

Lesson Plan

Lesson: Founding Fathers of Sociology Fill-in Chart and Presentations

Length: 45 minutes for bell work, group preparedness, presentations, and fill in by Teacher.

Age or Grade Level Intended: High School Sociology (grades 9-12)

Academic Standard(s): Sociology S.1.2 Identify early learning theorists within social science (Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, C. Wright Mills, and Karl Marx).

Performance Objective(s): The students will identify one of the 5 historical sociological figures listed in Holt and fill in the worksheet to quickly present to the class with 80% of the information presented.

Assessment: The students will be given a worksheet to fill out and return the next day with 80% accuracy.

Advance Preparation by Teacher:

Make the Bell Work

Make the blank sheets for students to write notes on each sociologist.

Create partner groups

Create/find an appropriate homework assignment pertaining to the relevant information.

Procedure:

Introduction/Motivation:

1. Have students work together on bell work problems on the board to keep busy first 3-5 minutes of class (Gardner's Interpersonal)
2. Hand out blank sheets that need to be filled out and explain them (Gardner's Visual/Spacial).
3. Discuss the importance of this being the base for a large amount of the class. Many theories discussed will relate back to one of these men.
4. Discuss how each group will briefly tell the class about their famous sociological figure (Gardner's Verbal/Linguistic).

Step-by-Step Plan:

1. Start class with Bell Work and then collect the student's answers.
2. Hand out blank sheets made to help organize notes on the five sociologists listed in Holt.
3. Discuss the importance of the five men so the class realizes that many points made throughout the class will relate back to one of the five.
4. Explain what is wanted on the description of each Sociologist. At least two sociology related facts and one fact that was interesting to your group.

5. Split the class into five groups, if appropriate allow to choose themselves (Gardner's Interpersonal).
6. Allow the students 10-15 minutes to fill out their description of their prescribed sociologist.
7. Each group will briefly present the information they found on their assigned man for 10-15 minutes.
8. Once all presentations are completed fill in rest of chart with information I found important on the five men from the book (Holt 10-14).

Closure:

Give students assignment on the five sociologists and the Chapter 1 in general to assure they read the chapter and asses how well they understood the presentations by their classmates and the parts filled in by myself. The homework will be due the next class meeting time.

Adaptations/Enrichment:

Boy with hearing impairment- Can not hear the presentations by his fellow classmates. Allow a interpreter in the class if school has provided one. If not give each group a transparent sheet to fill out and provide the information in their presentation on a overhead projector as well.

Girl with ADHD- Allow this student to hand out papers at the begging and end of class. Also assign her to a group with helpful and supportive students that will keep her on task.

Two students with giftedness- assign them Karl Marx as their sociologist because he helped develop the "conflict theory". Have the two gifted students also define what the conflict theory is.

Self-Reflection:

I will look for students who are actually participating in conversation among the groups. I will also watch the presentations to see which students present and which do not. I will then take a close look at the differences between the students who participated more in the presentation and those whom did not to evaluate if possibly individual work would be a more effective way to present this information.

Book Cited

Thomas, Laverne W. Sociology: the Study of Human Relationships. Austin, TX: Holt,

Rinehart, and Winston, 2003. 10-14.