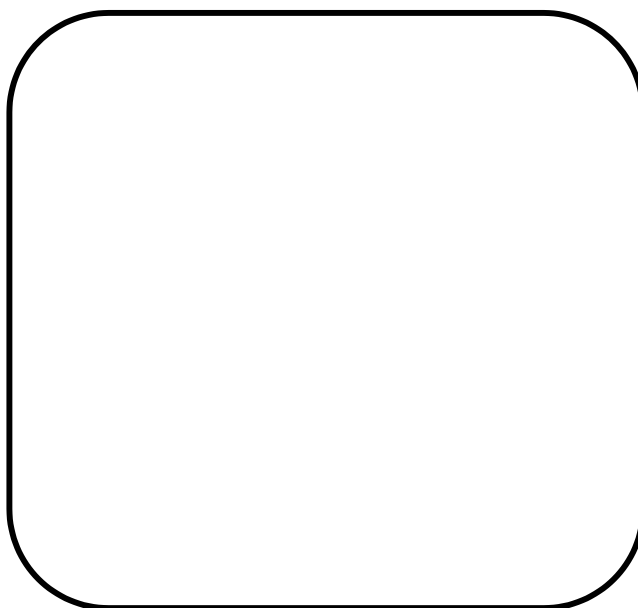
A CHILD'S BIRTHDAY PARTY



AN ADULT'S BIRTHDAY PARTY



A BUSINESS MEETING



Name : \_\_\_\_\_

## STUDENT HANDOUT: ILLUSTRATION COMPARISON

**Directions:** After comparing your groups' illustrations, complete the graphic below noting similarities of and differences between the illustrations.

<b>SIMILARITIES</b>		<b>DIFFERENCES</b>
	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;">Funeral</div>	
	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;">Kid's Party</div>	
	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;">Adult's Party</div>	
	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;">Busine ss</div>	

## LESSON 8: NORMS

### PURPOSE:

- Allow students to be creative and artistic in expression of their thoughts
- Introduce students to the concept of “norms” and their impact on thought

### MATERIALS:

- Copies of “Student Handout: Norm Illustrations,” page 21
- Copies of “Student Handout: Illustration Comparison,” page 22
- Transparency of the student handout: “Illustration Comparison”

### PROCEDURE:

- Distribute the student handout: “Norm Illustrations,” (p. 21) to the class.
- Read the directions to the students and instruct them to complete the handout. Make students aware of a predetermined time limit to minimize wasting time.
- After appropriate time, break students into groups of 4-5 to share their illustrations with one another.
- Distribute one student handout: “Illustration Comparison,” (p. 22) to each group and instruct them to complete it as a group and be prepared to present it to the class.



**HINT:** Assigning group roles may be helpful if students have difficulty taking initiative on their own. Two students can compare the illustrations, one student can record the observations on the handout, and one student can present the findings to the class.

- When groups have completed this activity, call on each group to present their observations to the class. Note the similarities and differences on the transparency.
- Allow time for discussion and personal stories of where norms come from and how they impact our expectations of events.

# **SOCIOLOGICAL THEORIES**

## LESSON 9: THEORY PUZZLES

### PURPOSE:

- Introduce students to different theoretical perspectives of major sociological issues
- Provide opportunity for analysis of theoretical perspectives
- Allow movement and work time with various classmates

### MATERIALS:

- Transparency of “Sociological Theories,” page 24
- Copies of “Theory Puzzles,” page 25 (each puzzle should be cut apart prior to starting the activity)
- Copies of “Student Handout: Theory Puzzle Track Sheet,” page 26

### PROCEDURE:

- Review transparency of “Sociological Theories,” (p. 24) with students. Add additional information already covered in class.
- Explain to students that they will be completing a series of puzzles with each other and deciding which statements reflect the beliefs of each theory.
- Allow students to pick a puzzle piece from a hat.



**HINT:** Remind students to keep the puzzle pieces in tact as they will be using them again.

- After reading their statement and determining the “category” their puzzle piece refers to, instruct students to walk around, finding the other people with pieces that will complete their puzzle. Let students know that the puzzle pieces will form a square and that there are three pieces to each puzzle.
- Once students have made a square with their puzzle pieces, instruct them to read the statements to each other. Students should determine which statement best reflects each theory.
- On a blank sheet of paper, students should record the topic of their puzzle, the symbol by each statement, and the matching theory. They will need this information for the next student handout.
- Repeat this procedure until all students have completed each puzzle, or until time allowed for this activity has expired.



**HINT:** Students should read the statement right away and make another selection if they have already completed that puzzle topic.

- Distribute the student handout: “Theory Puzzle Track Sheet,” (p. 26) and instruct students to transfer the notes on their sheet of paper to this handout.
- After appropriate time, review and discuss the correct answers.

## SOCIOLOGICAL THEORIES

### STRUCTURAL-FUNCTIONAL

Society is seen as a system whose parts work together in order to promote solidarity and stability. There are stable patterns of social behavior, and all structures have consequences which serve a function for society.

### SOCIAL CONFLICT

Society is seen as a structure that is full of inequality. This massive inequality generates conflict and is the motivation for change. All social structures benefit the elite (the wealthy) and further deprive the poor.

### SYMBOLIC INTERACTION

Society is the product of everyday interaction of individuals. It is complex, changing and subjective as every individual carries with them their own views, experiences, memories, thoughts, and expectations.

## THEORY PUZZLES

<ul style="list-style-type: none"> <li>■ Sports foster social relationships, provide a means to let off steam, they generate jobs, and provide physical fitness.</li> <li>● Sports reflect social standing, only the wealthy have access to expensive equipment and trainers. Creates an inequality among people.</li> <li>★ Sports and activities are constantly changing and developing. People play for different reasons and with different and changing agendas.</li> </ul>	<ul style="list-style-type: none"> <li>■ Health follows wealth as the poor have less access to adequate care and the race for profits causes irresponsible behavior among doctors and companies.</li> <li>● There are important expected behaviors from the sick (lower responsibility, seek help) and from physicians (diagnose and treat) which give predictability and order.</li> <li>★ Health is a negotiated outcome. People decide if they are sick and what treatment route to take based on personal views of their options.</li> </ul>
<ul style="list-style-type: none"> <li>■ Family is the backbone of our society providing socialization, regulation of sexual activity, and material &amp; social support.</li> <li>● Relationships in families change from day to day. People in families are intimate, they share activities and emotional bonds.</li> <li>★ While family is essential to society, the structure has favored men through inheritance and controlling finances. There is also pressure to marry within your race.</li> </ul>	<ul style="list-style-type: none"> <li>■ The elderly are purposefully disengaged, but they need to change their role and find new activities to remain a vital part of our society.</li> <li>● The elderly are categorized as unproductive and they are replaced with less expensive and younger workers, saving money for businesses.</li> <li>★ Age threatens the functioning of society as the elderly begin to lose physical abilities. The gradual disengagement of the elderly (retirement) keeps society working smoothly.</li> </ul>
<ul style="list-style-type: none"> <li>■ Environment problems demand complex solutions since we've come to rely on using natural resources to keep society functioning.</li> <li>● The rich directly or indirectly aggravate environmental problems as their only concern is self-interest and financial gain.</li> <li>★ People have to change individual treatment of the environment or adapt to the decrease in natural resources. Values are subjective - damage the ozone or drive to work to get paid?</li> </ul>	<ul style="list-style-type: none"> <li>■ Religion puts everyday events in a frame of reference and helps people recover from pain and disappointment</li> <li>● Religions unites people through rituals and values, it promotes conformity which adds to the stability of society.</li> <li>★ Religion serves the elite, keeping them in power. Men have traditionally benefited from religious institutions and it discourages questioning those in power and change.</li> </ul>



Name : \_\_\_\_\_

## STUDENT HANDOUT: THEORY PUZZLE TRACK SHEET

**Directions:** Write the name of the theory that corresponds with each statement from the puzzles you completed.**Theory options:** Structural-Functional, Social Conflict, Symbolic Interaction

<u>Statements</u>	<u>Corresponding Theory</u>
<b>SPORTS</b>	
■ Sports foster social relationships, provide a means to let off steam, they generate jobs, and provide physical fitness.	_____
● Sports reflect social standing, only the wealthy have access to expensive equipment and trainers. Creates an inequality among people.	_____
★ Sports and activities are constantly changing and developing. People play for different reasons and with different and changing agendas.	_____
<b>HEALTH</b>	
■ Health follows wealth as the poor have less access to adequate care and the race for profits causes irresponsible behavior among doctors and companies.	_____
● There are important expected behaviors from the sick (lower responsibility, seek help) and from physicians (diagnose and treat) which give predictability and order.	_____
★ Health is a negotiated outcome. People decide if they are sick and what treatment route to take based on personal views of their options.	_____
<b>FAMILY</b>	
■ Family is the backbone of our society providing socialization, regulation of sexual activity, and material & social support.	_____
● Relationships in families change from day to day. People in families are intimate, they share activities and emotional bonds.	_____
★ While family is essential to society, the structure has favored men through inheritance and controlling finances. There is also pressure to marry within your race.	_____
<b>AGE</b>	
■ The elderly are purposefully disengaged, but they need to change their role and find new activities to remain a vital part of our society.	_____
● The elderly are categorized as unproductive and they are replaced with less expensive and younger workers, saving money for businesses.	_____
★ Age threatens the functioning of society as the elderly begin to lose physical abilities. The gradual disengagement of the elderly (retirement) keeps society working smoothly.	_____
<b>ENVIRONMENT</b>	
■ Environment problems demand complex solutions since we've come to rely on using natural resources to keep society functioning.	_____
● The rich directly or indirectly aggravate environmental problems as their only concern is self-interest and financial gain.	_____
★ People have to change individual treatment of the environment or adapt to the decrease in natural resources. Values are subjective – damage the ozone or drive to work to get paid?	_____
<b>RELIGION</b>	
■ Religion puts everyday events in a frame of reference and helps people recover from pain and disappointment.	_____
● Religions unites people through rituals and values, it promotes conformity which adds to the stability of society.	_____
★ Religion serves the elite, keeping them in power. Men have traditionally benefited from religious institutions and it discourages questioning those in power and change.	_____

## LESSON 10: SKITS FOR THE THEORISTS

### PURPOSE:

- Engage students through acting out self-created skits
- Review the viewpoints and opinions of sociological theories

### MATERIALS:

- Copy of “Skit Issues,” page 28 (cut apart – two sections are left blank to add issues that are relevant to your class)
- Transparency of “Sociological Theories,” page 24 (previous activity)

### PROCEDURE:

- Discuss the three main sociological theories using the transparency: “Sociological Theories,” (p. 24). Review the main concepts and opinions of each theory.
- Divide students into 8 groups and have each group choose a skit issue (p. 28).
- Explain to students that they are to create a 2-minute skit about the issue chosen. Review your expectations for skits (should a script be turned in? do all people have to speak?)



**HINT:** To increase motivation for preparing and presenting skits, allow students to vote on the best skit. Awards could be offered to the most believable character, best costume, best acting, and the skit that was the clearest and easiest to follow.

- When the first group is ready to present their skit, divide the audience into three sections and assign each section one of the three major sociological theories.
- Explain to the three sections that after viewing the skit, they will have two minutes to develop an explanation of, or opinion on, the issue presented, according to their assigned theory. They will then verbally present their theory’s opinion to the class.
- Continue with the remaining skits, changing the students in each theory section so that all students are at some point assigned to each of the theories.

## SKIT ISSUES

ABORTION	WAR
MARRIAGE	EUTHANASIA
HOMELESSNESS	DRUG ABUSE
PHYSICAL ABUSE	CRIME

## LESSON 11: THEORY BINGO

### PURPOSE:

- Review important terms and concepts relating to sociological theories and theorists
- Provide a fun and engaging closure activity

### MATERIALS:

- Transparency of “BINGO! Terms,” page 30



**HINT:** All of the terms listed on this sheet may not apply to your class. Cross out the terms your students are not responsible for and add missing terms on the lines provided.

- Copies of “Student Handout: BINGO!” page 31
- Copy of “Teacher Term Definitions,” page 32
- Markers for the BINGO! cards (pieces of paper, coins, paper clips, etc.)

### PROCEDURE:

- Show the transparency “BINGO! Terms,” (p. 30), and explain to students that they are responsible for understanding the terms and concepts being shown. In order to review their meanings, the class is going to play BINGO!
- Distribute the student handout: “BINGO!” (p. 31), and instruct students to fill in each box on their Bingo card with a term from the transparency. There are more boxes than terms (unless your own are added) so students can put a few theorists on more than once, since there are several statements that can be read for each person.
- To play BINGO!:
  - Randomly select a term and read only its definition (do not say the term).
  - Students with the selected term mark it off on their sheet.
  - When a student has marked off a complete column or row they say “BINGO!” The teacher should have them read off their terms to make sure the terms match the definitions that were read.
  - If there is a correct BINGO!, students clear their cards and play again. If the student who had BINGO! made an error, the game continues.



**HINT:** Students can switch cards when playing multiple games so students are not always looking at the same terms.



**HINT:** Teachers have to keep track of the definitions that are read off so BINGO! can be accurately checked.

## BINGO! TERMS

Auguste Comte	Structural-Functional
Herbert Spencer	Symbolic-Interaction
George Herbert Mead	Social Conflict
Emile Durkheim	Social Exchange
Karl Marx	Manifest functions
Max Weber	Latent functions
Macro-level Orientation	Subjective
Micro-level Orientation	Functional
Social Functions	Dysfunctional
Social Structure	Theory
Theoretical Paradigm	Stereotype

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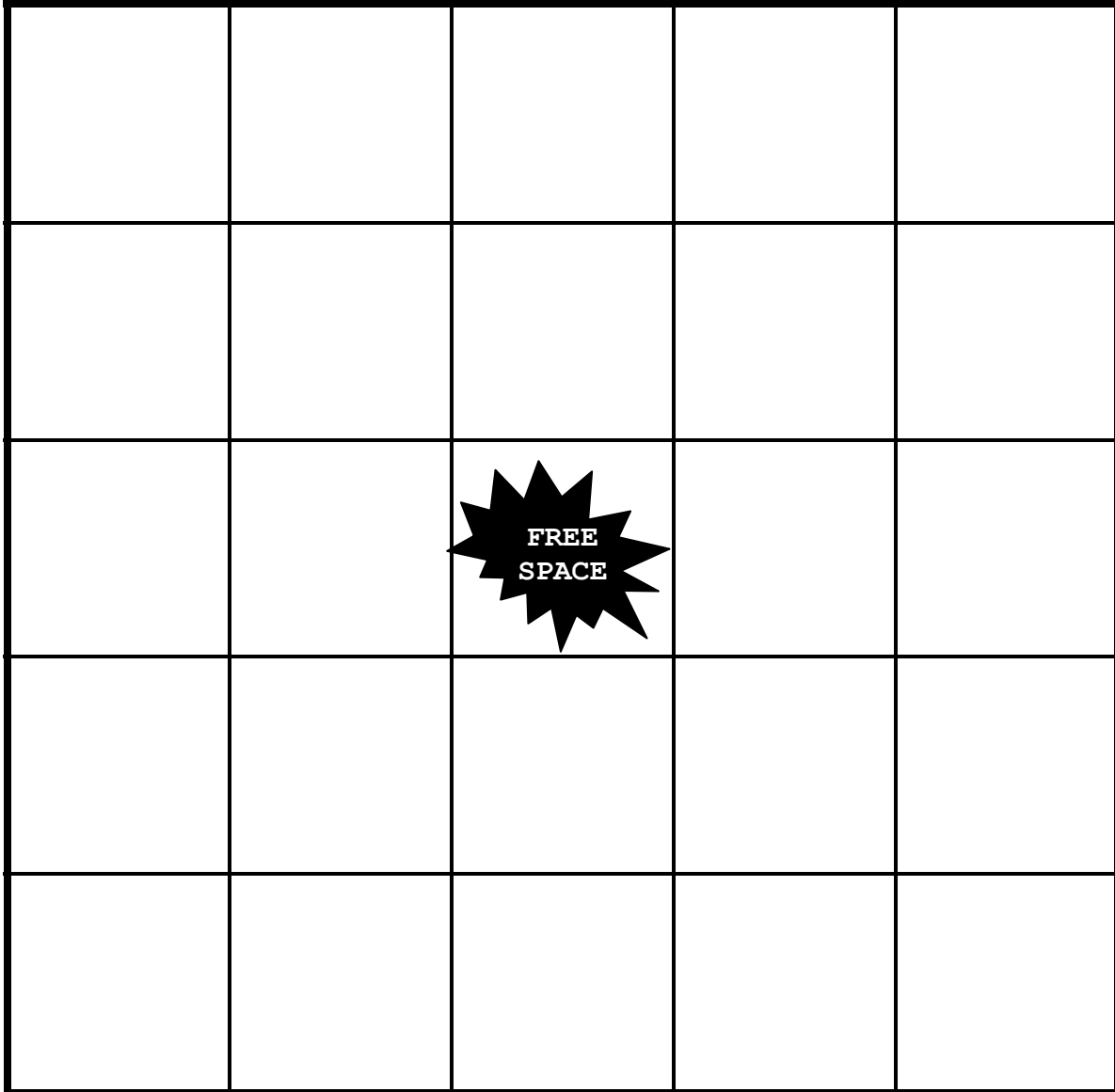
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# REVIEW BINGO!



## TEACHER TERM DEFINITIONS

- Auguste Comte:** Lived from 1798-1857; considered a founder of sociology. Favored a basis in science for the study of sociology. Thoughts aligned with the Structural-Functional theory.
- Emile Durkheim:** Lived from 1858-1917; continued to develop the Structural-Functional theory. Focused on how societies stay together in social solidarity.
- Karl Marx:** Lived from 1818-1883; developed the social conflict theory and it's relation to communism, the rulers and the ruled class. Felt that the conflict between the rich and poor would lead to revolution.
- George Herbert Mead:** Lived from 1863-1931; continued to develop the Symbolic-Interaction theory. He focused on how personalities are built over time, from social experiences.
- Herbert Spencer:** Lived from 1820-1903; the second founder of the Structural-Functional theory. Compared society to the human body, each having many parts that need to function for the whole to work. Applied evolution to the development of society (survival of the fittest).
- Max Weber:** Lived from 1864-1920; thoughts led to the development of the Symbolic-Interaction theory. Stressed the need to understand social situations from the viewpoint of the individuals involved.
- Structural-Functional:** View that society is a complex system of working parts. Each institution fulfills a need and without that structure in place, society would collapse.
- Symbolic-Interaction:** View that society is the product of everyday, face-to-face, interactions of people.
- Social Conflict:** View that society is a structure filled with inequality that benefits the wealthy. This inequality prompts change and conflict.
- Social Exchange:** View that society runs on an evaluative system of costs and rewards. This motivates all human behavior.
- Macro-level Orientation:** view that focuses on broad social structures and their impact on all of society
- Micro-level Orientation:** view that focuses on the social interaction in specific, individual situations
- Theory:** a speculative statement of how and why specific facts are related
- Theoretical Paradigm:** a basic view of how society works. They guide research and thinking.
- Stereotype:** generalization (often exaggerated) that's applied to every person in some category
- Manifest functions:** the intended, recognized purpose of a social structure
- Latent functions:** less obvious, unexpected, and unintended impact of a social structure
- Subjective:** opinion based on personal experiences and inferences
- Functional:** positive social structures that assist society
- Dysfunctional:** negative social structures that harm society
- Social Functions:** impact of social structures on the operation of society (consequences)
- Social Structure:** relatively stable patterns of social behavior and human interaction

# **RESEARCH METHODS**



## LESSON 12: TYPES OF RESEARCH METHODS

### PURPOSE:

- Clarify the three major research methods used by sociologists
- Identify problems that cannot be studied by any research method and difficulties in using individual research methods
- Provide movement and an opportunity for students to learn from their peers

### MATERIALS:

- Copies of “Research Opportunities,” page 34, cut apart
- Butcher Paper/Large paper

### PROCEDURE:

- Using butcher paper, make signs stating: Naturalistic observation, Survey, Experiment, and Impossible. Put these signs up in four different areas of the room.
- Review the three different research methods with students, asking for suggestions as to the types of problems they could study with each method.
- Put the slips of paper from “Research Opportunities,” (p. 34) in a hat and allow students to pick out a slip.



**HINT:** Make sure you make enough copies for each one of your students. Statements may have to be doubled or tripled – more than one student can have the same statement.

- Instruct students to determine which research method would be the most suitable for researching their statement. Students should then go to the area of the room labeled for that research method.
- Once all students have chosen an area of the room, they should form a group and read the statements to each other. As a group, they should decide if everyone chose the correct research method.
- Students can return to their seats to repeat the procedure again, or a discussion of how each statement could specifically be researched could ensue.



**HINT:** Another option for this activity is to make multiple copies of each statement and only use four (one from each research method) at a time. When students move to the labeled areas of the room, they should all have the same statement. This way, the statement can be read to the class and the choice (pros and cons) of the research method can be discussed. The procedure can then be repeated with four new statements.

## RESEARCH OPPORTUNITIES

Smoking decreases lung capacity.

Children in day-care centers fight more with peers than same age children in home day-cares.

Unmarried teachers talk more with their colleagues than do married teachers.

Abortions decrease when the economy is stable.

More youth than elderly have goals concerning financial gain.

Infants roll over more often to their left if they are left-handed and to their right if they are right-handed.

Spirits remain on earth when a person commits suicide.

Individuals exercising two to three times per week report more marital satisfaction than individuals not exercising at all.

Newborn infants have an innate ability to sense trouble.

People living on the streets have greater mental illnesses than people living in temporary shelters.

Music played in the workplace increases productivity.

Student absenteeism in school increases as average family income decreases.

People who drink soda instead of water are more likely to eat salty snacks in the late evening.

Students are kinder to each other when they have had some positive event (such as a good grade on a test) occur early in the day.

Most teens feel that their parents don't understand the pressure today's society puts on people their age.

Infants can read before they can talk because their eyes move and follow words.

## LESSON 13: EXPERIMENT METHOD & DESIGN

### **PURPOSE:**

- Demonstrate how to design and develop an experiment
- Foster critical thinking and group work skills

### **MATERIALS:**

- Transparency of “Experimental Design,” page 36
- Butcher paper and markers
- Candy

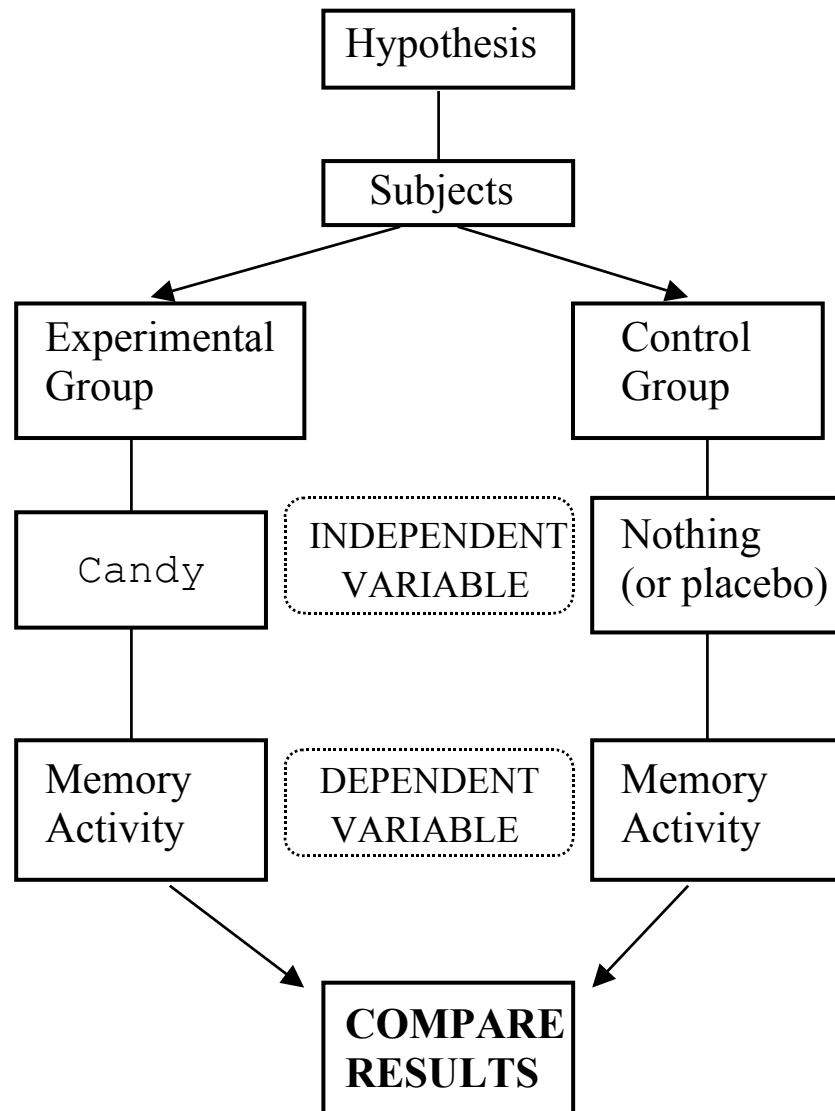
### **PROCEDURE:**

- Review the experimental process with students using the transparency: “Experimental Design,” (p. 36).
- Pose the theory: “Eating candy prior to completing a memory task will improve performance on that task.”
- Break students into groups of 3-5 and instruct them to develop an experiment to test this theory.
- Supply students with butcher paper and markers to create their experiment diagram on. Remind them to include operational definitions for their independent and dependent variables.
- After appropriate time, students should explain their experiment to the instructor. The instructor should assist in working out any flaws and making the experiment workable.
- Either choose one or two experiments to complete in class or allow all of the student groups to run their experiments.
- As experiments are run, point out good and bad qualities to enhance the learning experience.
- At the conclusion of the experiments, discuss ways the procedure could have been improved. Use the discussion questions below as a guide.

### **DISCUSSION QUESTIONS:**

- Discuss random assignment – this should have balanced subject-relevant variables to ensure that groups were equal to begin with. With this in mind, when is there a need for pre-test/post-test measurements?
- Discuss situation-relevant variables – if groups were put in separate rooms and one room was considerably more comfortable than the other, could that affect results? Conditions should be controlled so that everything except the independent variable is different.
- Decide how much confidence you can place in your results. Can you infer anything to the rest of the population? Are the results significant? Are they replicable?
- Because of random assignment, any difference found between scores should be due to the IV. How valid the DV is as a test for memory is an issue to discuss, as is it’s significance.

# EXPERIMENTAL DESIGN



<b>LESSON 14: MEANING OF THE MEAN</b>
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**PURPOSE:**

- Practice computing the mean, mode and median
- Allow for analysis of when to use the different methods of averaging

**MATERIALS:**

- Transparency of “Personal Data,” page 38
- Copies of “Student Handout: Different Ways to Average,” page 39

**PROCEDURE:**

- Review the procedure and purpose for obtaining the mean, mode and median when analyzing data.
- Show and explain the “Personal Data” transparency (p. 38).
- Have students get in pairs and collect the personal data required to complete the transparency.
- When done collecting data, students should write their answers on the transparency.
- Once all of the data is collected, break students into four or eight groups depending on the number of students in class. There should be about 4 students in each group.
- Distribute one section of the student handout: “Different Ways to Average,” (p. 39) to each group and instruct them to analyze the data in their assigned category.
- After appropriate time, have students present their findings to the class.

## PERSONAL DATA

Student #	Height	Hours of work per week	Number of siblings	Number of phones in house
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
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27				
28				
29				
30				

## STUDENT HANDOUT: DIFFERENT WAYS TO AVERAGE

For the HEIGHT category, compute the mean, mode, and median:

MEAN: \_\_\_\_\_ MODE: \_\_\_\_\_ MEDIAN: \_\_\_\_\_

Which average tells you the most common height? \_\_\_\_\_

Which average tells you the middle height, when they are rank-ordered? \_\_\_\_\_

Which average tells you the sum of all the heights, divided by the number of people? \_\_\_\_\_

If you were trying to get your class recruited for a basketball team, which average would you use? \_\_\_\_\_

If you were trying to get free high heel shoes for the girls in class, which average would you use? \_\_\_\_\_

For the WORK HOURS category, compute the mean, mode, and median:

MEAN: \_\_\_\_\_ MODE: \_\_\_\_\_ MEDIAN: \_\_\_\_\_

Which average tells you the most common amount worked? \_\_\_\_\_

Which average tells you the middle number of hours, when they are rank-ordered? \_\_\_\_\_

Which average tells you the sum of all the hours, divided by the number of people? \_\_\_\_\_

If your class wanted less homework because of working so much at jobs, which average would you use? \_\_\_\_\_

If you were trying to increase your class income (and work more hours), which average would you use? \_\_\_\_\_

For the SIBLING category, compute the mean, mode, and median:

MEAN: \_\_\_\_\_ MODE: \_\_\_\_\_ MEDIAN: \_\_\_\_\_

Which average tells you the most common number of siblings? \_\_\_\_\_

Which average tells you the middle number of siblings, when they are rank-ordered? \_\_\_\_\_

Which average tells you the sum of all the siblings, divided by the number of people? \_\_\_\_\_

If you wanted an award for the class with the largest families, which average would you use? \_\_\_\_\_

If you wanted free admission to a sports event for everyone's family, which average would you use? \_\_\_\_\_

For the PHONE category, compute the mean, mode, and median:

MEAN: \_\_\_\_\_ MODE: \_\_\_\_\_ MEDIAN: \_\_\_\_\_

Which average tells you the most common number of phones? \_\_\_\_\_

Which average tells you the middle number of phones, when they are rank-ordered? \_\_\_\_\_

Which average tells you the sum of all the phones, divided by the number of people? \_\_\_\_\_

If you wanted a deal from the phone company for local calls, which average would you use? \_\_\_\_\_

If you wanted free phones from a phone store, which average would you use? \_\_\_\_\_

**LESSON 15: CORRELATING EXERCISE****PURPOSE:**

- Engage students through active participation in collecting data for correlation
- Demonstrate the flaws in interpreting correlated data
- Practice graphing correlated data

**MATERIALS:**

- Copies of “Student Handout: Arm Length and Ball Tossing,” page 41
- Transparency of “Student Data,” page 42
- Blindfolds
- Balls
- Tape Measures

**PROCEDURE:**

- Review information about correlations with students. This activity allows them to practice gathering information, graphing information, and interpreting correlations – therefore it should not be an introductory activity.
- Distribute student handout: “Arm Length and Ball Tossing,” (p. 41)
- Have students get in pairs and have them each complete the following activity:
  - ✍ Student A should measure the arm length of student B.
  - ✍ Student B should be blindfolded and given a ball.
  - ✍ Student B should be told to chose a hand, hold the ball out in front of him/her, toss the ball at least as high as his/her nose, and catch in the same hand. Continue tossing the ball until the ball is dropped or it does not go above nose height.
  - ✍ Student A should be counting the number of correct tosses in a row.
  - ✍ Record this data on their handout.
  - ✍ Students should then switch rolls.



**HINT:** This activity should be demonstrated and students should be allowed to practice.

- Once all of the pairs have completed the activity, have students call out their data to record on the transparency: “Student Data,” (p 42).
- Students should then plot the data on the scattergram and answer the questions that follow on their student handout.
- Discuss the correct answers.



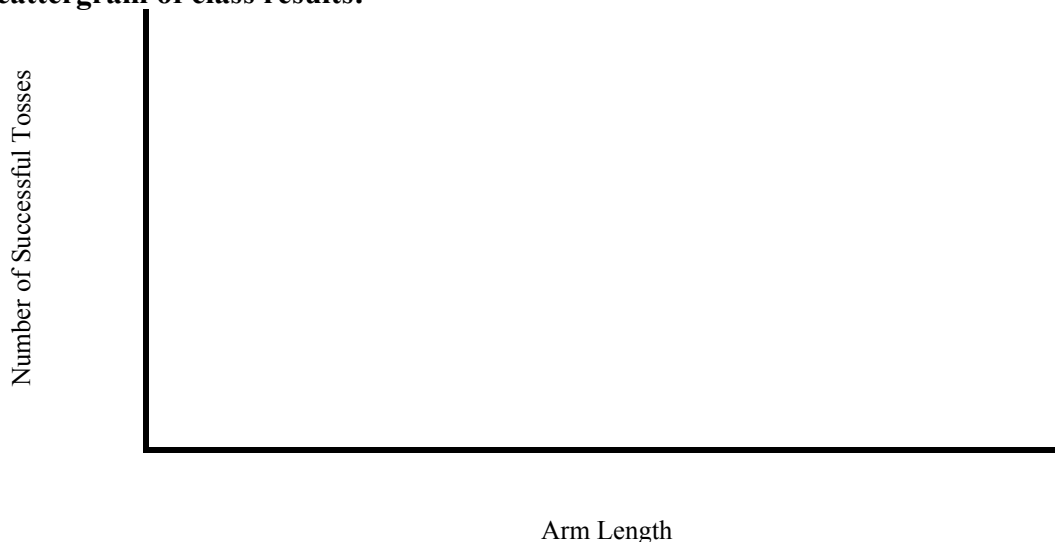
Name: \_\_\_\_\_

## STUDENT HANDOUT: ARM LENGTH AND BALL TOSSING

**Instructions for pairs:**

- 1) Have your partner measure your arm length. Record the length in inches in the space provided below.
- 2) Have your partner blindfold you and hand you a ball. You need to toss the ball higher than your nose and catch it again as many times in a row as you can. Your partner will count the number of times you successfully toss and catch the ball.
- 3) Exchange roles and repeat these steps.
- 4) Report your results to the class.

	Arm Length	Successful Tosses
Your data		
Partner's data		

**Scattergram of class results:****Questions:**

- 1) Is this a positive or negative correlation? \_\_\_\_\_
- 2) Is it a strong or weak correlation? \_\_\_\_\_
- 3) Would the correlation coefficient be closer to  $-1$ ,  $0$  or  $1$ ? \_\_\_\_\_
- 4) What conclusions could you safely draw if this data represented a perfect correlation? \_\_\_\_\_

## STUDENT DATA

[illegible]

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