Elaborated Unit Focus

In this unit, students will evaluate elements of social control and ways in which humans either work with each other or against each other. Students will demonstrate their understanding of concepts including the function of social institutions in society, the nature of crime and deviance, and concepts involved with controlling the individual through obedience and conformity. Using the theme of Beliefs and Ideals, students will examine how social institutions shape the values of a society as well as how crime and deviance are socially interpreted and constructed. Incorporating the theme of Conflict and Change, students will analyze the impact that crime and deviance have had on society historically and as a whole. Drawing upon the theme of Individuals, Groups, and Institutions students will apply the various concepts and theories of social control to the function of society as a whole. Students will also look at the impact that the five social institutions have on the individual and the larger group. Using the theme of Time, Change, and Continuity students will analyze the ways in which the various social institutions have changed and stayed the same over time, as well as how the concept of crime and deviance has changed, yet in many ways stayed the same over time.

Standards/Elements

SSSocSC2: Students will analyze deviance in society.
   a. Explain the socially constructed nature of deviance.
   b. Explain the relationship of social control and power in society.
   c. Analyze the causes of deviant behavior.
   d. Explain the impact of deviance on society.

SSSocSC3: Students will analyze the impact of social control on deviance in society.
   a. Explain theories of social control; include control and labeling theories.
   b. Explain conformity in relationship to deviance and social control.
   c. Describe adaptation, cooperation, accommodation, and competition in the context of social control.

SSSocSC4: Students will analyze the function of social institutions as agents of social control across differing societies and times.
   a. Analyze the function of social institutions in society; include family, education, religion, economy, government/politics, health care, and media.
   b. Evaluate the strengths and weaknesses of various social institutions.
   c. Evaluate other possible social institutions such as sports and science.
   d. Analyze the functions and inequalities of the criminal justice system in relationship to a society’s construct of crime and punishment.
   e. Explain the role of total institutions.
   f. Analyze the re-socialization process.
Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

- How do our individual beliefs shape society?
- Why did the founding fathers separate church and state?
- What aspects of American society do you feel are important to everyone?
- How do we “learn the rules” of society?
- Why do people join cults?

Time, Change, and Continuity: Students will understand that while change occurs over time, there is continuity to the basic structure of a society.

- What elements of society are necessary to ensure the safety of the citizens?
- What elements of society are static (stay the same) and why?
- How has the American family changed over time? How has it stayed the same?

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- How did Hitler convince an educated nation of millions that it was okay to kill other human beings?
- Why do people commit crimes?
- Why is the education of an individual important to the whole society?
- How does the individual control the government?
- How does the government control the individual?

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

- When is war necessary, if ever?
- Why is competition good?
- Is justice blind?
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Balanced Assessment Plan

**Note:** The Balanced Assessment Plan included in this unit is presented as a series of suggested activities. It is not that the expected that teacher would completes all of these activities for a successful unit. These activities provide for a formative assessment of student understanding for specific standards/elements. In line with the idea of Understanding by Design, the Balanced Assessment Plan represents what students are to be able to do. The instruction to prepare students for the task is to be determined by the teacher.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Standards Addressed</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Institutions Graffiti Board</strong></td>
<td>SSSoc.SC4a, b</td>
<td><em>Dialogue and discussion</em> <em>Informal Observation</em></td>
</tr>
<tr>
<td>This is a great exercise to get students thinking of the function of social institutions. A graffiti board is a large piece of butcher paper that posted in the classroom with a prompt from the teacher written down that allows students to come up and individually and anonymously write a response. All students get up together, grab a marker, and write their responses on the board. Once everyone is seated again, the graffiti board serves as a springboard for discussion on the various institutions. This graffiti board will ask students to think of the societal need that each institution meets. <em>You will find a sample of the graffiti board question and format in the resources section for this unit.</em></td>
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<tr>
<td><strong>Social Institutions: The Family… A Photo Project</strong></td>
<td>SSSoc.SC4a, b</td>
<td><em>Collaborative discussion and project</em> <em>Student guided learning.</em></td>
</tr>
</tbody>
</table>
| This activity will allow students to compare and contrast the function of the American family over time. Students will first read the article “The Changing American Family” by Herbert S. Klein. The article can be found on line courtesy of the Hoover Institution at Stanford University at the following website: [http://www.hoover.org/publications/digest/3020821.html](http://www.hoover.org/publications/digest/3020821.html) As the students read the article, tell them that they will be responsible for finding one picture that represents the American family before 1980 and a picture that represents the American family of today. Some of the topics addressed in the article include: age of marriage, fertility rates and changes in childbearing norms, living arrangements, parenting, role of the elderly, and income/employment roles. If the teacher has some “cut up magazines” available, this is the best way to let students find their pictures, but they can also draw their own pictures if they wish. Each picture needs a caption provided by the student. The teacher may want to assign finding the pictures/photos as homework if the in-class cut up magazines are not available. On the front board, or in another location in the class write “Then” on one side and “Now” on the other. Have each student show the class the two pictures they have chosen, along with the caption. They then tape their
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pictures to the appropriate sides of the board. When finished, the class has a nice collage that documents the changes that the American family has gone through. The collage allows the class to opportunity to discuss various topics such as strengths and weaknesses of the family institution, divorce, roles of the “breadwinner”, nuclear vs. extended family, etc. It can be turned into a discussion grade as well if the teacher so chooses. It is nice to leave the collage up for the entire unit so that it may be continually referenced.

<table>
<thead>
<tr>
<th>Social Institutions: Education and the Ideal School</th>
<th>SSSocSC 4a, b,</th>
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<tr>
<td>Begin by having students answer the question “What do you expect to get out of school?” In a round-robin type of format, have the class share some of their ideas. Next, tell the class that they will be creating the Ideal School. It is recommended that you put students in groups of three or four and have them first come up with the ideal school in small groups, and then bring the class together to share ideas and develop the ideal school agreed on by the whole class. Each group will discuss and agree on the following:</td>
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</table>
| • Type of curriculum
• Social lesson/societal need met
• How the school will prepare you for the future?
• The ideal teacher
• How do schools transmit culture and common identity? |
| Each group will do a visual that incorporates all of the elements into a drawn school building. See the handout in the resources section for the Ideal School that lays out the plan. |
| Once each group has come up with their ideas, they can add them to the Ideal School that is constructed by the whole class. As the class develops their ideal school, the teacher guides discussion by asking questions that will spark a class discussion based on education and issues associated with it. (For example: Should there be more funding for arts in the schools?) |

<table>
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<tr>
<th>Social Institutions: Religion Socratic Seminar</th>
<th>SSSocSC4a, b</th>
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<tr>
<td>Begin by showing the video “Religions of the World, A Comparison of Religions”, which is available for free at the Georgia Public Broadcasting site. You will need to create a user name and password, but it is free. <a href="http://www.gpb.org/education">http://www.gpb.org/education</a> Once you are here, click on the Education/Video Streaming Link. When you are in the video streaming site, do a search for the title in italics above. The video is 1 hour long, but may be shown in segments. There is also a Teacher’s Guide and Blackline Masters available, also free of charge. The teacher can either use one of the resources provided on by Discovery/United Streaming or he/she may just have the students write a list of questions that will be used for the Socratic Seminar. Once the class has watched the video in whole or in part, the students will lead a Socratic Seminar based on higher level questions about religion that they create. The intent of this seminar is not to critique various religions, but</td>
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</table>
| *Informal Observation
*Formal Discussion
*Constructed Response
*Student Guided Learning |
to examine their influence on society.

Guidelines for Socratic Seminar are as follows Note: there are many versions of this activity. To see other examples go to the following website:

http://www.webenglishteacher.com/socratic.html

<table>
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<tr>
<th>Socratic Seminar Activity</th>
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<tr>
<td>• Divide class in half. Arrange desks so that half form a circle in the middle of the room. One group will start as the inner circle (students posing questions and discussing), while the other group is the outer circle (students listening and taking notes). Students will switch after about 20 minutes, giving all students the opportunity to be in and out of the circle.</td>
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<tr>
<td>• Circle is student centered for open debate. Students decide who asks first question, who speaks, etc)</td>
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<tr>
<td>• Inner Circle Student Responsibilities (Students who are actively debating)</td>
</tr>
<tr>
<td>o Preparation (student generated higher level thinking questions.)</td>
</tr>
<tr>
<td>o Participation (students actively ask and answer questions)</td>
</tr>
<tr>
<td>o Active Listening (accurately paraphrases, questions, supports, disagrees, and defends thoughts)</td>
</tr>
<tr>
<td>o Sensitivity/ Good Manners (criticizes ideas, NOT people and graciously accepts criticism)</td>
</tr>
<tr>
<td>• Outer Circle Student Responsibilities (Students who are silent, but are actively listening and taking notes)</td>
</tr>
<tr>
<td>o Participation (students actively take notes on what is being said in the inner circle… this can be ideas they liked or disagreed with and questions they now have).</td>
</tr>
<tr>
<td>o Active Listening (students do not interrupt the students in the inner circle, they are able to “talk back” by taking notes).</td>
</tr>
</tbody>
</table>

When the Seminar is finished and all students have had a chance to be in the inner and outer circles, the teacher may want to open up the discussion to the whole class allowing unanswered outer circle questions to be answered.

Grading: Have students turn in both their higher level questions with answers and the notes they took while in the outer circle. If teacher requires verbal participation, he/she can write down names of students speaking and add this to grade accordingly.

This activity allows students to look at the different types of political leadership, while evaluating the need for a system of government. Students will watch two speeches from 1933, one given by Franklin Roosevelt and the other by Adolf Hitler. Each speech is about three minutes in length and is available for free from United Streaming through Georgia Public Broadcasting. Log on to www.gpb.org/education and then click on the video streaming tab. You will need to set up a login if you have not used United Streaming before. Once in the site, do a search for the following videos “1933: Hitler’s first speech to the Reichstag as Chancellor of Germany” (subtitled) and “FDR Inaugurated”. Watch the two speeches as a class giving the class the following questions to look for/answer as they watch:

• What characteristics make an effective political leader?
• Why do people embrace men like Hitler and FDR?
• What similarities do you see in the “atmosphere” at the speech?

SSSocSC4a, b
*Constructed Response.
*Informal observation and discussion.
• If a social institution meets the needs of a society, in what ways do Hitler and FDR attempt to meet this need?
• What aspects of democracy are essential to counter the effects of dangerous, yet charismatic leaders such as Hitler?

These questions can be used as a journal or just for discussion. The teacher may want to add more of his/her own after watching the two videos.

### Obedience and Stanley Milgram… Quite Shocking, Literally.

In this activity, students will act out the Milgram experiment and then put those that administered the “shock” on trial. This can also draw parallels to the Nuremberg Trials in which several Nazi S.S. Members claimed to be “not guilty” because they were following orders. Begin by asking the class to raise their hands if they would ever hurt someone just because they were told to. There will be few, if any that raise their hands. The teacher may want to follow up with a discussion about what the students know about the Holocaust. How is it that an educated nation of millions would believe that it was okay to kill just because “they were told to”? Students will begin by using the internet and investigating the experiment on their own. If students are still a bit unclear about how the experiment worked after looking at the website given below, the teacher may want to show a video clip to help the students understand. Although it is difficult to find video of the actual experiment, there is a video on Youtube in which Darren Brown explains and reenacts the experiment. Teacher may want to also use the video in conjunction with the website. Video can be found at:

[http://www.youtube.com/watch?v=y6GxIuljT3w](http://www.youtube.com/watch?v=y6GxIuljT3w)

If there is not group access to computers, the teacher may print the resources from the site below for the students to reference. Website used:

[http://www.ocf.berkeley.edu/~wwu/psychology/compliance.shtml](http://www.ocf.berkeley.edu/~wwu/psychology/compliance.shtml)

Give students the website OR the printed out information and tell them they will be putting those who gave the “shocks” on trial. There will be a jury, and a panel of attorneys for each side. Students will also be needed to act the part of two or three of the “shock administrators” or teachers, one student will also be needed to play Stanley Milgram, the “expert witness”. For the sake of a good trial, the students will need to make the assumption that the subjects administering the shocks still believed them to be lethal and believing that they did indeed hurt the confederates or learners.

As students look at the website, remind them that they are compiling information that will be used at the trial. Each student needs to take notes using the following categories:

• The background of the experiment.
• The Experimental Setup
• Experimental Results
• Explanation of Results
• Obedience Methods that Don’t Work and those that Do.

*SSSocSC2 b
SSSocSC3 a, b
*Student Guided Learning.
*Formal debate and discussion
*Self Assessment
Once each student has done his/her individual research give them some time to get together in groups to discuss as follows:

- The Jury (can be as many as 15 students, odd number is best). The jury needs to be familiar with the theories of obedience and will want to discuss as a group those theories in detail. They may also want to look at past cases, such as the Nuremburg Trials.
- The Prosecution (4-5 students): The prosecution will lay out its “plan of attack”. What will they say to convince the jury that the “teachers” were wrong and should be punished?
- The Defense (4-5 students): The defense will discuss how they will convince the jury that their client(s) were “just following orders”.
- The Teachers/Defendants: 2-3 students will need to explain why they did what they did.
- Stanley Milgram: One student will be the expert witness and will need to know specifically why Milgram conducted his experiment and what it has taught the world.

*** Grading: Teacher may award grades by having students turn in their research notes and by giving points to students simply for participating. At the end of the trial, the jury will deliberate and a Jury Foreman will give the class the verdict along with the sentence if applicable.
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Performance Task for Unit Seven

Researching Crime and Deviance Think-Tac-Toe (Choice Board)

Enduring Understandings:

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**Individuals, Groups, and Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society though intended and unintended consequences.

**Time, Change, Continuity:** The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

| Map and Globe Skills: | Information Processing Skills: 1, 3, 9, 11, 15,16 |
Crime and Deviance Think-Tac-Toe

Complete three of the activities below... it is your choice, but they must make a tic-tac-toe diagonally, vertically, or horizontally. Please type your final product.

<table>
<thead>
<tr>
<th>Census Statistics Investigation</th>
<th>Labeling Theory and Racial Profiling</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the census website below, you will choose some aspect of crime to analyze. <a href="http://www.census.gov/compendia/statab/">http://www.census.gov/compendia/statab/</a> Once you click on this link, you will be in the Statistical Abstract. Go to the search box and search &quot;crime&quot;. Choose the table which interests you and do the following... 1. Print the table you choose and highlight the data you will analyze. 2. Include a write up in which you interpret and analyze the data, explaining any changes over time, etc. Remember to OVERANALYZE. Your write up should be at least ½ page long.</td>
<td>Write a short paper which includes the following... 1. In your own words define/explain the Labeling Theory associated with deviance. 2. What is racial profiling? Is it legal? Does it still happen? Have you been or do you know someone who has been a victim of racial profiling? 3. How does the Labeling Theory relate to racial profiling? Think like a sociologist and explain your answer with detail.</td>
<td>Find someone with experience in the criminal justice system... this could be a judge, police officer, lawyer, or former prisoner. Create a set of at least ten interview questions to ask your interviewee. Hand in your questions, along with the interviewee's answers. You can record the interview if you would like, this would take the place of the written portion listed above. After the interview, you need to end with your thoughts on the insight that you gained.</td>
</tr>
</tbody>
</table>

Control Theory and Causes of Deviance

According to Control Theory, individuals are deviant to satisfy one of five needs... 1. To survive 2. To belong 3. To have power 4. To have freedom/independence or 5. Simply to have fun. Your task is to find three crimes that fit three of the different categories above. You can use a famous/historical crime or you may want to just look in the newspaper or watch the news to find current local crimes to analyze. Once you find your three crimes that fit three different needs above you need to: 1. Describe the crime 2. Explain how/why it fits one of the needs above. |

Crime Survey

You will create and administer a survey that relates to some aspect of crime...death penalty, gang violence, etc. Your survey needs to have 5 questions that you create (remember closed-ended questions work best). Next, you need to administer the survey to at least 15 people. You can ask people in person or you may want to use Survey Monkey, it is free and online at [http://www.surveymonkey.com/](http://www.surveymonkey.com/) Once your survey is complete, you need to compile the results and interpret them in a brief written report that also includes your reaction to the results you obtained. |

Both Sides of the Death Penalty

1. Make a chart that has at least five arguments for and against the death penalty. You may need to do a little research and remember there is two sides to every argument... you need to give both. Use statistics when applicable to support each side of the argument. 2. When you have completed your chart, give your side. Are you for or against the death penalty and WHY? Defend your answer with information from your research. You should have at least one solidly written paragraph.
**COPS Observation**
Watch one hour of COPS (Fox 8p.m. Saturdays) and keep an observation log detailing the following:
- Race
- Gender
- Type of offense
- Times drugs or alcohol are involved
- Any thing else that you want to include.

Include your log AND a brief interpretation and reflection of your observation.

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**Prison and Life After**
Read the article "Life after Jail" available online at [http://www.7dvt.com/2008life-after-jail](http://www.7dvt.com/2008life-after-jail)
Print the article and highlight it as you read.
When you are finished with the article...
1. Write a brief summary/reaction to the article.
2. Now think about how different your life would be if you were in prison for 10 years of more. Write a paragraph about what would change... what would the world be like when you got out?
3. Answer and explain the following” Does prison work in all cases and for all crimes”?

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**Political Cartoon**
Create a political cartoon that makes a statement about any aspect of crime and deviance. On the back of your drawing, include a brief explanation of the point that your political cartoon is making.
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*** Note concerning rubrics: Performance tasks are accompanied by two rubrics: a content rubric and a process rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The process rubric focuses on the product of the performance task. It is intended that the CONTENT rubric is weighted more heavily when assigning a grade to the students.

Content Rubric for Performance Task

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Students will analyze deviance in society.</strong> This includes the socially constructed nature of deviance, the relationship between social control and power, the causes of deviant behavior, and the impact of deviance on society.</td>
<td>Below Standard</td>
<td>Needs Improvement</td>
<td>Meets Standard</td>
</tr>
<tr>
<td>Student completes fewer than three activities/analysis on the Think-Tac-Toe. Relevance to deviance and social control is minimal and not in depth.</td>
<td>Student completes three activities/analysis on the Think-Tac-Toe and includes the relevance to deviance and social control, but only what is required and does not include any additional insight.</td>
<td>Student completes three activities/analysis on the Think-Tac-Toe and includes relevance to deviance and social control. Provides evidence to support one or more Enduring Understandings. Gives evidence to support conclusions including examples when necessary. Each activity is detailed and uses critical thinking skills and insight.</td>
<td>Everything in 3 Explains how the Enduring Understandings are supported. Draws conclusion and makes accurate generalizations from the evidence collected. Insight is not only detailed, but higher level thinking skills are constantly applied.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Students will analyze the impact of social control on deviance in society.</strong> This includes applying the theories of social control.</th>
<th>Below Standard</th>
<th>Needs Improvement</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
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<tbody>
<tr>
<td>Student completes fewer than three activities/analysis and does not reference the impact that crime and deviance has on society at all.</td>
<td>Student completes all three activities/analysis and discusses crime and deviance with relation to society as a whole, but fails to make the connection in depth and with explanation.</td>
<td>Student completes all three activities/analysis and uses higher level thinking to discuss crime and deviance with relation to society as a whole. Student accurately illustrates the similarities/differences and/or consequences of deviance, crime, and social control.</td>
<td>Everything in 3 PLUS the student draws higher level thinking conclusions that relate back to the Enduring Understandings for this unit. Student gives specific real world examples or adds extra insight into each activity/analysis using evidence gathered.</td>
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</table>
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### Product Rubric

<table>
<thead>
<tr>
<th></th>
<th>1 Below Expectations</th>
<th>2 Needs Improvement</th>
<th>3 Meets Expectations</th>
<th>4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pride in Work</strong></td>
<td>Project seems hastily done and thrown together. Project is not typed.</td>
<td>Project is complete and is typed, but lacks in some areas of creativity.</td>
<td>Project is complete and typed. Project is creative and organized.</td>
<td>Project is complete, typed, and has a cover sheet. Project is creative, organized, and includes supplemental material such as chart or pictures.</td>
</tr>
<tr>
<td><strong>Use sociological terminology and analysis.</strong></td>
<td>Student does not use any vocabulary learned in class.</td>
<td>Student attempts to use vocabulary on 1-2 occasions.</td>
<td>Student uses vocabulary learned in class on more than two occasions.</td>
<td>Student uses vocabulary learned in class throughout project. Student has overanalyzed using great detail and description.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>There are more than 5 spelling and/or grammatical errors in the project subtracting substantially from the work overall</td>
<td>Spelling and/or grammatical errors are contained in the project (3-5) and subtract somewhat from the overall work.</td>
<td>Spelling and/or grammatical errors are minimal (2 or less) and do not subtract from the students overall work.</td>
<td>There are no spelling or grammatical errors.</td>
</tr>
</tbody>
</table>
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**Resources for Unit**

  - How to use graffiti boards in the classroom.


- [http://www.gpb.org/education](http://www.gpb.org/education)
  - Video “Religions of the World, A Comparison of Religions”

  - Outline of Bloom’s Taxonomy for students to use when formulating questions for Socratic Seminar.

- [http://www.webenglishteacher.com/socratic.html](http://www.webenglishteacher.com/socratic.html)
  - Good websites for varying the Socratic Seminar. Variations include having a “hot seat”, using more than two large groups, etc.

- [www.gpb.org/education](http://www.gpb.org/education) and then click on the video streaming tab.
  - Short videos “1933: Hitler’s first speech to the Reichstag as Chancellor of Germany” (subtitled) and “FDR Inaugurated”.

- [http://www.ocf.berkeley.edu/~wwu/psychology/compliance.shtml](http://www.ocf.berkeley.edu/~wwu/psychology/compliance.shtml)
  - Website for Stanley Milgram’s Obedience Experiment.
A social institution is a social structure that collectively meets one or more needs of a society. Under each institution below, write down a need that you think that institution fulfills. There are no repeats, but you can write a word, draw a picture, or even pose a question. Everyone needs to write something for each of the five institutions.

<table>
<thead>
<tr>
<th>FAMILY</th>
<th>EDUCATION</th>
<th>RELIGION</th>
<th>GOVERNMENT</th>
<th>ECONOMY</th>
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The Ideal School

As a group draw a picture on a sheet of your own paper of a school. You may use the photo below to help give you an idea. Look at the directions in each box below and fill them in on the school that you have drawn.

The doors: everyone has to walk through the doors to enter the school. These doors represent the social lesson or societal need that the school fulfills. On the doors of your school write what you believe to be the lesson and the need that school fills for us.

The bell or flag pole represents the culture and common identity that the school creates. In your bell or flag write words that represent how schools represent our common identity and culture.

The windows are how we look out to the future. In your windows, use words that show how your group believes school should prepare us for the future. What are some of necessary skills that school teaches us?

The book represents the curriculum. On the cover of the book, write down the subjects that you believe are necessary for schools to teach. Which ones do you think are the most crucial? Are there any that you would like to see more of? Less of?

The teacher (or an apple if you don’t want to draw the teacher) represents the ideal teacher. What qualities do you believe make a great teacher? What teaching styles do you like? What makes a teacher memorable? You can either draw these characteristics (example: a big heart might mean “caring”) or you can list words on the teacher or apple.