

# 10 MODEL LESSONS

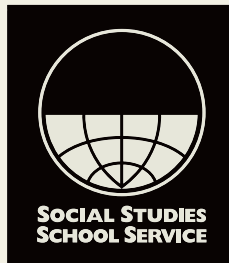
## SOCIOLOGY

TEACHER AND STUDENT  
RESOURCE MATERIAL

**Daniel A. Conforti**

### Contains

- Historical Analysis of Your School
- Brainstorming
- Dear Gabby
- Charismatic Leaders of the 20th Century
- Conformity Experiment
- Student Surveys
- Marriage & Family Questions
- Opening Questions for Class
- Personality Profile
- Changing Roles of the First Lady



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# 10 Model Lessons In Sociology

## Teacher's Guide

**General directions:** Duplicate the provided handouts for each student and follow the directions listed. The majority of these assignments are designed to utilize the cooperative learning technique. By its very nature, sociology deals with groups, and the assignments in this book reflect this. These lessons are designed to encourage both critical thinking and research skills which will be needed in high school and college. These assignments may be utilized in any order, depending on your class structure.

### LESSON 1—Culture: A Historical Analysis of Your School

1. This lesson is designed to have students view their school in past decades and compare it to the present. They are utilizing the research technique of historical analysis. Many students are amazed to see how their school has evolved over the decades. Students genuinely enjoy looking through old yearbooks, school newspapers and other documents.
2. It is important to coordinate this assignment with the school librarian. The librarian may need a few days to gather the material needed for this project.
3. The decade you assign depends on the age of your school. Older schools have an advantage, but if you are at a new school, this assignment can be redesigned to view your city or community in the desired decades.
4. Some instructors have assigned each group an entire decade to research. Others have chosen a specific decade and assigned each group a specific topic to research (Sports, School Activities, and so on).
5. Students may present their finding in the form of an oral report, a written paper, or both.

## **LESSON 2—Brainstorming**

1. Have one half of the class work in groups and the other half individually; compare the results of this experiment.
2. Once the experiment is complete, discuss the following questions:
  - A. Who had the most success in developing solutions to the problems? Why?
  - B. Which group represents the dependent and independent variables?
  - C. When is it advantageous to work individually or in groups?
3. Most students believe they can accomplish more working individually. This experiment should reflect just the opposite.

## **LESSON 3—Charismatic Leaders of the 20th Century**

1. Review the characteristics of a charismatic leader with the class.
2. Have the groups select their list of ten charismatic leaders.
3. Students need one to two days in the library to research the individuals and prepare the report.
4. Students may present their findings in the form of an oral report, a written paper, or both.

## **LESSON 4—Marriage: The Perfect Wife?**

1. Assign the letter for homework. Have the students write the answer to this letter as if they were the author of an advice column.
2. Discuss the answers in class .
3. Instructors should lead the discussion into the following areas:
  - A. What qualities are desirable in a mate?
  - B. Who, if anyone, should be the dominant force in a marriage or relationship?
  - C. Were the writer's ideas ever acceptable in our society?
  - D. How has the relationship between men and women changed since the beginning of the century?

## **LESSON 5—Comparing the Cost of Weddings**

1. This assignment indirectly ties into the Perfect Mate Lesson.
2. Most students do not realize the high cost of weddings. In this assignment, students will have to research the present cost of a wedding. Most will be surprised at the high cost.
3. Students, in conjunction with their parents or other adults, will compare the cost of weddings from one generation to the next.
4. This assignment may make students aware of costs and force them to better define their own ideas for a wedding and marriage.
5. The teacher should ask probing questions such as: What does a woman want out of the wedding ceremony? How does this compare to the wishes of a man?

Note: Every semester I invite several parents and teachers into class to serve on a panel on the subject of marriage and family. Students ask these guests pointed questions on the subject of marriage and family. Generally four adults (two male and two female) is the perfect size for the panel.

## **LESSON 6—Life and Death on a Deserted Island**

1. This assignment is in reality an experiment on CONFORMITY.
2. Have students complete the handout individually. This should take approximately five minutes.
3. Have the class break into groups and decide the same issue.
4. The instructor should pick one student from each group to come to the front of the class and form a new group.
5. When this new group is assembled, they must also decide which individuals to remove from the ship. *Their decision must be unanimous and completed by the end of the period (or other time limit assigned by the teacher).*
6. Next comes the tricky part. *In advance*, the instructor must pick a confederate to take part in this activity. This individual must be one of the students selected to come to the front of the class. In this group the confederate must insist on saving *Agnes Walsh* at all costs. The instructor and class should notice the following events:
  - A. Students in the group will logically try to persuade the confederate to change his/her mind.
  - B. Students in the group will get angry at the confederate, attempting to get a reversal of his/her decision.
  - C. Finally, they will attempt to ostracize this individual from the group.

# Culture: A Historical Analysis of Your School

How does your school differ today from the way it was in past decades? What changes have taken place in the curriculum, sports, school activities, clubs organizations, and so on? How have styles of grooming and dress changed?

In this project, you will have the opportunity to use the sociological research method of historical analysis. Through this method you will determine the changes that have taken place in your school and learn about social and cultural change along with resistance to change.

The class will be broken into groups. Each group will examine the school in one of these decades.

<b>1910s</b>	<b>1920s</b>	<b>1930s</b>	<b>1940s</b>
<b>1950s</b>	<b>1960s</b>	<b>1970s</b>	<b>1980s</b>

Each group will analyze the school in each of the following areas and compare the assigned decade to the present time:

- 1. Customs and Fashions.** This information can be obtained by examining old school yearbooks and newspapers. For fashion, list such factors as skirt length, hair styles for males and females, grooming habits, pants styles, etc.
- 2. School Activities.** List all school activities for the decade including homecoming, dances, plays, academic events or competitions, and so on.
- 3. Clubs and Organizations.** List all the clubs and organizations found in your school during the assigned decade.
- 4. Curriculum.** Include all the courses offered in the school. Although all the classes may not be listed directly, you can often infer them by examining the list of faculty members. Examine the graduation requirements of your assigned decade.
- 5. Race and Ethnicity.** What was the racial and ethnic breakdown of your school in the assigned decade?
- 6. Sports.** List all the specific sports offered at your school. Be sure to include women's sports. You might want to consider the school's league record and number of championships.