

Unit #3: Culture

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **First Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This unit focuses on the components of culture and how humans adapt to and change their environment. Culture arises from attempts by people to deal with their environment. Analysis of culture from different perspectives will allow for the understanding of the relationship between cultural change, diversity and society. All societies establish norms so that society can function and create sanctions to enforce them.

STAGE 1- DESIRED RESULTS

The College, Career, and Civic Life (C3) Framework for Social Studies

D2.Soc.6.9-12. Identify the major components of culture.

D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.

Essential Questions

- What are the essential components of culture?
- How are we shaped by popular culture?
- How do subcultures and countercultures reflect diversity within a society?
- What are the main types of norms?
- What are cultural universals?
- What causes cultural change in societies?
- How is diversity reflected in society?
- What is cultural ethnocentrism and the role it has played throughout history?
- How do the different sociological perspectives view culture?

Enduring Understanding

- Culture is the knowledge, language, values, and customs passed from one generation to the next.
- The main components of culture are symbols, language, values, and norms.
- Cultural universals are practices that exist in all societies.
- Folkways, mores, taboos, and laws are all forms of norms.
- Popular culture consists of activities, products, and services in a culture that typically appeals to the middle and working class members of society.
- Cultural change occurs through discovery, invention, and the transmission of culture from one to another.
- Some of the ways cultural diversity is shown is through race, ethnicity, sexual orientation, religion, and occupation.
- Cultural ethnocentrism occurs when there is the assumption that one culture is superior to all others.
- Functionalists, conflict theorists, symbolic interactionists, and postmodern thinkers all view cultural differently.

Students will know...

I. Key Ideas / Concepts

- Characteristics and Elements of Culture Scripts, schema, and typifications Language
- Norms, Values, and Beliefs
- Cultural Diversity
- Ethnocentrism
- Subcultures and countercultures
- Culture in Society
- Culture as cohesive and functional vs. disruptive
- Cultural as source of innovation
- Popular culture and the mass media

II. Possible Misunderstandings

III. Key Terms and Content Vocabulary

Students will be able to...

- Define culture and discuss its' impact on the development of society today.
- Participate in a "culture day" and appreciate the aspects of other cultures around them.
- Present a form of a cultural universal that are pertinent to their culture.
- Compare and contrast norms from across the world.
- Discuss the importance of high and popular cultures in society.
- Argue the need for social change and demonstrate its' impact on society.
- Discover reasons behind cultural ethnocentrism and its' historical implications.
- Role play a television show between the varying sociological perspectives on culture.

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments

- Students will conduct a "meet and greet" with others in the class to highlight the main aspects of other cultures.
- Students will create a journal of current events and discuss how other cultures may react to these same events.
- Students will debate whether or not there is an "American Culture" .
- Students will construct a research presentation of another culture.
- Students will analyze the impact of the arts on culture.

Traditional / Benchmark Assessments

- Unit test on cultures around the world.
- Peer evaluations of sociological study of cultures around the world.
- Problem Solving Activity: The students will develop a model for a new government in which all

cultures are equally represented.

- Essay Test: The students will argue for or against the argument on imperialism and its role on culture based on article reviews.
- Oral Examination: The students will recite poetry or present a piece of art from their culture.

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

STAGE 3- LEARNING PLAN

Instructional Map

Introducing the Unit: PowerPoint and video segments to be shown highlighting different aspects of

culture and its influence on today's society.

Development of Main Concepts: Students will have a "meet and greet" to highlight the main aspects of individual culture.

Exploring the Main Ideas: A cultural day will be set up. Food, clothing and items of cultural significance will be brought in by the students and teacher. Students will explain the cultural significance of the items/food.

Mastering the Content: Students will research an ancient society and compare it to a modern one including sub and counter-culture.

Assessing the Learning: At the end of the unit a review will be given. This can be done as a lecture or as a game. (Jeopardy style with class in teams and extra credit being awarded to the winning team) Then a formal exam is to be issued and graded.

Modifications/Differentiation of Instruction

Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials

- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities

- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Vertical Integration- Discipline Mapping

Additional Materials

Articles on Cultural Studies:

<http://libguides.uwb.edu/content.php?pid=63410&sid=467702>

<http://pages.gseis.ucla.edu/faculty/kellner/papers/SAGEcs.htm>

Activities:

<http://www.asanet.org/introtosociology/LessonPlans/Lesson%20PlanBreakingSocialNorm.htm>

<http://www.asanet.org/introtosociology/StudentResources/Exercise%20Resources/ExAmValuesinPrintMedia20.html>

<http://www.asanet.org/introtosociology/Documents/ASRSwidler1986.pdf>

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