

# **Unit 6: Collective Behavior and Social Change Copied from: Sociology, Copied on: 02/21/22**

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Sociology, 11th/12th grades**

**Unit 6: Collective Behavior and Social Change**

**Belleville Board of Education**

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Board Approved:

## **Unit Overview**

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Unit 6 examines

- how collective behavior is formed
- how it leads to social changes and social movements
- how these affect society as a whole
- which theories have been developed to understand these changes
- what roles modernization has played in social change

## **Enduring Understanding**

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- Collective behavior is divided into three broad categories: crowds, collective preoccupations, and public opinion.
- Sociologists offer three explanations for collective behavior: contagion theory, emergent-norm theory and value-added theory.

- A social movement is a long-term conscious effort to promote or prevent social change.
- There are four stages in the life cycle for social movements.
- The major factors that stimulate social change are values and beliefs, technology, diffusion, population, the physical environment and wars/conquests.
- Sociologists have developed theories to describe how and why social change occurs.
- Modernization is the process by which a society's social institutions become more complex.

## **Essential Questions**

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1. What is collective behavior and what theories attempt to explain it?
2. What is the life cycle of a social movement?
3. What social factors stimulate and resist social change?
4. How do sociological theories explain social change?
5. What effect does modernization have on society's social institutions?

## **Exit Skills**

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By the end of Unit 6, students should be able to:

- apply domain-specific vocabulary such as collective behavior; social change; agitation; institutionalization and modernization in their verbal and written responses, essays and papers.
- choose a side to a query and provide logical argument for their choice.
- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.
- gather information in meaningful clusters and apply their findings to specific problems.

## **New Jersey Student Learning Standards (NJSL-S)**

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|                |  |
|----------------|--|
| SOC.9-12.3.3   | Students will examine the social construction of groups and their impact on the life chances of individuals. |
| SOC.9-12.3.3.1 | Reference groups   |
| SOC.9-12.3.3.2 | Primary and secondary groups   |
| SOC.9-12.3.3.3 | In-groups and out-groups   |
| SOC.9-12.4     | Stratification and Inequality  |
| SOC.9-12.4.1   | Students will identify common patterns of social inequality.   |
| SOC.9-12.4.1.1 | Privilege  |
| SOC.9-12.4.1.2 | Power  |
| SOC.9-12.4.1.3 | Racial and ethnic inequality   |
| SOC.9-12.4.1.4 | Class inequality   |
| SOC.9-12.4.1.5 | Gender inequality  |
| SOC.9-12.4.2   | Students will analyze the effects of social inequality on groups and individuals.                            |
| SOC.9-12.4.2.1 | Life chances   |
| SOC.9-12.4.2.2 | Social problems  |
| SOC.9-12.4.2.3 | Inter- and intra-group conflict  |
| SOC.9-12.4.3   | Students will explain the relationship between social institutions and inequality.                           |
| SOC.9-12.4.3.1 | Distribution of power through social institutions  |
| SOC.9-12.4.3.2 | Potential of institutions to produce, reinforce, or challenge inequality                                     |
| SOC.9-12.4.4   | Students will assess responses to social inequality.   |
| SOC.9-12.4.4.1 | Individual responses to inequality   |
| SOC.9-12.4.4.2 | Group responses to inequality such as social movements   |
| SOC.9-12.4.4.3 | Social policy responses to inequality  |

## **Interdisciplinary Connections**

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|                |   |
|----------------|---|
| LA.RH.9-10.1   | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.   |
| LA.RH.9-10.2   | Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.   |
| LA.RH.9-10.3   | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.   |
| LA.RH.9-10.4   | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. |
| LA.RH.9-10.5   | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  |
| LA.RH.9-10.6   | Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.  |
| LA.RH.9-10.7   | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.  |
| LA.RH.9-10.8   | Assess the extent to which the reasoning and evidence in a text support the author's claims.  |
| LA.RH.9-10.9   | Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.  |
| LA.RH.9-10.10  | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.  |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.  |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.  |
| SOC.9-12.1.2.1 | Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.   |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions.  |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events.   |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.   |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.   |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.   |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.  |

The students will be able to:

- define collective behavior
- identify the specific kinds of collective behavior
- understand how mass hysteria leads to specific kinds of collective behavior and social change
- compare and contrast collective preoccupations
- comprehend how the seven propaganda techniques are used
- examine what theories have been offered to explain collective behavior
- identify what are the goals of social movements
- distinguish between social movements and other forms of collective behavior
- state the main sources of social change

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| <b>Remember</b> | <b>Understand</b> | <b>Apply</b> | <b>Analyze</b> | <b>Evaluate</b> | <b>Create</b> |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| Choose          | Classify          | Choose       | Categorize     | Appraise        | Combine       |
| Describe        | Defend            | Dramatize    | Classify       | Judge           | Compose       |
| Define          | Demonstrate       | Explain      | Compare        | Criticize       | Construct     |
| Label           | Distinguish       | Generalize   | Differentiate  | Defend          | Design        |
| List            | Explain           | Judge        | Distinguish    | Compare         | Develop       |
| Locate          | Express           | Organize     | Identify       | Assess          | Formulate     |
| Match           | Extend            | Paint        | Infer          | Conclude        | Hypothesize   |
| Memorize        | Give Examples     | Prepare      | Point out      | Contrast        | Invent        |
| Name            | Illustrate        | Produce      | Select         | Critique        | Make          |
| Omit            | Indicate          | Select       | Subdivide      | Determine       | Originate     |
| Recite          | Interrelate       | Show         | Survey         | Grade           | Organize      |
| Select          | Interpret         | Sketch       | Arrange        | Justify         | Plan          |
| State           | Infer             | Solve        | Breakdown      | Measure         | Produce       |
| Count           | Match             | Use          | Combine        | Rank            | Role Play     |
| Draw            | Paraphrase        | Add          | Detect         | Rate            | Drive         |
| Outline         | Represent         | Calculate    | Diagram        | Support         | Devise        |
| Point           | Restate           | Change       | Discriminate   | Test            | Generate      |
| Quote           | Rewrite           | Classify     | Illustrate     |                 | Integrate     |
| Recall          | Select            | Complete     | Outline        |                 | Prescribe     |
| Recognize       | Show              | Compute      | Point out      |                 | Propose       |
| Repeat          | Summarize         | Discover     | Separate       |                 | Reconstruct   |
| Reproduce       | Tell              | Divide       |                |                 | Revise        |
|                 | Translate         | Examine      |                |                 | Rewrite       |
|                 | Associate         | Graph        |                |                 | Transform     |
|                 | Compute           | Interpolate  |                |                 |               |
|                 | Convert           | Manipulate   |                |                 |               |
|                 | Discuss           | Modify       |                |                 |               |
|                 | Estimate          | Operate      |                |                 |               |
|                 | Extrapolate       | Subtract     |                |                 |               |
|                 | Generalize        |              |                |                 |               |
|                 | Predict           |              |                |                 |               |



### **Suggested Activities & Best Practices**

- Establish sociological context by checking for understanding about the impact of collective behavior.
- Build foundation through vocabulary and key people identification such as master status
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Research and collect conceptual evidence for an alternative assessment; essay; PPT; Google Slides; Slidesmania
- Research and present an example of the following: Collective Behavior; Cults; Social Movement.

## **Assessment Evidence - Checking for Understanding (CFU)**

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Use of Exit Tickets to conclude the lesson on how collective behavior affects all of society.-summative assessment

Student Presentations on how aspects such as collective behavior changes the way we act as a society and use Evaluation Rubrics-benchmark assessment

Quickwrite-formative assessment

Written reports-alternate assessment

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Explaining
- Illustration
- Journals
- KWL Chart
- Multimedia Reports
- Outline
- Question Stems
- Quizzes
- Self- assessments
- Surveys
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Sociology - HMH Social Studies Textbook



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YouTube/Netflix originals: Social Dilemma

## **Ancillary Resources**

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- NEWSELA
- COMMONLIT
- In the Trenches: Teaching and Learning Sociology [Maxine P. Atkinson](#), [Kathleen S. Lowney](#), W. W. Norton, Incorporated, 2016 - [Sociology](#) - 368 pages

## **Technology Infusion**

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- Create a PPT describing how collective behavior can affect people at different times.
- Make an interactive website about how collective behavior affects the world we live in today.
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

|               |   |
|---------------|---|
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.  |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.  |

## 21st Century Skills/Interdisciplinary Themes

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

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### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Study guides
- Teacher reads assessments allowed
- Rephrase written directions
- Additional time
- Preview vocabulary
- Preview content & concepts
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Project-based learning
- Problem-based learning
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

## Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

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Use of vocabulary to introduce the concepts of this unit.

Extended time for Journals from the perspective of a character from Pay It Forward and how they were affected by collective behavior.

Check students progress as they take notes on collective behavior.

Various choices of assessments with leveled Rubrics.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions

- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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allowing students to work with other English speaking students on specific assignments

true/false assessments about various socialization aspects of collective behavior.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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provide a unit syllabus to help students stay focused

use real life examples when teaching about the struggles of collective behavior and the various forms.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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debate about how collective behavior affects people in different social standings

investigate the ways society reacts to various social structures.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project

- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

- [Collective Behavior Intro](#) - ½ period
- Review [Collective Behavior](#) - ½ period (finish next class) (1st half of 5th Period)
- Review [Action Crowds](#) - ½ period (1st half of 2nd part of 5th Period)
- Complete Collective Behavior Assessment (partners) - [Assessment](#)
- Presentations



