

# SOCIAL GROUPS & INTERACTIONS

4-5-week inquiry unit

Dive into the most essential Sociology unit **with confidence** with this complete unit.

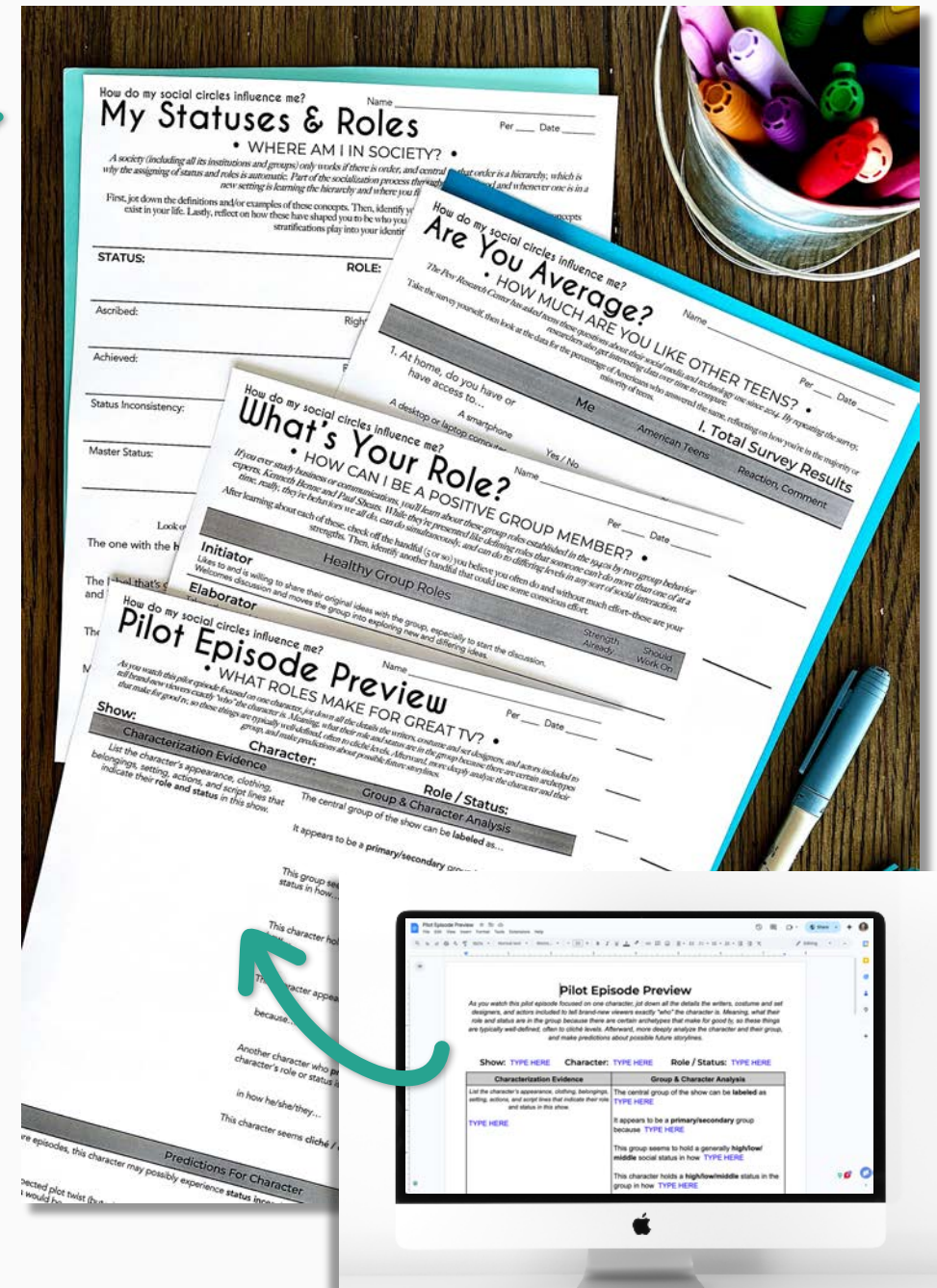
- ✓ 17 varied student activities plus 135-slide lecture kit with guided notes
- ✓ Unit overview and pacing guide
- ✓ Step-by-step daily lesson plans with accommodation ideas, lesson takeaways, notes for teaching sensitive topics, and detailed answer keys
- ✓ Standards-aligned student "I can..." unit review, and unit note taking sheets
- ✓ Lecture quizzes, activity closing formative assessments, and unit test
- ✓ Poster display and journal projects

**PRINT & DIGITAL OPTIONS INCLUDED**

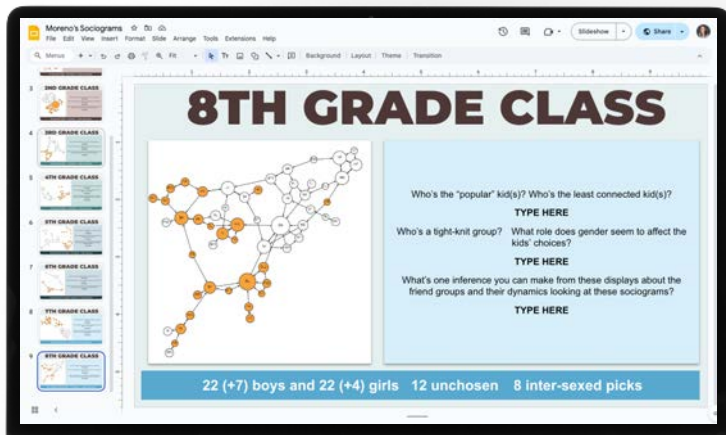
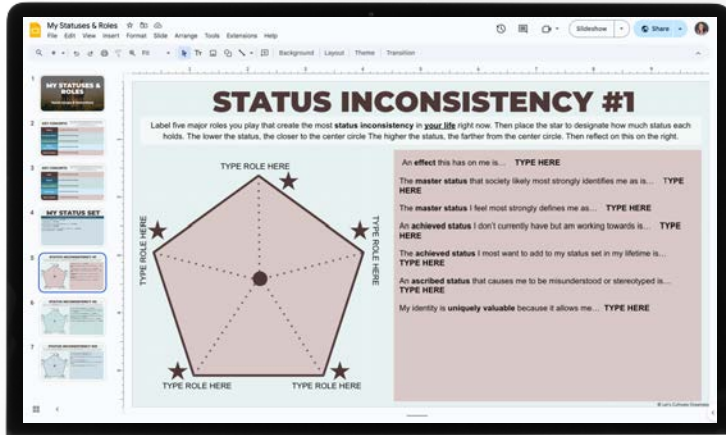


# SOCIOLOGICAL TOPICS *covered*

- **Groups & their functions:** primary and secondary, expressive and instrumental, formal and informal
- **Statuses:** high/low status, ascribed/achieved status, status inconsistency
- **Roles:** role strain and conflict, archetypes, healthy group roles, rights and responsibilities
- **Leadership styles:** democratic, authoritarian, laissez-faire, expressive and instrumental
- **Group interactions:** in-/out-grouping, cooperation, conflict, conformity, coercion; groupthink and bystander effect
- **Unhealthy groups:** dysfunctional roles, characteristics of unhealthy groups, cults
- **Social media:** history and current use, addiction, political polarization, mental health issues, shallowing and widening of social networks

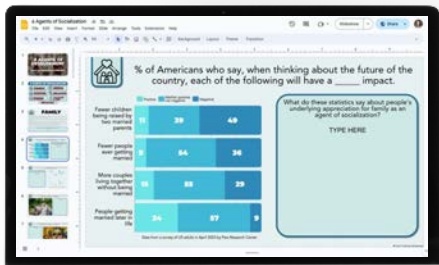
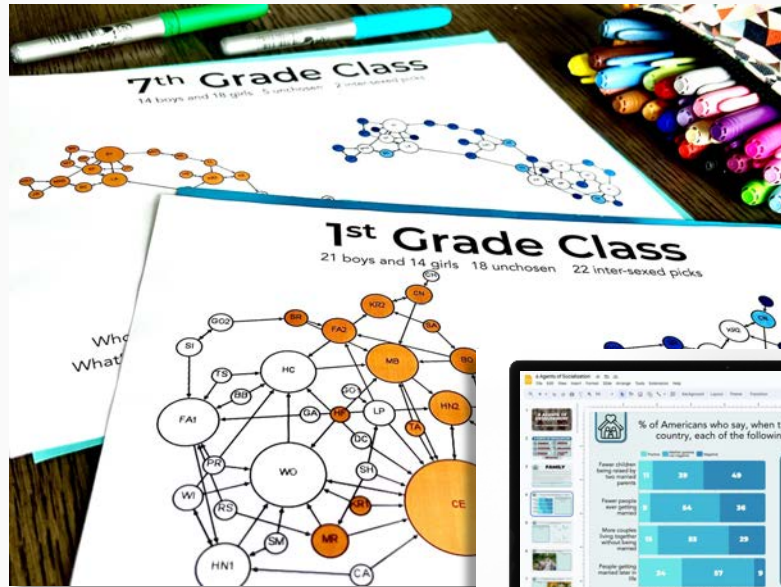


# VARIETY OF ACTIVITIES *included*



- ✓ Unit-long reflection on own status set
- ✓ Pilot episode character roles analysis
- ✓ Social network display project
- ✓ Football hazing case study analysis
- ✓ Social media usage stat & film analysis, class discussion
- ✓ Healthy group role playing & unhealthy group characteristic identification
- ✓ Documentaries on social media & the Jonestown cult tragedy
- ✓ Reflective journal

# JUST SOME OF THE ACTIVITIES *included*



Case Studies on Healthy & Unhealthy Interaction



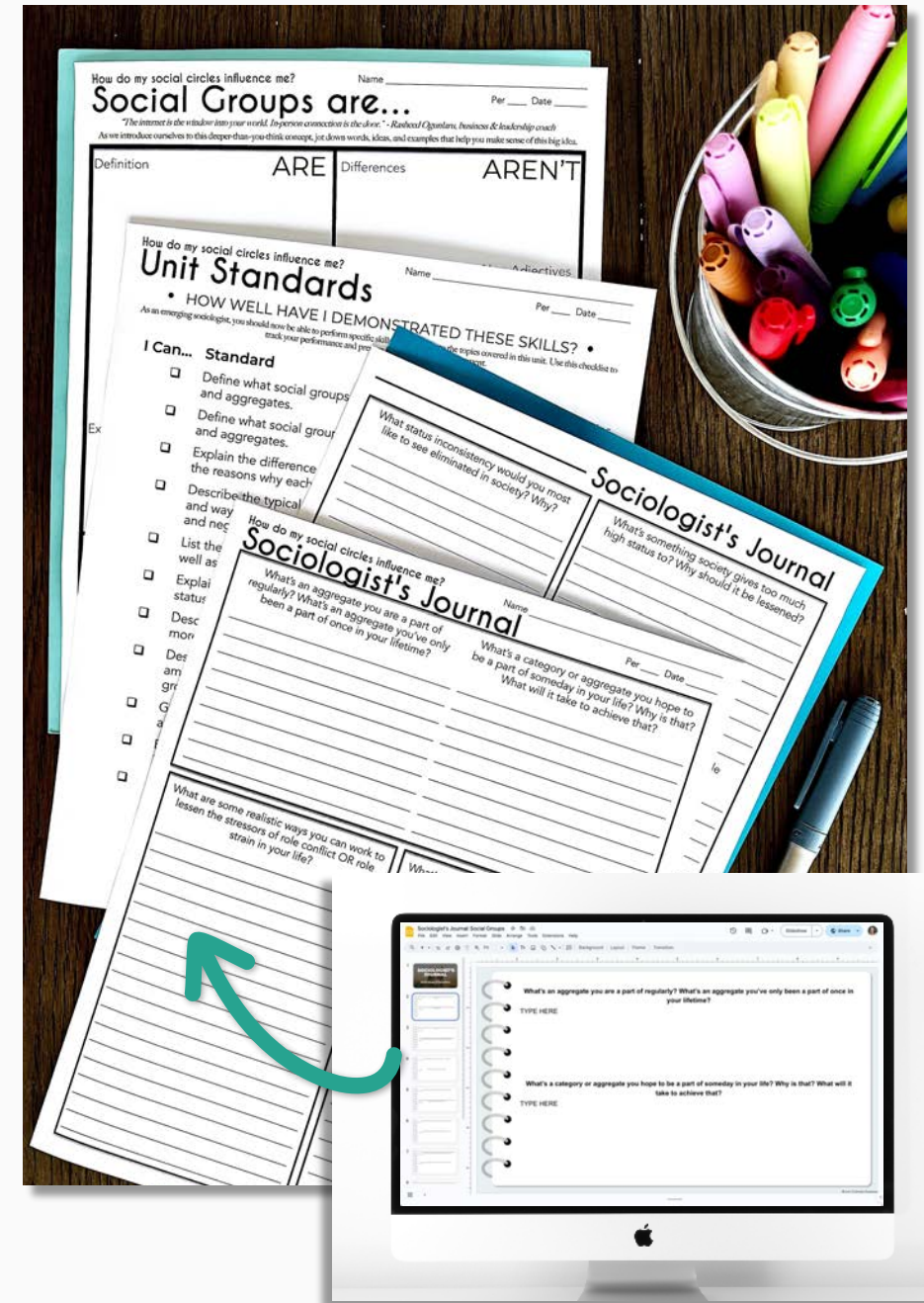
Social Network & Social Media Data Analysis



Role Playing Discussion to Solve Real Problem

# SUPPORTS & ASSESSMENTS *included*

- ✓ **Detailed lesson plans notes** for instruction options, handling sensitive topics and activities, providing optional extensions throughout unit
- ✓ **Student-friendly list of standards** written as an “I can...” checklist, editable to customize to your state’s standards
- ✓ **Lesson takeaways statements** to provide a real-world “why” on each lesson plan and on each student activity
- ✓ **Multiple assessments** including short lecture quizzes, end-of-activity formative assessments, projects, reflection journal prompts, end-of-unit short answer and essay-style tests
- ✓ **Print-and-teach PDF** paper materials and fully **editable digital files** (Google Slides, Docs, Forms)



# TAKE A PEEK *inside*

*each*  
**LESSON**

**SOCIAL GROUPS & SOCIAL INTERACTIONS**  
OVERVIEW

General Notes continued

Journal Project (click to access [Google Slides version](#))

These are several ways to use this: bell ringers, exit tickets, or end-of-unit review. The final question is a chance to write an extended synthesis and reflection on the unit's overall question. Feel free to make that as formal or informal as you'd like.

These questions already have answers.

**Unit Review**  
These sheets help students review at the end of the unit.

**Course**  
11th - 12th grades  
Sociology

**Time**  
4-5 weeks

**Topics Covered**  
Social group types, functions, and influences on individuals  
Leader types and their effects on the group  
Statuses, roles, rights, and responsibilities of members in a group  
Pressures and problems that can emerge in groups  
Ways technology and social changes affect social interactions

**Social Studies Skills Practiced**  
Cite specific textual evidence for analysis  
Determine the central ideas of a source  
Make meaning of statistical and graphical data  
Make personal and real-life connections to content  
Conduct real-world research to address a question  
Work collaboratively to address a question  
Analyze varied sources to address a question

**Enduring Understanding & Outcomes**

**Driving Question:** How do my social circles influence me?  
**Greatness** is seeing the power of influence people have on us and us on them.

**By the end of this unit...**

Students will know:

- key components of social groups & interactions
- the roles and status of individuals in groups
- how groups influence individuals

Students will demonstrate they can:

- articulate their understanding of social groups
- develop and strengthen inquiry, annotating, and analysis skills
- analyze and experiment

**Prep Work**

- Ensure you have downloaded and used all resources
- Preview all lesson plans, giving your feedback
- Gather and print all materials (Google Classroom)

**General**

**Outside Review**  
This unit uses *Friday, Night, The Life and Times of Terrence McNally* as a text to preview the concepts of social groups and interactions.

**Delivering**  
Depending on your style, you may like to use *Crash Course* for ease of delivery.

**For ease of delivery**  
Your own *Crash Course* videos

**Unit Journal & Assessment**

**Unit Overviews** give you a bird's eye view of everything at once!

*Info At-a-Glance*

**SOCIAL GROUPS & SOCIAL INTERACTIONS**  
OVERVIEW

Unit Review & Unit Skills  
Unit Permission Form, Templates

**SOCIAL GROUPS & SOCIAL INTERACTIONS**  
PACING GUIDE

Class	Activities	Standards Addressed
1.2	Social Group Bellwork Heavy Social Media Research & Analysis	1.2 Define social groups and distinguish groups from categories and aggregates. 1.2 Identify social groups to which one belongs.
1.2	Concept Definitions Group Game: Social Groups as a Facebook Group	1.2 Define and provide examples of primary/secondary, formal/informal, and reference groups. 1.2 Identify the roles and responsibilities individuals have in groups. 1.2 Analyze the structure and functional aspects of social groups, as well as how these aspects change over time.
2	My Status & Roles	2.1 Analyze groups in terms of roles and status, as well as values and norms. 2.1 Examine the various relationships that emerge in groups and the effects these have on the group and its members.
2	Pilot Episode Preview	2.1 Analyze groups in terms of roles and status, as well as values and norms. 2.1 Examine the various relationships that emerge in groups and the effects these have on the group and its members.
2.3	My Social Network	2.3 Describe reasons for group formation and the functions they provide. 2.3 Analyze the various relationships that emerge in groups and the effects these have on the group and its members. 2.3 Identify social groups to which one belongs and the effects these have on the group and its members.
1.2	Case Study: Third Parties	1.2 Identify both rights and responsibilities the individual has to the group and its members. 1.2 Analyze the various relationships that emerge in groups and the effects these have on the group and its members.
2.3	Are You Eligible?	2.3 Examine how primary and secondary groups have changed over time, particularly in how technology affects social interactions. 2.3 Examine how primary and secondary groups have changed over time, particularly in how technology affects social interactions.
1.2	Social Media Research & Analysis	1.2 Examine how primary and secondary groups have changed over time, particularly in how technology affects social interactions. 1.2 Examine how primary and secondary groups have changed over time, particularly in how technology affects social interactions.
2	What's Your Role?	2 Examine the various types of roles and status within the group and the effects these have on the group and its members. 2 Examine the various types of roles and status within the group and the effects these have on the group and its members.
2	Let's Be Functional	2 Examine the various types of roles and status within the group and the effects these have on the group and its members. 2 Examine the various types of roles and status within the group and the effects these have on the group and its members.
2.3	Journal Prompts	2.3 Examine the various types of roles and status within the group and the effects these have on the group and its members. 2.3 Examine the various types of roles and status within the group and the effects these have on the group and its members.

Quick link to Google files

**Lesson Plans** come with step-by-step directions

Pacing guide

*standards included*

**MY SOCIAL NETWORK**  
LESSON PLANS

Suggested Lesson

My Social Network continued

**Time**  
2-3 class periods

**Materials**  
Pilot Episode Preview & Concept Definitions sheet  
Moreno's Sociograms (multiple sets)  
My Social Network sheet (double-sided)

**Topics Covered**  
Social group types, functions, and influences on individuals  
Pressures and problems that can emerge in groups  
Statuses, roles, rights, and responsibilities of members in a group

**Social Studies Skills Practiced**  
Cite specific textual evidence for analysis  
Determine the central ideas of a source  
Make meaning of statistical and graphical data  
Make personal and real-life connections to content  
Work collaboratively to address a question

**Planning & Preparation**  
Before these next two lessons, deliver **Lecture #1B** which covers various "truths" about groups and roles/statuses.  
Create your own **My Social Network display** to use as a model for students to understand what they will be constructing. See a sample on next page. Use this as an opportunity to share a bit about your "outside school" life. Encourage students to make them as artistic and/or colorful as they want to personalize their social network further.  
Copy **2-3 circle sheets** per student to construct their own.  
Moreno's Sociograms for students to analyze in small groups before building their social network diagram. These sociograms are graphical displays of 1930s survey data Jacob L. Moreno did with 14 through 6th grade classes. Ask students to name two other students they wanted to sit with. The bit of data shows the intensity of being chosen as someone desired to sit by; the orange displays shows gender with the orange representing females.  
For more information on his work and these displays: [https://en.wikipedia.org/wiki/Jacob\\_L.\\_Moreno](https://en.wikipedia.org/wiki/Jacob_L._Moreno)  
<http://www.marionandean.ch/social-network-analysis-visualization-moreno-sociograms-visualized/> (includes all grades 1st through 8th)  
**Note:** These sociograms show connected individuals, which is the true display of social networks. What students are creating are representations of their groups, using overlapping to communicate connections of the people within them (See example below).  
Click to access **Google versions:** [Moreno's Sociograms](#) [My Social Network Project](#)

**Suggested Lesson**

**My Social Network** (10 minutes)

- Have students review their **Pilot Episode Preview** and share out their takeaways about the shows, their settings and characters, etc.

*Helpful planning tips with lesson options, links, & notes for handling sensitive topics*

**Wide range of ways** to complete activities!

*Daily Inquiry, Directions & Background context*

**My Social Network**

**WHAT ARE YOUR SOCIAL GROUPS?**

Brainstorm the various groups you are a member of and create a visual display of some of them by cutting out, arranging, and indicating their characteristics using the prompts below. Then, in a brief written response give an overview of your groups as well as a more in-depth analysis of one of them.

**Display Requirements**

- Decide at least 4 groups to which you belong, aiming for at least one whose members are completely separate, one with some overlapping members, and one that is nested within a larger group
- Cut out and arrange the appropriate number and size of circles to indicate separate, overlapping, and nested groups
- Identify each group with a name
- Label each group as primary or secondary
- List 2-3 general characteristics of the members of each group, focusing on shared interests and activities
- Briefly describe what membership to each group means to you

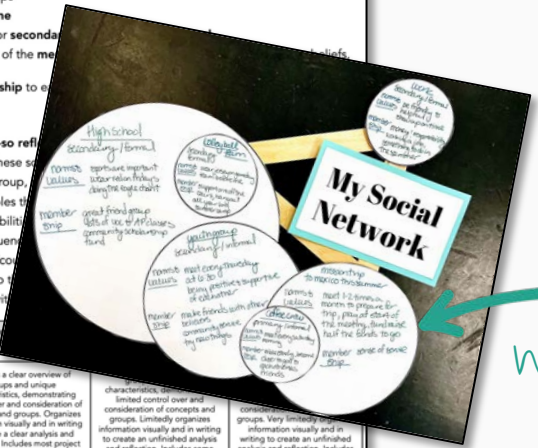
Write an accompanying page-or-so reflection.

- A general overview of what these groups are
- An in-depth analysis of one group, including:
  - The leader and other roles
  - The rights and responsibilities
  - One way the group influences you
  - An issue that has/doe/does not affect you
  - A norm that is unique to the group
  - How it overlaps/nests with other groups

**INFORMATIVE WRITING Preparation**

Exceeding	Proficient	Developing	Beginning
Creates a rich overview of groups, including clear labels and unique characteristics, demonstrating solid control over and thoughtful consideration of concepts and groups. Carefully organizes information visually and in writing to create an effective analysis and reflection. Includes all project requirements. Masterly uses appropriate formality, punctuation, and grammar.	Creates a clear overview of groups and unique characteristics, demonstrating control over and consideration of concepts and groups. Organizes information visually and in writing to create a clear analysis and reflection. Includes most project requirements. Uses appropriate formality, punctuation, and grammar.	Provides an overview of groups and unique characteristics, demonstrating some control over and consideration of concepts and groups. Organizes information visually and in writing to create an analysis and reflection. Includes some project requirements. Uses appropriate formality, punctuation, and grammar.	Provides a limited overview of groups and unique characteristics, demonstrating limited control over and consideration of concepts and groups. Organizes information visually and in writing to create an analysis and reflection. Includes few project requirements. Uses inappropriate formality, punctuation, and grammar.

Comments:



*Projects and Activities with Real-world and Personal connections*

# UNIT *overview*

# TAKE A PEEK *inside* **each** ACTIVITY

What 4 truths exist about **GROUPS**?  
Groups give us our sense of **self**  
Groups we don't belong to also

When does a group turn **UNHEALTHY**?  
A **cult** is an extreme & rare type of unhealthy group

Why is social media so **ADDICTING**?  
Innate interest in others' lives  
**Comparison** & insecurity  
**Boredom** & alone-ness  
Big data fine-tuning & dopamine feedback loop

Student-friendly concept definitions

Real-life connections with every concept

Guided notes also included

Print PDF & editable Google file options for all student materials to tailor to your classroom needs

Do you feel digitally connecting still counts as "hanging out"? Why or why not?

Do you consider yourself more an instrumental or expressive leader?



Pause-to-talk with every concept

And quizzes

**Social GROUPS**

Name \_\_\_\_\_ Date \_\_\_\_\_

#1A C... & Roles

Social groups are...

An aggregate is...

A category is...

Aggregates...

Name a secondary social group you're in and explain how it isn't an aggregate nor a category.

What's a status you currently hold and one specific aspect of the role you play with it?

What's the difference between ascribed and achieved statuses?

Name \_\_\_\_\_ Per \_\_\_\_\_ Date \_\_\_\_\_

What's a primary group you've formed out of a secondary group? What makes it new primary?

**GROUPS & ROLES**

Where Do You Hang?: A Case Study of the Decline of Third Places Amid a Loneliness Epidemic

Third places have been so deeply ingrained in social life across the world and throughout time that the name was only coined in 1989 when sociologist Ray Oldenburg shared about their necessary role in his book, *The Great Good Place*. Just a decade later, sociologist Robert Putnam shared about their decline in his book, *Bowling Alone*. How have they begun to decline?

How do my social circles influence me?

**Case Study: Third Places**  
WHERE PEOPLE HANG OUT

I. Pre-Read

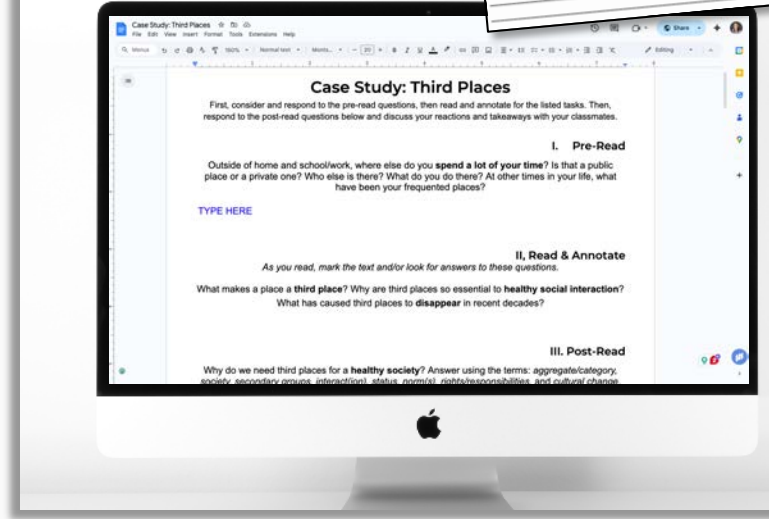
Outside of home and school/work, where else do you spend a lot of your time? Is that a public place or a private one? Who else is there? What do you do there? At other times in your life, what have been your frequented places?

II. Read & Annotate

What makes a place a third place? Why are third places so essential to healthy social interaction? What has caused third places to disappear in recent decades?

III. Post-Read

Why do we need third places for a healthy society? Answer using the terms: aggregate/category, primary/secondary groups, interaction, status, norm, rights/responsibilities, and cultural change.



# *each* LECTURE