

Unit #8: Social Change and the Future

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

Unit Overview

This unit explores the dynamics of migration as it affects population growth and urban change in societies. Urban problems across the United States will be analyzed. It will examine collective behaviors, social movements, and social changes that have effected society to this day. The validity of differing sociological perspectives on these movements will also be debated. Predictions on social change in the future will be made.

STAGE 1- DESIRED RESULTS

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

D2.Soc.10.9-12. Analyze how social structures and cultures change.

D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.

Essential Questions

- What are the processes that produce population change?
- What are the sociological views on population and urbanization?
- What is the relationship between social change and collective change?
- When is collective behavior likely to occur?
- What is a crowd and what causes its' behavior?
- What are the primary forms of mass behavior?
- What are the major types of social movements and what are their goals?
- How do social movements develop?
- How does the relative deprivation, value-added, and resource mobilization theories explain social

movements?

- How did the US population change during the second half of the twentieth century?
- What predictions can be made about possible social movements in the future?

Enduring Understanding

- Population change can be predicted and is a result of many things including: fertility and mortality rates and migration.
- Thomas Malthus predicted that there would be overpopulation and that it would cause many problems. The overpopulation would be attributed to the increase in population but decrease in food supply.
- Marx feels that poverty is a result of capitalism and not overpopulation.
- The demographic transition theory connects population growth to four stages: the preindustrial stage, early industrialization, advanced industrialization, and post industrialization.
- Functionalists view urban growth in terms of three types of models: the concentric model, sector model, and the multi nuclei model.
- Conflict theorists view urban growth as being influenced by capitalist activities such as capital investing, power and resource inequalities, class and class conflict and governmental programs.
- Symbolic interactionists view urban growth on the experiences people have in a specific urban area.
- During the 1950's, a major population shift from the rural areas to the city has led to about eighty percent of the US population living in urban areas today.
- Social change is transformation of public policy, culture, or social institutions over time.
- Collective behaviors are typically spontaneous actions that violate specific social norms.
- A crowd can be categorized in to four categories: casual crowds, conventional crowds, expressive crowds, and acting crowds.
- There are several theories that explain crowd behavior including: the contagion theory, convergence theory, and emergent norm theory.
- Mass behavior is collective behavior that occurs when people respond to the same event in the same way even if they are not in the geographic proximity to one another.
- The major types of social movements are reform, revolution, religious movements, and alternative movements.
- Social movements go through three stages: a preliminary stage, or a time of unrest. The second stage is the coalescence, or a time when people organize. The third stage is called the institutionalization stage, or when an organization is developed and paid staff replaces

volunteers.

- Relative deprivation theory believes that if people are disconnected they will begin to compare themselves with others in a similar situation and they are more likely to join into a social movement than a person who is content with their status.
- The value added theory proclaims that there are six conditions required for a social movement. While the resource mobilization theory says there is a need for the political and social elite to join an effort for social movement to be successful.

Students will know...

I. Key Ideas / Concepts

- Population, Urbanization and the Environment
- Demographic processes
- birth rate/death rate
- migration
- population growth and composition (illustrate demographic transition theory)
- Urbanization: the evolution of cities suburbanization and urban decline
- segregation
- megalopolis
- the rural turnaround
- Environment and Human Ecology: environmental racism, ecofeminism, environmental policy
- Collective Behavior and Social Movements
- Theories of collective behavior: emergent norm theory, competition theory, convergence theory
- Types of collective behavior: Crowds, Mobs and riots, Mass Behavior
- Rumor
- Public opinion and propaganda
- Panic and mass hysteria
- Fads and fashion
- Social Movements: How movements develop, Organization of social movements
- Strategies and tactics, Theories of social movements: resource mobilization, political process, new social movement theory.
- Causes and Consequences of Social Change: Demographic changes, Collective behavior/social movements , Technology and science, Cultural diffusion War, Modernization
- Theories of Social Change
- World systems theory: Dependency theory, Evolutionary theory

II. Possible Misunderstandings

III. Key Terms and Content Vocabulary

Students will be able to...

- Identify the causes behind population changes.
- Prove or disprove the Malthusian perspective.
- Create a story explaining the stages in the demographic transition theory.
- Debate the validity of the numerous theories on urban growth.
- Construct a conversation between city dwellers during the early, mid, and late 1900's.
- Define social change and discover its' relationship to collective behavior.
- Compare and contrast the behaviors of different types of crowds.
- Create a digital media campaign supporting one of the major types of social movements throughout history.
- Argue and find exceptions to the relative deprivation, value-added, and resource mobilization theories on social movements.
- Predict the future of social movements and indicate possible triggers for them.
- Creation of a sociological museum focusing on all of the major topics discussed in the class.

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments

- Students will creation of a sociological museum focusing on all of the major topics discussed in the class.
- Students will create a journal of current events discussing the impact of collective and mob behavior, and social media and pop culture has on these events.
- Students will assess, grade, and debate the theories of social change.
- Students will develop a digital media campaign supporting one of the major types of social movements throughout history.
- Students will analyze the impact of propaganda on pop culture and the minds' of the masses.

Traditional / Benchmark Assessments

- Unit test on the future of society and social change.
- Peer evaluations of plays/scripts on collective behaviors.
- Problem Solving Activity: The students will develop a model of urbanization and how the cities will look in fifty years.
- Essay Test: The students will create an essay predicting the future of the US based on facts and theory from article reviews.
- Oral Examination: The students will present campaigns for themselves running for president on the issues of societal reform.

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: Students will play a game of telephone to show how information can be distorted. Then past and current fads will be explored.

Development of Main Concepts: Students will examine propaganda posters of WWI and WWII.

Exploring the Main Ideas: Students will write a script for a play that shows collective behavior, propaganda and the effects of social change.

Mastering the Content: Students will create a Sociological Museum on a culture with three floors. Past, Present, and Future Predictions will be the highlights of each section.

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:

<http://www.magportal.com/c/soc/social/>

Activities:

<http://www.asanet.org/introtosociology/StudentResources/Exercise%20Resources/ExDrawMap114.html>

<http://www.asanet.org/introtosociology/StudentResources/Exercise%20Resources/ExTheoriesSocChange120.html>

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

<http://www.asanet.org/introtosociology/LessonPlans/LessonPlanUrbanization&Segregation.html>

