Unit #2: Social Groups

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Summative Assessment Plan (SAP)

COURSE TITLE & CODE: Introduction to Anthropology, Psychology, and Sociology: HSP3M
GRADE: Grade 11
DESTINATION: University/College Preparation

ENDURING UNDERSTANDINGS

1. Groups are a natural condition of human existence and play an essential role for fulfilling the individual’s psychological, sociological and anthropological needs.

2. Individuals can have profound effects on groups and vice versa.

3. Membership in or exclusion from different groups have an important psychological, anthropological and sociological impact on societies and individuals.

4. Modern forms of exclusion/racism/discrimination have psychological, sociological, and anthropological roots in past practices.

5. Effectively communicating results of sociological, psychological or anthropological inquiry requires the employment of many different methods and forms, and must be based on sound primary research.

EXPECTATIONS

Strand: Self and Others
Overall Expectations
SOV.01 · describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others;
SOV.03 · analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.

Specific Expectations
SO1.01 – demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists (e.g., What are the cultural patterns that help to define the self?), psychologists (e.g., How do defence mechanisms enable us to cope with others?), and sociologists (e.g., What is the relationship between the individual and society?);
SO2.01 – identify and assess the major influences that contribute to an individual's personal and social development (e.g., heredity, environment, race, gender);
SO3.01 – explain the role of socialization in the development of the individual;
SO3.02 – identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence;
SO3.03 – demonstrate an understanding of anthropological, psychological, and sociological theories that deal with socialization (e.g., enculturation, nature versus nurture, social isolation);
SO3.04 – evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).

Social Organization

Overall Expectations
ORV.01 · demonstrate an understanding of the characteristics of groups in Canadian society as identified by anthropology, psychology, and sociology;
ORV.02 · analyse the psychological impact of group cohesion and group conflict on individuals, groups, and communities;

Specific Expectations
OR1.01 – demonstrate an understanding of the various reasons and different ways in which individuals form groups, and categorize various types of groups in Canadian society (e.g., social groups; dyads; primary and secondary groups such as clubs, community groups, and athletic teams);
OR1.02 – describe the different types of groups that form to serve collective needs (e.g., study groups, self-help groups, political groups, cults, youth subcultures);
OR1.03 – explain, from the perspectives of anthropology, psychology, and sociology, how membership in different groups (e.g., cliques, gangs, cults, clubs) influences the individual, the family, and the community.
OR2.01 – identify and compare anthropological, psychological, and sociological perspectives on conflict among individuals, groups, and communities;
OR2.02 – analyse anthropological, psychological, and sociological perspectives on group cohesion;
OR2.03 – demonstrate an understanding of discrimination and exclusion in social relationships, from the perspectives of anthropology, psychology, and sociology;
OR2.04 – analyse examples of social or institutional practices in earlier historical periods that formed the basis for social relationships involving discrimination or exclusion in contemporary society (e.g., apartheid, segregation, ghettoization, ostracism, gender discrimination).
**Research and Inquiry Skills**

**Overall Expectations**

ISV.01 · use appropriate social science research methods effectively and ethically;

ISV.02 · conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;

ISV.03 · effectively communicate the results of their inquiries.

**Specific Expectations**

IS1.03 – demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology (e.g., myth, kinship), psychology (e.g., conditioning, subconscious), and sociology (e.g., socialization, social interaction);

IS2.04 – demonstrate an ability to locate and select relevant information from a variety of print and electronic sources (e.g., books, periodicals, television, Internet sites, CD-ROMs);

IS2.06 – demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.

IS3.01 – record information and key ideas from their research, and document sources accurately, using correct forms of citation (e.g., those recommended by the American Psychological Association);

IS3.02 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).

<table>
<thead>
<tr>
<th>Unit # &amp; Title</th>
<th>Name/title of task</th>
<th>Brief description of task (what type? ind.vs group? content?)</th>
<th>Enduring Understanding Being Addressed</th>
<th>List Types of Formative Assessments or Scaffolding Required</th>
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<tr>
<td>Lesson#1</td>
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<td>Individual mind map of socialization</td>
<td>1, 2</td>
<td>Anecdotal notes(FA)</td>
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<tr>
<td>Introduction to Socialization</td>
<td>Socialization(primary/secondary)</td>
<td>Notes to define key terms.</td>
<td></td>
<td>Journal (FA)</td>
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<td></td>
<td>Agents of socialization (primary/secondary).</td>
<td>Pairs categorize their mind maps.</td>
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<td>Group discussion about socialization.</td>
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<td>Lesson #2</td>
<td>Socialization continued</td>
<td>Nature vs. nurture</td>
<td>Written a response about nature vs. nurture.</td>
<td>1, 2, 3, 5</td>
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<td>Enculturation</td>
<td>Nature vs. nurture mini debate and notes.</td>
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<td>Harry Harlow (isolation)</td>
<td>Notes on enculturation and isolation.</td>
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<td>Social isolation</td>
<td>Harlow video and narrative.</td>
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<td>Lesson #3</td>
<td>Social groups</td>
<td>Social groups (primary/secondary)</td>
<td>Popcorn to compile a list of all the groups they are involved in.</td>
<td>1, 2, 3</td>
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<td></td>
<td>Aggregate groups</td>
<td>Discuss the characteristics of groups.</td>
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<td></td>
<td>Purpose of groups (affiliate, comparison, support, power)</td>
<td>Notes to define terms.</td>
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<td>Anthropologist view of why various societies form groups.</td>
<td>Jigsaw to explore the anthropological view.</td>
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<td>Lesson #4</td>
<td>Subculture &amp; Cliques</td>
<td>Cliques (pros/cons)</td>
<td>Discuss and define the term clique.</td>
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<td>Subculture</td>
<td>Survey the class about what different cliques exist, which ones are present at this school.</td>
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<td>Opinion Continuum Line activity about student views on cliques</td>
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<td>Notes on cliques and subculture.</td>
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<td>Subculture assignment</td>
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| Lesson #5 | Gangs | Brainstorm a list of gangs that we know exist (Hells Angels etc.)  
Discuss the reasons for joining a gang.  
Notes on why people join gangs.  
Prepare for guest speaker. | 1, 2, 3 | Guest speaker questions (FA) |
| Lesson #6 | Guest Speaker | Speaker | 1, 2, 3 | Reflection (FA/SA) |
| Lesson #7 | Cults | Read aloud about cults as a class  
Discussion questions about cults, conformity and non-conformity.  
Group case study/jigsaw to explore real cults | 1, 2, 3 | Level of engagement (FA) |
| Lesson #8 | Cults: Jonestown | Video entitled “Jonestown: Paradise Lost” | 1, 2, 3, 4 | Level of engagement (FA) |
| Lesson #9 | Cults: Jonestown continued | Video entitled “Jonestown: Paradise Lost”  
Discuss reactions to the film | 1, 2, 3, 4 | Level of engagement (FA) |
<table>
<thead>
<tr>
<th>Lesson #10</th>
<th>Conformity experiments</th>
<th>Conformity experiment</th>
<th>1, 2, 3, 5</th>
<th>Graphic organizer (FA)</th>
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<tr>
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<td>Group discussion of experiments.</td>
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<td>Notes to define conformity.</td>
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<td></td>
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<td>Graphic organizer of conformity concepts.</td>
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<tr>
<td>Lesson #11</td>
<td>Conformity in action</td>
<td>Video “The Wave”.</td>
<td>2, 3, 4</td>
<td>Reflection (FA)</td>
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<td>Lesson #12</td>
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<td>1, 2, 3</td>
<td>Skit (FA)</td>
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<td></td>
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<td>Conflict solutions (consensus, compromise, concession, accommodation)</td>
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<td>Anecdotal notes(FA)</td>
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<td>Think/Pair/Share views about the concepts.</td>
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<td>Notes on conflict solutions.</td>
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<td>Performance Activity (role play) of conflict scenarios.</td>
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<tr>
<td>Lesson #13</td>
<td>Conflict &amp; Cohesion: Discipline Perspectives</td>
<td>Jigsaw of discipline viewpoints.</td>
<td>1, 2, 3</td>
<td>Anecdotal observations (FA)</td>
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<tr>
<td></td>
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<td>Whole class debrief about the discipline perspectives.</td>
<td></td>
<td>Jigsaw notes (FA)</td>
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</tbody>
</table>
| Lesson #14, 15, 16, 17 | Discrimination and exclusion. Research Presentations | Group research Group presentations Group Powerpoint | 3, 4, 5 | *Powerpoint documents (citations) (FA)*  
*Presentation skills (FA)*  
*Knowledge of concepts (FA)* |
| --- | --- | --- | --- | --- |
| Lesson #18, 19, 20 Culminating Activity: Work periods | Culminating activity | Individual research | 1, 2, 3, 4, 5 | *Verbal feedback (FA)*  
*Anecdotal notes (FA)* |
| Lesson #21, 22 Culminating Activity: Gallery Walk | Culminating activity | Individual presentations Photo essay displays | 1, 2, 3, 4, 5 | *Gallery walk presentations (SA)*  
*Photo essays (SA)* |
Unit Overview

This unit, entitled Social Groups, is the second unit in the course and is situated toward the end of the first half of the course. It acts as a bridge between two strands of study, “Self and Others” and “Social Organization”. By the time students arrive at this unit, they should have a good theoretical base in sociology, anthropology and psychology to draw upon. Up to this point in the course, students have gained a basic understanding of each of the three disciplines and have explored the differences between each discipline’s approach to the individual. This four week unit now shifts student focus from the individual to groups, by beginning with the exploration of the impact of different socializing agents on the individual, but then seamlessly transitioning to the role that individuals (as social agents) play in groups. This unit is part of an expanding continuum in this course that leads the students first to explore themselves as individuals in a society, then as parts of smaller groups within that society, and finally as agents who operate as a part of larger structures and institutions that make up their society.

The Social Groups unit provides students with an understanding about why and how groups in different societies are formed, how those groups impact the individual and vice versa, and how the actions of earlier social and institutional practices form the basis for later social relationships in groups and societies. Students will understand the function and impact of conformity on group dynamics. It explores the function of conflict and cohesion in different groups and communities, such as cults, gangs, and cliques. Students will also research a variety of contemporary and historical examples of discrimination and exclusion from social groups in an effort to understand the psychological, sociological and anthropological impetus for such practices. Finally, this unit affords students additional practice applying the differing lenses (psychological, sociological and anthropological) to the important aspects of societal groups and helps them to situate themselves within various groups in society. This is accomplished through ongoing formative assignments throughout the unit and during the culminating task for the unit itself. These tasks emphasize the importance of well-developed research skills and critical thinking as they pertain to the social sciences. The assessment tasks in this unit are designed to provide students with multiple opportunities to practice and demonstrate their knowledge of the important unit concepts as well as provide the teacher with multiple opportunities to offer descriptive feedback on students’ progress.

This unit is crucial to the development of students’ understanding of key curriculum expectations and to deepen the understanding of their place as productive, responsible citizens in local, national and global societies. It is necessary that adolescents learn about the functions, processes, and agents of socialization, and how the dynamic interactions of each influence their behaviours. Gaining deeper insight into human actions will assist students to understand how agents such as family, peers, school, and the media shape individual personal beliefs and value systems, including their own.
## Instructional Organizer

### Unit Calendar

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Introduction to Socialization</strong>&lt;br&gt;Anecdotal notes (FA)&lt;br&gt;Journal (FA)</td>
<td><strong>Socialization cont.</strong>&lt;br&gt;Anecdotal notes (FA)&lt;br&gt;Isolation notes (SA)</td>
<td><strong>Social groups</strong>&lt;br&gt;Verbal feedback (FA)</td>
<td><strong>Subculture &amp; Cliques</strong>&lt;br&gt;Subculture assignment (FA/SA)</td>
<td><strong>Gangs</strong>&lt;br&gt;Guest speaker questions (FA)</td>
</tr>
<tr>
<td><strong>Guest Speaker</strong>&lt;br&gt;Reflection (FA/SA)</td>
<td><strong>Cults</strong>&lt;br&gt;Level of engagement (FA)</td>
<td><strong>Cults: Jonestown</strong>&lt;br&gt;Level of engagement (FA)</td>
<td><strong>Cults: Jonestown continued</strong>&lt;br&gt;Discussion involvement (FA)</td>
<td><strong>Conformity experiments</strong>&lt;br&gt;Graphic organizer (FA)</td>
</tr>
<tr>
<td><strong>Conformity continued</strong>&lt;br&gt;Reflection (FA)</td>
<td><strong>Conflict &amp; Cohesion</strong>&lt;br&gt;Skit (FA)&lt;br&gt;Anecdotal notes (FA)</td>
<td><strong>Conflict &amp; Cohesion: Disciplines</strong>&lt;br&gt;Anecdotal observations (FA)&lt;br&gt;Jigsaw notes (FA)</td>
<td><strong>Discrimination and Exclusion</strong>&lt;br&gt;Verbal feedback (FA)</td>
<td><strong>Discrimination &amp; Exclusion: Lab</strong>&lt;br&gt;Verbal feedback (FA)</td>
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<tr>
<td><strong>Discrimination &amp; Exclusion: Lab</strong>&lt;br&gt;Verbal feedback (FA)</td>
<td><strong>Discrimination &amp; Exclusion: Presentations</strong>&lt;br&gt;Powerpoint (FA)&lt;br&gt;Presentation skills (FA)&lt;br&gt;Knowledge of concepts (FA)</td>
<td><strong>CA: Work period</strong>&lt;br&gt;Verbal feedback (FA)&lt;br&gt;Anecdotal notes on learning skills (FA)</td>
<td><strong>CA: Work period</strong>&lt;br&gt;Verbal feedback (FA)&lt;br&gt;Anecdotal notes on learning skills (FA)</td>
<td><strong>CA: Work period</strong>&lt;br&gt;Verbal feedback (FA)&lt;br&gt;Anecdotal notes on learning skills (FA)</td>
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<tr>
<td><strong>CA: Gallery Walk</strong>&lt;br&gt;Presentation (SA)&lt;br&gt;Photo Essay (SA)</td>
<td><strong>CA: Gallery Walk</strong>&lt;br&gt;Presentation (SA)&lt;br&gt;Photo Essay (SA)</td>
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Summary of Learning Activities

Lesson 1: Introduction to Socialization
Time required: 75 minute period
Expectations: SO2.01, SO3.01, SO3.02, E/U#1, #2

Overview of the Activity/Strategy:

- The teacher will provide a brief overview of the unit detailing the topics to be covered and the culminating activity.

- Students will create a mind map that includes all the people they interact with on a daily basis. Students will share their maps with the class as the teacher creates a list on the board.

- Students will take notes to define socialization (primary/secondary), agents of socialization (primary/secondary). In pairs students will place the items from the board into these categories.

- Students will compare their list with two other pairs and discuss the similarities/differences.

- As a class, add to the list any influences that were missed (media) and how they affect us.

- For homework students will write a journal entry about who the most influential socialization agent(s) is in their life.

Possible Resources:
- Course Textbook
- Culminating assignment
- Mind map handout

Description of Assessment Options:
- Anecdotal notes may be used to track participation, group involvement and learning skills.
- Journal entries will be collected the next day for the formative assessment of understanding and literacy.
Lesson 2: Socialization continued

Time required: 75 minute period

Expectations: SO1.01, SO2.01, SO3.01, SO3.03, SO3.04, ISV.02, IS1.03, IS2.06, EU#1, #2, #3, #5

Overview of the Activity/Strategy:

• Students will provide a brief overview of the topics/terms discussed last day.

• The teacher will provide a brief overview of the concepts nature and nurture. Students will be asked to write a response to the question “Which do you feel plays a greater role in your development, nature or nurture”. Based on these responses students will be placed in groups of 4-5.

• Groups will have a mini debate about which is more important and why.

• Students will take notes on the psychological concept of nature vs. nurture and how they impact on our socialization.

• The teacher will ask questions to get students thinking about the concept of enculturation (what occurs at family weddings? How was this different from a friend’s wedding?) Students will take notes on the anthropological concept of enculturation.

• Students will be told about Harry Harlow’s attachment experiment with rhesus monkeys (video optional). (see below for links) Discuss their reactions and the goal of the experiment. Students will take notes on the concept of social isolation.

• H.W. Students will take part in an isolation experiment where they are to avoid all physical contact for 24 hours. They are to record their thoughts, feelings, observations in a notebook.

Possible Resources:
• http://encyclopedia.stateuniversity.com/pages/9536/Harry-Frederick-Harlow.html#ixzz01ZPdGJSM
• http://www.youtube.com/watch?v=hsA5Sec6dAI
• Course textbook
• Overhead projector

Description of Assessment Options:
• Anecdotal notes may be used to track participation, group involvement and learning skills.
• Experiment notebooks will be collected for summative assessment.

Lesson 3: Social Groups
**Time required:** 75 minute period  
**Expectations:** OR1.01, OR1.02, OR1.03, IS1.03, IS2.06, E/U #1, #2, #3

**Overview of the Activity/Strategy:**

- Students will provide a brief overview of the topics/terms discussed last day.

- Using the **popcorn** strategy the class will compile a list of all the groups they are involved in. Class will then **discuss** the characteristics of these groups.

- Teacher asks the question “are people waiting for the bus a social group?” **Discuss** responses and how this situation is different than those on the board.

- Copy notes from the overhead to define **social groups** and aggregate groups. Copy notes on the sociological (primary/secondary) & psychological (affiliate, comparison, support, power) perspective of groups.

- Have students divide a page into four parts (primates/hunting & gathering societies/agricultural societies/industrial societies). To explore the anthropological view, divide the class into 4 (or 8) groups. Using the textbook, groups with complete one part of the page and then **jigsaw** until their page is complete.

**Possible Resources:**

- Course textbook  
- Overhead projector

**Description of Assessment Options:**

- Verbal feedback will be given to the students during the jigsaw activity.
**Expectations:** OR1.02, OR1.03, OR2.01, ISV0.2, IS1.03, IS3.02, E/U #2, #3, #5

**Overview of the Strategy/Activity:**

- Define the term *clique* through discussion or teacher directed

- Survey the class about what different cliques exist, which ones are present at this school. *(Think/Pair/Share* or *whole class discussion)* are also options.

- **Opinion Continuum Line** – Put masking tape on the ground, “I Strongly Agree” at one end, “I Strongly Disagree” at the other. Ask students to arrange themselves on the line according to the following:
  - I belong to a clique.
  - I don’t belong to a clique but others would say I do.
  - Fitting in with the people I hang out with is important to me.
  After each arrangement, ask for volunteers to explain why they positioned themselves where they did.

- Using the teacher-prepared **Powerpoint,** students take **notes** on the *pros vs. cons of cliques* and the definition of *subculture.*

- Teacher assigns and explains “Teenage Subcultures in Schools” assignment

- **H.W.** Subculture assignment

**Possible Resources:**

- Computer and LCD
- Powerpoint on Cliques and Subculture
- Masking tape
- Assignment: Teenage Subcultures in Schools (attached)

**Description of Assessment Options**

- “Teenage Subcultures in Schools” assignment could be *formatively assessed* to ensure understanding of concepts, to assess thinking in this area and to ascertain the ability to communicate results clearly.

- “Teenage Subcultures in Schools” assignment could be *summatively assessed* the student’s research skills

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**Teenage Subculture in Schools**

![Image of students]
Due: ______________

Interactions between teenagers in school are just as significant for their socialization as the courses they take. Friendships can influence courses students register in and which clubs or teams they join. High school is a place where students experiment with fashion, explore musical tastes and test their values. Friends hanging around together act as a tight-knit group, or clique. Those who belong feel secure while outsiders may feel isolated, or intimidated; therefore, there is no such thing as a single teenage culture; rather many subcultures exist in high school. These unique characteristics may be based on age, gender, ethnicity, attitudes and values, behaviours or roles. Many subcultures tend to gravitate towards a certain area of the school, which may become their territory.

The Assignment: You will be analyzing your school’s high school subcultures. This is a field study that is based on silent observation; you are not to question any students or engage them in any way. Much like the researchers you have studied previously in this course, you must remain the impartial observer, and not alter or influence the behaviour of your subjects in any way. Your assignment must include: a map, a profile of two different subcultures, and a half page conclusion, which involves synthesizing your research and “field study” observations with the theories and material we have discussed in class.

What To Do:

1. Map: Using the map of the school provided, identify a zone of the school that each of your two subcultures claims. Include land surrounding the school as many subcultures claim territories outside of the building. Your map should include labels for each zone with a symbol that is explained in a legend. Include pictures and/or objects that represent the two subcultures identified.

2. Profile / Observations: On a separate piece of paper, in jot-note form, write a profile that describes each of the two subcultures identified for your field study. Each profile must be based on your own silent observations and address the following issues:

   a. Individuals’ status within the subculture: Is there a leader or leaders and if so, how did you identify them? How did you identify who the followers are in the group? How does this group dynamic impact their individual behaviours? Are there possible conflicts/power struggles within this group? Are there any outward signs of cohesion/togetherness? If so, what are they?

   b. Subculture’s status with the school: How is this group perceived by others in the school? Why do you think they are perceived this way? Are there any conclusions that can be drawn regarding territory and status of the subculture? Are there possible conflicts with other subcultures?
c. **Values:** What do members of the subculture think is right, good and important, based on your observations? What music, fashion and symbols (including language) do they prefer? How do they act towards other subcultures or individuals outside their own group?

3. **Conclusion:** What conclusions can you draw about teenage subcultures at your school? Link your observations to some of the theories we have discussed in class (ie. Piaget, Kohlberg, agents of socialization, groups, etc.).

Your conclusion should address the distinguishable characteristics that will serve as comparative factors for the two subcultures included in your field study. Your conclusion should emphasize the individual and subculture status, and their values. Also, discuss the behaviours and interactions you observed within and between subcultures that you observed and offer an explanation/hypothesis for them from each of the three lenses for the course (anthropological, psychological, sociological). This is to be \( \frac{3}{4} \) of a page in length.

**Lesson 5:** Gangs  
**Time required:** 75 minute period  
**Expectations:** OR1.01, OR1.02, OR1.03, E/U #1, #2, #3
Overview of the Activity/Strategy:

• As a class, brainstorm a list of gangs that we know exist (Hells Angels etc.) Discuss the reasons for joining a gang.

• Show the first two slides of the Powerpoint containing real quotes and discuss.

• Show the rest of the Powerpoint detailing why people join gangs as students take notes.

• Notify the class that we will be having a guest speaker tomorrow.

• In preparation, each student must prepare 2-3 relevant questions to ask the police officer that falls in line with what we have learned about gangs.

Possible Resources:

• Computer and LCD
• Powerpoint on Gangs gangs.ppt

Description of Assessment Options

• Students will be formatively assessed on the completion of the task as well as the relevance, complexity, and thought put into the questions.

Lesson 6: Guest Speaker

Time required: 75 minute period

Expectations: OR1.01, OR1.02, OR1.03, OR2.01, E/U #1, #2, #3
Overview of the Activity/Strategy:

- **Guest Speaker.** Invite a local police officer to come in and speak to the class about gangs. Police officers have firsthand knowledge and can provide frontline experience which will provide a very realistic perspective to the information we find about gangs in the textbook.

- Each school usually has a partnership program with the local police. There are usually 1 or 2 police officers assigned to a specific school who participate in various programs in cooperation with the school.

- **H.W.** Students will write a ½ to 1 page reflection about what they thought was most interesting about the presentation and/or gangs in general.

Description of Assessment Options:

- Students will also be *formatively assessed* through their level of engagement, participation, and behaviour during the presentation and class discussions.
- Student reflections can be *formatively OR summatively assessed* for their links to course content.

Lesson 7: Cults

**Time required:** 75 minute period

**Expectations:** OR1.01, OR1.02, OR1.03, OR2.02, OR2.04, IS1.03, IS2.04, E/U #1, #2, #3
Overview of the Activity/Strategy:

• Through a read aloud (text pg. 276 – 277) the class will examine the characteristics and functions of cults their implications on individuals, groups, and society.

• As a class you will answer the four discussion questions that follow the focus on cults within the text. Students will simultaneously be asked to think about the anthropological, psychological, sociological explanations and connections to cults and its effects on individuals and society.

• The teacher will call attention to how cults, similar to gangs, also function as forms of conformity and non-conformity in a brief class discussion facilitated by the teacher.

• Divide the class into 6 groups. Each group will receive an information package about one of the cults mentioned within the text that has been preassembled by the teacher (web resources for these packages are listed below) Each group will be assigned a case study to examine. Because there are 6 groups and only 3 case studies, two groups will get the same case study but each individual group will work alone.

• Students will then get into groups of three with one expert from each of the cult case studies and jigsaw.

Possible Resources:
• Course textbook
• The Jonestown Massacre: http://www.crimelibrary.com/serial4/jonestown/:
• The Solar Temple Cult: http://www.culteducation.com/solartemp.html:
• Heaven’s Gate Cult: http://www.crimelibrary.com/notorious_murders/mass/heavens_gate/1.html:

Description of Assessment Options:
• Students will be formatively assessed on their level of engagement, involvement, participation, and behaviour during the textbook work, read aloud, and jigsaw activity.

Lesson 8 & 9: Cults: Jonestown
Time required: Two 75 minute periods
Expectations: SOV.03, OR1.01, 0R1.02, 0R1.03, OR2.01, OR2.02, OR2.04, IS1.03, E/U #1, #2, #3, #4

Overview of the Activity/Strategy:
• Show the **video** entitled “Jonestown: Paradise Lost”

• **Discuss** their thoughts/feelings about the video and how it relates to what we have learned to this point in the course. (isolation, enculturation, etc.)

**Possible Resources:**
• Video “Jonestown: Paradise Lost”
• Television and DVD player

**Description of Assessment Options:**
• Students will be *formatively assessed* on their level of engagement, involvement and participation.

---

**Lesson 10:** Conformity experiments  
**Time required:** 75 minute period  
**Expectations:** OR1.03, OR2.02, ISV0.2, IS1.03, E/U #1, #2, #3, #5

**Overview of the Activity/Strategy:**
• **Conformity experiment** (see below)

• The teacher tells the students about the work of Solomon Asch and his actual results. Overall the subjects conformed to the incorrect majority in about thirty-five percent of the trials.

• The results of the trials will then be discussed by the class. In **groups** of 4, students will discuss the following questions:

  1) What behaviours did the student observers note when the subject was confronted with the decision to choose the correct line or conform to the confederates who had obviously chosen the incorrect line?
  2) Did the subject in our class experiment conform as much as the subjects in the Asch experiment?
  3) What is the significance of Asch’s findings? Do you think most people are apt to conform in real life situations?

After the groups had time to discuss these questions, each group will take turns **presenting** their thoughts and observations to the class.

• Teacher will provide students with the definition of **conformity**.

• Students will complete a “Fishbone Graphic Organizer” to write in their own words what they learned about conformity and this experiment. Teacher will collect these graphic organizers and provide formative feedback to students the following class.

**Possible Resources:**
• Conformity experiment instructions
  • Solomon Asch experiment (1958). A study of conformity
    [http://www.age-of-the-sage.org/psychology/social/asch_conformity.html](http://www.age-of-the-sage.org/psychology/social/asch_conformity.html)

**Description of Assessment Options:**
• The graphic organizers can be **formatively assessed** for confirmation of understanding. Student reflections can be **formatively OR summatively assessed** for their links to course content.

**Conformity Experiment**

• Have one student take down the attendance sheet to the office. That student will be the subject.
• Select nine other students to be the confederates. The confederates will be briefed on the actual nature of the experiment.
• The subject is told as they enter the classroom they are participating in a perception experiment. His or her task will be to judge the comparative length of lines.
• The confederates and the subject will be asked to choose which of the three lines on a comparison card is the same length as the standard line on another card.
• On the first and second trials the confederates are asked to choose the line on the comparison card that actually matches the length of the standard line.
• On the third trial the confederates will be asked to choose a line that does not match the length of the standard line. All the confederates will choose the same incorrect line chosen by the first confederate to choose a line.
• Select a student from the class to be the recorder and note the result of the trials.
• Ask the remaining students to observe the subject’s behaviour when he or she is confronted with the decision to choose the correct line or conform with the confederates who have obviously chosen the incorrect trials.

Conducting the Experiment
• Have the confederates and the subject sit in a line of desks facing the trial cards.
• Have the subject sit in the sixth position in the row of desks. The rest of the students should stand in a position to view the trials.
• Teacher begins first trial with verbal cue: “Tell me which one of the three lines on the comparison card matches the length of the line on the standard card. Is it line A, B, C.”
• Begin with the first confederate in order until each participant has given their answer. Make sure the recorder records every answer. Use the same procedure for the remaining eleven trials.
• On trials 3, 5, 6, 7, 9, 11 and 12 the confederates will be choosing the same incorrect line.
• Ask the classroom observers to note any reactions of the subject when he or she has to decide whether to conform to the incorrect choice or choose the line they believe is correct.
• Ask the recorder to tally the percentage of times the subject conformed by making the incorrect choice of lines in trials 3, 5, 6, 7, 9, 11 and 12.

Lesson 11: Conformity continued
Time required: 75 minute period
Expectations: OR1.03, OR2.01, OR2.02, OR2.03, OR2.04, IS1.03, E/U #2, #3, #4

Overview of the Activity/Strategy:
• Play the video entitled “The Wave”.  

In **pairs**, students will answer the following questions:

1) What period of history was the class studying and what did the students find shocking?
2) Why does Mr. Ross (teacher) decide to try an experiment on his class?
3) What effect did this experiment have on his class?
4) How and why does the “The Wave” spread to students outside Mr. Ross’ History class?
5) Why were students proud to be part of the Wave? Give 3 reasons.
6) Do you think the experiment Mr. Ross did to his students was ethical?
7) What was the main lesson for the students in Mr. Ross’ History class?
8) What did this film teach us about conformity and society?

**H.W.** Students will individually write a one to two page reflection on how they felt watching “The Wave”, and provide reasons why they thought this was a great example of how people can be made to conform?

**Possible Resources:**
- “The Wave” video

**Description of Assessment Options:**
- Students will be *formatively assessed* on their writing skills and understanding of conformity.

**Lesson 12: Conflict and Cohesion**
**Time Required:** 75 minute period
**Expectations:** OR2.01, OR2.02, IS1.03, E/U #1, #2 & #3

**Overview of the activity/strategy:**
- Teacher will lead a whole group **discussion** to define *conflict* and *cohesion*
• Students will take part in a Think/Pair/Share to answer the following:
  - In the past 24 hours, what conflicts have you experienced or witnessed?
    (personal,
    media/television, sports, etc.)
  - How did you feel?
  - What role did you play (if any)?
  - Should you have played a role?

• Students will take notes on conflict solutions (consensus, compromise, concession, accommodation) (see below for overhead)

• Conflict Resolution Scenarios (Small Group/Performance Activity)
  a. Students break into groups of 3 or 4; each group is assigned a different conflict scenario and must act out one of the above solutions
  b. Conflict Scenarios: a fight at school, a disagreement during a business meeting, an argument in a town hall council, a couple arguing, friends playing a sport disagree about a call, friends arguing about which movie to see, a family arguing over where to go to dinner, siblings fighting over a toy, a raging debate at the United Nations, two neighbours argue over lawn/tree maintenance.
  c. Class is to guess which solution group is presenting
  d. A short whole class debrief can be employed after each skit:
    i. How did you know which conflict resolution it was?
    ii. What other (better?) solutions could have been employed?
    iii. What would have prevented this conflict in the first place?

Possible Resources:
• Overhead notes on conflict solutions
• Overhead projector
• Conflict Resolution Scenarios (see above)

Description of Assessment Options:
• Students can be formatively assessed on their ability to create and clearly present a cohesive “skit” that correctly identifies one of the learned conflict resolutions.
• Anecdotal observation can be noted as to student participation during the skit design process, the execution of the skit itself, and participation during whole class performance debriefs.

CONFLICT & COHESION
What Unifies and Divides Us??
Conflict -- a prolonged fight/struggle/disagreement/ between opposing forces that may cause unrest, discontent, hostility or violence

Cohesion - the union of individual parts into a whole. The tendency to “stick together”, be united, close knit.

**CONFLICT SOLUTIONS**

Consensus - seek out other member’s viewpoint and agree that there are several solutions
- gives everyone involved a sense of control

Compromise - acknowledge the other person’s point of view
- partners meet half way

Concession - one person gives into the partner’s suggestions and agrees to the idea

Accommodation - each person holds their own view and they cannot agree
- they agree to disagree

**Lesson 13:** Conflict & Cohesion: Discipline Perspectives
**Time Required:** 75 minute period
**Expectations:** OR2.01, OR2.02, IS1.03, IS2.06, E/U #1, #2, #3

**Overview of the activity/strategy**
• Teacher directs a review of the concepts conflict and cohesion.

• **Jigsaw** - Split students into “Home Groups” of 3; Home Groups split into “Expert Groups” (the anthropology experts from all groups meet in one location, etc.); Provide information cards/questions/case studies to each expert group
  - Each group copies down important information on info card, reads case study,
    - answers questions together, etc.
  - Students reform in Home Groups and teach information/discipline perspective to
    Home Group. Other students take notes on the “Conflict and Cohesion Jigsaw Organizer” (attached).

• **Whole class debrief** about the discipline perspectives
  a. Which perspective do you most identify with when it comes to this topic?
    Why?
  b. Is our culture based on conflict or cohesiveness?
  c. Can conflict be good? How?
  d. In what ways can we promote cohesiveness at this school? In our society? In the world?

**Possible Resources:**
• Information Cards: explain Conflict and Cohesion from each of the three discipline perspectives (anthropology, psychology, sociology)
  - For example: Sociology perspective includes information pertaining to: *dehumanization, living conditions, class and power, diffusion of responsibility, conflict perspective vs. functionalist perspective,* etc.
• Case Study Cards: A short paragraph or article for each of the 3 disciplines

• Question Cards: Asks questions about Conflict/Cohesion for expert groups to answer
  - For example:
    - Why, in your opinion, did the people in the Genovese case, not act?
    - Have you ever experienced a version of “Genovese Syndrome” in which you didn’t act when you knew you should have acted because no one else was acting?
Do you feel safer in a large crowd? Why or why not?

- Conflict and Cohesion Graphic Jigsaw Organizer Chart (below)

**Description of Assessment Options:**
- Teacher may *formatively assess* by performing anecdotal observation of student participation in Expert Groups, Home Groups, and during whole class debrief. Students could also be required to submit completed Jigsaw organizer chart to ascertain level of acquired sufficient/accurate knowledge on different perspectives.

---

**Conflict and Cohesion Jigsaw:**
*Anthropological, Psychological, Sociological Approaches*

<table>
<thead>
<tr>
<th>Component</th>
<th>Anthropological</th>
<th>Sociological</th>
<th>Psychological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Terms / Definitions</td>
<td>e.g. dehumanization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 14, 15, 16, 17: Discrimination and Exclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Time Required:** Four 75 minute periods (1 lesson, 2 lab, 1 presentations)  
**Expectations:** OR2.03, OR2.04, IS1.03, IS2.04, IS2.06, IS3.01, IS3.02, E/U #3, #4, #5

**Overview of the activity/strategy:**  
**Day 1:**

<table>
<thead>
<tr>
<th>Reason for Conflict</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Cohesion</td>
<td></td>
</tr>
<tr>
<td>Key Points from Case Study Example</td>
<td></td>
</tr>
<tr>
<td>Benefits / Drawback of Conflict</td>
<td></td>
</tr>
<tr>
<td>Benefits / Drawbacks of Cohesion</td>
<td></td>
</tr>
</tbody>
</table>
• Hand out and go over “A History of Discrimination” Assignment, a research-based assignment that has students investigate a historical example of discrimination and exclusion (Nazi persecution of Jews, struggle for the rights of women, Rwandan civil war, etc.), and then link it to existing social relationships involving exclusion today.

• Allow students to choose their groups, but remind them that friends aren’t always the best choice.

• Groups decide on a topic.

**Day 2 & 3:**

• Groups work in the computer lab **researching** their chosen historical example.

**Day 4:**

• Groups deliver their Powerpoint and **oral presentations** to the rest of the class.

• **Whole class debrief** after presentations conclude:
  a. Which modern issue concerns you the most?
  b. What can we do as a CLASS / GROUP of people to fix some of these issues?
  c. What **ONE** THING can we, as INDIVIDUALS, do to address one of these issues in a small, little way, TODAY?
  d. Ask students to pick **ONE** THING to do today to create cohesion

**Possible Resources:**

• Computer lab with access to internet and MS Powerpoint
• Assignment Handout: “A History of Discrimination” (below)
• “A History of Discrimination Presentation” Checklist (assessment/feedback tool)
• Computer and Projector for MS Powerpoint presentations

**Description of Assessment Options:**

• Students may be **formatively assessed** on their group Powerpoint documents (citations).
• Students may be **formatively assessed** on their presentation skills, knowledge of concepts central to conflict and cohesion, inquiry processes used by answering the questions detailed in the assignment, clarity and organization of the during the communication of their findings, and the ability to apply their findings to the presentation format.

**A History of Discrimination**

Human history across multiple societies and time periods has been riddled with forms of discrimination,
purposeful isolation and exclusion, sometimes resulting in some of the most tragic and horrific crimes ever committed. These historical examples of discrimination and exclusion have lasting effects. Even today, there are lingering social relationships that are direct descendants of these historical. In groups of FOUR, you will research one of these historical examples and relate it to contemporary forms of discrimination and exclusion.

**Task:**
1. Form a group of 4.

2. Pick a topic from the list provided.

3. Research your topic with particular attention paid to the ASSIGNMENT COMPONENTS (see below)

4. Prepare a PowerPoint document and BRIEF (5-7 minute maximum) oral presentation of your findings that you will present to the class.

5. You will be assessed on your ability to:
   a. Summarize the topic in a concise and accurate manner
   b. Apply one of the psychological/sociological/anthropological lenses to your topic
   c. Use key terms we've studied recently (dehumanization, modeling theory, selective perception, ethnocentrism, etc.) accurately
   d. Create effective, well-thought out solutions and avenues for cohesion
   e. Provide properly cited sources for all of your information

**Assignment Components:**

2. From the perspective of ONE of the 3 discipline lenses, what was the reason behind the conflict?

3. Could this conflict have been averted? If so, how? (Think about our discussion of conflict resolution)

4. Are there lasting effects/extensions/examples of your conflict today in one form or another? What are they?

5. What can we do today as a society to build cohesion so that something like this a) doesn’t occur again or b) stops occurring?

6. Create three (3) brief questions to ask the audience their opinions about your topic.

7. Include properly cited (APA style) bibliographic information for all your sources.

**Possible Research Topics:**

- Nazi persecution of Jews during
- The struggle for equal rights of women in Canada
- Islamophobia in “The West”
- Genocide during the Rwandan Civil War
- The Indian Act of 1876
- American Race Riots of the 1960s
- The Rodney King Incident
- Harvey Milk and Homosexual rights
- Croatian/Bosnian/Serbian Conflict/Genocide
- Sri Lankan Conflicts (Sinhalese and Tamils)
- Conflicts between Israel and Palestine
- Any other topic your group would like to focus on as approved by teacher
- Indian Residential Schools Issue
- Historical examples of “Ageism”
- Historical examples of “Ableism”
Lesson 18, 19, 20: Culminating Activity Work periods

Time Required: Three 75 minute periods

Expectations: #1, #2, #3, #4, #5

Overview of the activity/strategy:

Day 1:
• Teacher will review the Culminating Assignment by distributing the assignment outline and the rubric.

• Students will have an opportunity to review exemplars of the assignment and ask questions.

• Students will have the remainder of the period to work in the library to research and search for images.

Day 2:
• Students will work in the library on their assignments.

• Students will have the opportunity to conference with the teacher to ask questions or receive feedback on their ideas.

Day 3:
• Students will work in the library on their assignments.

• Reminder that the gallery walks will begin tomorrow.

Possible Resources:
• Culminating assignment and rubric (see below)

Description of Assessment Options:
• Students will be formatively assessed with verbal feedback and anecdotal notes.

Lesson 21, 22: Culminating Gallery Walk
**Time Required:** Two 75 minute periods  
**Expectations:** E/U #1, #2, #3, #4, #5

**Overview of the activity/strategy:**

**Day 1:**

- Remind students of the criteria being evaluated for the gallery walks and how they work.
- Gallery walks take place.

**Day 2:**

- Gallery walks are completed.

**Possible Resources:**

- Culminating assignment and rubric (see below)

**Description of Assessment Options:**

- Students will be *summatively assessed* on their gallery walk presentations and photo essays.
My Socialization Process

Your assignment for this unit will require you to think outside the box! Instead of writing a traditional paper, let’s communicate our ideas with a photo essay, a story board, a pop-up! Let’s make it fun to read and look at!

A **photo essay** is a set or series of **photographs** that are intended to tell a story or evoke a series of **emotions** in the viewer. Photo essays range from purely photographic works to photographs with captions or small notes to full text **essays** with a few or many accompanying photographs. Photo essays can be sequential in nature, intended to be viewed in a particular order, or they may consist of non-ordered photographs which may be viewed all at once or in an order chosen by the viewer. All photo essays are collections of photographs, but not all collections of photographs are photo essay

**Your Task**

- ✓ On a piece of Bristol board, you will be required to mount no fewer than 10 visual images that tell me about your “Socialization Process”. This may include pictures, drawings, internet images or photocopies.

- ✓ Each image will be accompanied by **TWO PARAGRAPHS** that explains with **SUFFICIENT DETAIL** and **RESEARCH** (citations required) what the picture is about and why it is important.

- ✓ This is a visual essay, which means that the visuals should provide an adequate amount of information. You must be able to look at the poster and gain insight into **at least 10 facts** pertaining to your “Socialization Process”. Your visual essay should be filled with information, no less than a written essay would have.

- ✓ The poster will illustrate your “Socialization Process”. You MUST incorporate as many of the topics covered in the unit as possible. (see checklist)

- ✓ No two posters should be alike, nor should they have exactly the same information. Each will be as unique as a conventional essay. Don’t forget to include a title for the display.

- ✓ All visual essays will be displayed in the library. Students will walk around and view each essay (like you are GALLERY WALKING a museum). During this time, each student will give a **brief** PRESENTATION to the teacher explaining their essay (why you chose these topics and how you researched them).

- ✓ Please refer to the mark breakdown and the checklist that go with this assignment. **This must be handed in with your poster.**

- ✓ The photo essay with be worth 70% of your total mark. The gallery walk presentation will be worth 30%.

**Good Luck!**
# Visual Essay Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CRITERIA</th>
<th>LEVEL 1 (0-7)</th>
<th>LEVEL 2 (8-9)</th>
<th>LEVEL 3 (10-12)</th>
<th>LEVEL 4 (13-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/U</td>
<td>Includes and clearly conveys the information.</td>
<td>Limited information and details</td>
<td>Some information and details</td>
<td>Sufficient information and details</td>
<td>Thorough information and details</td>
</tr>
<tr>
<td></td>
<td>Required information</td>
<td>Does not contain all of the required information</td>
<td>Contains half of the required information</td>
<td>Contains more than half of the required information</td>
<td>Contains all of the required information</td>
</tr>
<tr>
<td>TIPS</td>
<td>Information and visuals relate to the topic.</td>
<td>Visuals do not relate to the topic.</td>
<td>Less than half the visuals relate to the topic.</td>
<td>More than half the visuals relate to the topic.</td>
<td>All visuals relate to the topic.</td>
</tr>
<tr>
<td>Research</td>
<td>Each paragraphs contains relevant research.</td>
<td>Paragraphs do not contain relevant research.</td>
<td>Half of the paragraphs contain relevant research.</td>
<td>More than half the paragraphs contain relevant research.</td>
<td>All paragraphs contain relevant research.</td>
</tr>
<tr>
<td></td>
<td>Research has been cited and formatted correctly.</td>
<td>Research has not been cited and formatted correctly.</td>
<td>Half of the research has been cited and formatted correctly.</td>
<td>Half the research has been cited and formatted correctly.</td>
<td>All research has been cited and formatted correctly.</td>
</tr>
<tr>
<td></td>
<td>Effective use of space utilized.</td>
<td>Minimally effective use of space.</td>
<td>Somewhat effective use of space.</td>
<td>Sufficiently effective use of space.</td>
<td>Extremely effective use of space.</td>
</tr>
<tr>
<td>COMM</td>
<td>Spelling/grammar errors are extremely distracting</td>
<td>Numerous spelling/grammar errors are extremely distracting</td>
<td>Many spelling/grammar errors are minimally distracting</td>
<td>Few spelling/grammar errors are not distracting</td>
<td>No spelling/grammar errors are distracting</td>
</tr>
<tr>
<td></td>
<td>Poor writing style makes understanding difficult</td>
<td>Poor writing style makes understanding difficult</td>
<td>Poor writing style makes understanding difficult</td>
<td>Poor writing style makes understanding difficult</td>
<td>Proficient writing style</td>
</tr>
<tr>
<td></td>
<td>Effective language to connect the research to course content.</td>
<td>Language does not connect the research to course content.</td>
<td>Language makes connections less than half of the time.</td>
<td>Language makes connections more than half of the time.</td>
<td>Very effective and clear language connects the research to course content.</td>
</tr>
</tbody>
</table>

**TOTAL** /60
Visual Essay Checklist

Your visual essay MUST include each of the following:

- AT LEAST one photo that discusses each of the following:
  - Socialization (primary/secondary)
  - Groups (sports teams, student clubs, etc.)
  - Subculture, Cliques, Cults, Gangs
  - Conflict, Cohesion
  - Discrimination, Exclusion

The rest of the photos are your choice.

**Example:** you may include three additional photos of your groups and another on socialization.

- Research for each photo.
  **Example:** If you include a sports team photo, your paragraphs may discuss how it has affected your socialization process. You will then find existing research/studies that support/refute your experience.

  **Example:** You may discuss a conflict you have overcome/witnessed. You will find research to support your experience.

  **Example:** You may discuss how your groups promote conflict/cohesion with research to support your opinion.

- Citations (APA format).
  Each piece of research evidence must be properly referenced. NO reference list required.

- A title for your display.
Gallery Walk Presentation

The gallery walk will give you a chance to see the ways in which your classmates view their own socialization processes, and will give you a chance to explain the way you see yours. This assignment is a part of your summative evaluation for this unit, so take it seriously. You will be evaluated on your ability to explain your choice of photos, how well you demonstrate an understanding of the key concepts of the “Social Groups” unit, and your ability to clearly communicate orally with your audience.

Assignment Expectations

1. Think of this like a short verbal essay or formal “spoken” paragraph that should be no longer than 5 minutes in length. Your presentation should have a beginning (introduction), in which you outline briefly your main points and illustrate your thesis (see below), a middle (body), in which you present your facts, and an end (conclusion), in which you recap your main points and offer your final thoughts. Structure your presentation accordingly.

2. Your presentation should have a thesis or topic sentence. Your thesis should be your own completion to the following statement:

   While completing this assignment, the main thing I learned about myself and my place in society is...

3. You should defend/explain your thesis in at least THREE (3) ways by referring to your photo essay display itself as a visual aid. Provide concrete evidence (the photos themselves) to back up your arguments.

4. Use the attached rubric to see how you will be graded.

Hints and tips: Some things you may wish to discuss in your presentation (depending on exactly what you have included in your Photo Essay) could be, but are not limited to:

a. What is the most important group that I belong to?

b. What primary or secondary sources of socialization have had the greatest impact on me?

c. What have been the sources of some of my greatest conflicts? What groups of people am I most similar to (cohesion/conformity)?

d. What kind of injustice in the world have I discovered I’d like to help stamp out?
### Gallery Walk Presentation Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CRITERIA</th>
<th>LEVEL 1 (0-7)</th>
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<tbody>
<tr>
<td><strong>K/U</strong></td>
<td><strong>Information</strong></td>
<td>Limited information and details</td>
<td>Some information and details</td>
<td>Sufficient information and details</td>
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</tr>
<tr>
<td></td>
<td>Includes information and ideas from photo essay to support arguments</td>
<td>Ideas are vague; Evidence is not concrete</td>
<td>Contains some Information from Essay; thesis Somewhat proven</td>
<td>Ideas are concrete and help prove thesis</td>
<td>Ideas are advanced, Well-thought out and Prove thesis conclusively</td>
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<tr>
<td><strong>TIPS</strong></td>
<td><strong>Thinking</strong></td>
<td>Thesis is poorly developed</td>
<td>Thesis is somewhat developed</td>
<td>Thesis is well-developed</td>
<td>Thesis is very well-developed and shows real insight</td>
</tr>
<tr>
<td></td>
<td>Development of thesis.</td>
<td>Arguments do little to prove/support thesis</td>
<td>Arguments prove and support thesis considerably</td>
<td>Arguments are well-linked to essay and to thesis</td>
<td>Arguments are advanced, argumentative and link to essay and to thesis very clearly</td>
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<tr>
<td></td>
<td>Depth of arguments</td>
<td>Arguments are poorly linked to essay and to thesis</td>
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<tr>
<td><strong>APPS</strong></td>
<td><strong>Application of research to presentation format &amp; connections made</strong></td>
<td>Presentation format is appropriate, prepared and convincing</td>
<td>Minimal effort or preparation is evident; way too long or short</td>
<td>Considerable effort or preparation is evident; timing is acceptable</td>
<td>Extensive effort or preparation is evident; timing is perfect</td>
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<td></td>
<td>/15</td>
<td>Connections are made between studied material and student’s life</td>
<td>Information is not appropriately conveyed through verbal presentation little or no evidence of connections made between studied material and student’s life</td>
<td>Information is appropriately conveyed through verbal presentation Considerable evidence of connections made between studied material and student’s life</td>
<td>Information is very appropriately conveyed through verbal presentation Connections made between studied material and student’s life are thorough and well-developed</td>
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<td>Timing/length</td>
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<tr>
<td><strong>COMM</strong></td>
<td><strong>Communication / Presentation Skills</strong></td>
<td>Flow is inappropriate, disorganized, or disjointed; arguments are confusing</td>
<td>Flow is somewhat appropriate, and contains some organization; arguments are understandable, but not logically presented</td>
<td>Flow is appropriate, and contains considerable organization; arguments are understandable, and logically presented</td>
<td>Flow is very appropriate, and contains thorough organization; arguments are clear, understandable, and very logically presented</td>
</tr>
<tr>
<td></td>
<td>/15</td>
<td>Flow is somewhat appropriate, and contains some organization; arguments are understandable, but not logically presented</td>
<td>Language is somewhat appropriate / professional; some “verbal ticks”</td>
<td>Language is considerably appropriate / professional; very few “verbal ticks”</td>
<td>Language is exemplary and extremely professional; no “verbal ticks”</td>
</tr>
<tr>
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<td>Body language, speaking volume, eye contact are inappropriate / un-professional</td>
<td>Body language, speaking volume, eye contact are somewhat appropriate / professional</td>
<td>Body language, speaking volume, eye contact are all appropriate / professional</td>
<td>Body language, speaking volume, eye contact all demonstrate advanced / professional presentation skills</td>
</tr>
</tbody>
</table>
Statement of the Design Process

Thoughtful unit design is a key planning strategy that ensures teachers follow curriculum expectations and meet the need of a variety of learners. In this unit we worked together on the ‘design down’ approach to unit planning, currently regarded as one of the more effective approaches to curriculum design. By collaborating as colleagues, we experienced creative ways to efficiently integrate planning styles, curriculum expertise and resources.

Our team’s mission was to create an authentic and motivating culminating activity to drive the focus of our unit. The unit was designed with multiple intelligences in mind and every effort was made to offer a wide array of teaching strategies and techniques that appeal to a variety of learning styles. We implemented a design down process and defined the most enduring and fundamental expectations for this activity and unit. This was achieved through much discussion and planning. Through cooperative online group discussions we brainstormed ways to offer a variety of perspectives, examples, and the necessary skills for students to successfully complete the unit. Everything was planned, decided, reviewed and executed as a team. There was much editing and feedback that helped lend support to all members.

We are especially proud of our culminating activity. The inherent value of our culminating activity is how it empowers students to think critically about social groups and gain insight into the various perspectives of agents of socialization. It is also a highly personal culminating activity that affords the students the opportunity to reflect on what they have learned about themselves as social agents, and to communicate what they see as the roles they play in societal groups.

Each member of our team fully contributed to the success of this unit. Shalan’s dependability and organization set the overall pace. James’ logical focus and attention to detail kept us on task. Mike’s enthusiasm and diplomatic manner kept us sane. Ours was an amazing team to be a part of! We hope you enjoy this unit as much as we enjoyed creating it!