**COURSE:** Sociology  
**GRADE(S):** Eleven (11) and Twelve (12)  
**UNIT:** Cultural Conformity  
**TIME FRAME:** 8 Weeks – 90 minute periods

### NATIONAL STANDARDS:
- Define social structure and discuss the characteristics of its major components.
- Define the term group and describe the features of the group structure and list the characteristics of the most common types of groups.
- Identify the five patterns of group interaction and discuss examples of each.
- Define the terms formal organization and bureaucracy and explain Weber’s model of bureaucracy.

### STATE STANDARDS:
- 5.1.12-C Evaluate the importance of the principles and ideals of civic life.
- 5.1.12-I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.
- 5.1.12-J Analyze how the law promotes the common good and protects individual rights.
- 5.2.12-A Analyze an individual’s civic rights, responsibilities and duties in various governments.
- 5.2.12-B Evaluate citizens’ participation in government and civic life.
- 5.2.12-C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- 5.2.12-E Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- 5.2.12-F Evaluate how individual rights may conflict with or support the common good.
- 5.2.12-G Evaluate what makes a competent and responsible citizen.
- 8.1.12-A Evaluate chronological thinking.
  - Sequential order of historical narrative.
  - Continuity and change.
  - Context for events.

### UNIT OBJECTIVES: Students will be able to:
- Be broadly familiar with Marx’s analysis of class conflict through the ages.
- Recognize the central rate of social conflict in Marxian theory.
- Understand what Durkheim meant by social facts.
### ACTIVITIES:

Construct a STATUS CHART listing all roles you currently fulfill and their reciprocals, i.e.

- Development of a chart comparing citizen’s rights in several major countries.
- Chart the presidential election, complete platforms, and include political party and ethnicity of candidates.

<table>
<thead>
<tr>
<th>Student</th>
<th>teacher</th>
</tr>
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<tbody>
<tr>
<td>Son</td>
<td>mother</td>
</tr>
<tr>
<td>Brother</td>
<td>brother</td>
</tr>
</tbody>
</table>

List stress in fulfilling each assigned role.

### ASSESSMENTS:

Peer review of group presentations.

### REMEDIATION:

“Re-teach”

### ENRICHMENT:

Construct a ten-question quiz on theories of Marx
Working in cooperative groups each group is assigned one of the following agents of socialization: the family, religion, the school, the mass media, and total institutions. Include specific examples and definitions. Groups will then present to the entire class.

**RESOURCES:**

Textbook

and Durkheim.
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<th>COURSE: Sociology</th>
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<tr>
<td>UNIT: The Sociological Perspective &amp;</td>
<td>TIMEFRAME: 3 Weeks - 90 minute periods</td>
</tr>
<tr>
<td>Cultural Conformity</td>
<td></td>
</tr>
</tbody>
</table>

### NATIONAL STANDARDS:

Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.

Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

Construct reasoned judgments about specific cultural responses to persistent human issues.

Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

### STATE STANDARDS:

- **5.1.12-C** Evaluate the importance of the principles and ideals of civic life.
- **5.1.12-I** Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.
- **5.1.12-J** Analyze how the law promotes the common good and protects individual rights.
- **5.2.12-A** Analyze an individual's civic rights, responsibilities and duties in various governments.
- **5.2.12-B** Evaluate citizens' participation in government and civic life.
- **5.2.12-C** Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- **5.2.12-E** Analyze how participation in civic and political life leads to the attainment of individual and public goals.
- **5.2.12-F** Evaluate how individual rights may conflict with or support the common good.

### UNIT OBJECTIVES:

- Discuss the development of the field of sociology as a social science.
- Identify early leading theorists within social science.
- Compare sociology with other social science disciplines.
- Examine changing points of view of social issues, such as poverty, crime, and discrimination.
- Evaluate various types of sociologic research methods.
- Determine cause and effect relationship issues among events as they relate to sociology.
- Identify, evaluate, and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
- Develop a working definition of sociology that has personal application.
- Define the key components of a culture, such as
5.2.12-G Evaluate what makes a competent and responsible citizen.

8.1.12-A Evaluate chronological thinking.
  - Sequential order of historical narrative.
  - Continuity and change.
  - Context for events.

8.1.12-C Evaluate historical interpretation of events.
  - Impact of opinions on the perception of facts.
  - Issues and problems in the past.
  - Multiple points of view.
  - Illustrations in historical stories and sources.
  - Connections between causes and results.
  - Central issue.

8.4.12-A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
  - Political and Military Leaders.
  - Cultural and Commercial Leaders.
  - Innovators and Reformers.

8.4.12-C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.

8.4.12-D Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.
  - Domestic Instability.
  - Ethnic and Racial Relations.
  - Labor Relations.
  - Immigration and Migration.
  - Military Conflicts.

**ACTIVITIES:**
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Construct a STATUS CHART listing all roles you currently fulfill and their reciprocals, i.e.

Development of a chart comparing citizen’s rights in several major countries.

Chart the presidential election, complete platforms, include political party and ethnicity of candidates.

Student - teacher
Son - mother
Brother - brother

List stress in fulfilling each assigned role.

**ASSESSMENTS:**
Peer review of group presentations.

**REMEDIALION:**
“Re-teach”

**ENRICHMENT:**
Construct a ten-question quiz on theories of Marx and Durkheim.
| Working in cooperative groups each group is assigned one of the following agents of socialization: the family, religion, the school, the mass media, and total institutions. Include specific examples and definitions. Groups will then present to the entire class. |
**COURSE:** Sociology  
**GRADE(S):** Eleven (11) and Twelve (12)  
**UNIT:** Social Stratification  
**TIME FRAME:** 3 Weeks- 90 min periods

**NATIONAL STANDARDS:**

Citizenship and Communication

**STATE STANDARDS:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>5.1.12-A</td>
<td>Evaluate the major arguments advanced for the necessity of government.</td>
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<td>5.1.12-B</td>
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<td>Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</td>
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<td>Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.</td>
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<tr>
<td>6.1.12-A</td>
<td>Evaluate the strengths and weaknesses of traditional, command and market economies.</td>
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<tr>
<td>6.1.12-C</td>
<td>Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.</td>
</tr>
<tr>
<td>6.1.12-D</td>
<td>Describe historical examples of expansion, recession, and depression internationally.</td>
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<tr>
<td>6.3.12-A</td>
<td>Analyze actions taken as a result of scarcity issues in the regional, national and international economies.</td>
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<tr>
<td>6.3.12-C</td>
<td>Evaluate the allocation of resources used to produce goods and services.</td>
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</tbody>
</table>

**UNIT OBJECTIVES: Students will be able to:**

- Understand how sociologists define the concept of social stratification.
- Be thoroughly familiar with the distinction between caste and class societies.
- Recognize how stratification changes as societies pass through the stages of development outlined by Lenski.
6.4.12-A Analyze how specialization may increase the standard of living.

6.4.12-B Analyze the relationships between trade, competition and productivity.

6.4.12-D Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.

6.4.12-E Analyze how United States consumers and producers participate in the global production and consumption of goods or services.

6.5.12-A Analyze the factors influencing wages.
- Demand for goods and services produced.
- Labor unions.
- Productivity.
- Education/skills.

6.5.12-B Evaluate how changes in education, incentives, technology and capital investment alter productivity.

6.5.12-C Compare distribution of wealth across nations.

6.5.12-F Assess the impact of entrepreneurs on the economy.

8.1.12-A Evaluate chronological thinking.
- Sequential order of historical narrative.
- Continuity and change.
- Context for events.

8.1.12-B Synthesize and evaluate historical sources.
- Literal meaning of historical passages.
- Data in historical and contemporary maps, graphs and tables.
- Different historical perspectives.
- Data presented in maps, graphs, and tables.
- Visual data presented in historical evidence.

8.1.12-C Evaluate historical interpretation of events.
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- Multiple points of view.
- Illustrations in historical stories and sources.
- Connections between causes and results.
- Central issue.

### 8.3.12-A
Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- Political Leaders.
- Military Leaders.
- Cultural and Commercial Leaders.
- Innovators and Reformers.

### 8.3.12-B
Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- Documents.
- 20th Century Writings and Communications.
- Historic Places.

### 8.3.12-C
Evaluate how continuity and change has influenced United States history from 1890 to Present
- Belief Systems and Religions
- Commerce and Industry
- Innovations
- Politics
- Settlement Patterns
- Social Organization
- Transportation and Trade
- Women’s Movement

### 8.3.12-D
Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present
- Domestic Instability
- Ethnic and Racial Relations
- Labor Relations
- Immigration and Migration
- Military Conflicts

### 8.4.12-A
Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
- Political and Military Leaders.
- Cultural and Commercial Leaders.
- Innovators and Reformers.

### 8.4.12-C
Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
- Africa.
- Americas.
- Asia.
- Europe.

**8.4.12-D** Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia and Europe.

- Domestic Instability.
- Ethnic and Racial Relations.
- Labor Relations.
- Immigration and Migration.
- Military Conflicts.

| ACTIVITIES: |
| Read and outline the following: |
| Chapter 9- Social Stratification |
| Chapter 10- Social Class in the United States |
| Chapter 11- Global Stratification |
| Chapter 12- Sex and Gender |

Working cooperatively select one of five social classes. Have the group select pictures from magazines that reflect that social class and create a collage depicting the classes lifestyle. Share and explain the collage to the class. Then have a group discussion address the following:

1. Do you feel it would be desirable or possible to establish a classless society in the U.S.?
2. Suggest some of the ways in which an individual’s position in the contemporary U.S. stratification system affects a person’s life.

| MOVIE: |
| Titanic with accompanying questionnaire. |

| ASSESSMENTS: |
| Students are graded on participation in cooperative groups, outlines and response to movie: Titanic. |

| REMEDIATION: |
| “Re-teach” |

| ENRICHMENT: |
| Be familiar with the Davis-Moore functional theory of stratification and with some of the criticisms. |

<p>| RESOURCES: |
| Textbook |</p>
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**NATIONAL STANDARDS:**

Define social structure and discuss the characteristics of its major components.

Define the term group and describe the features of the group structure and list the characteristics of the most common types of groups.

Identify the five patterns of group interaction and discuss examples of each.

Define the terms formal organization and bureaucracy and explain Weber’s model of bureaucracy.

**STATE STANDARDS:**

5.1.12-C Evaluate the importance of the principles and ideals of civic life.

5.1.12-I Analyze historical examples of the importance of the rule of law explaining the sources, purposes and functions of law.

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8.1.12-A Evaluate chronological thinking.
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   - Continuity and change.
   - Context for events.

**UNIT OBJECTIVES:** Students will be able to:

Be broadly familiar with Marx’s analysis of class conflict through the ages.

Recognize the central rate of social conflict in Marxian theory.

Understand what Durkheim meant by social facts.
8.1.12-C Evaluate historical interpretation of events.
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- Issues and problems in the past.
- Multiple points of view.
- Illustrations in historical stories and sources.
- Connections between causes and results.
- Central issue.

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8.4.12-C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.

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- Domestic Instability.
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ACTIVITIES:
Construct a STATUS CHART listing all roles you currently fulfill and their reciprocals, i.e.

Development of a chart comparing citizen’s rights in several major countries.

Chart the presidential election, complete platforms, and include political party and ethnicity of candidates.

Student - teacher
Son - mother
Brother - brother

List stress in fulfilling each assigned role.

ASSESSMENTS:
Peer review of group presentations.

REMEDIATION:
“Re-teach”

ENRICHMENT:
Construct a ten-question quiz on theories of Marx
Working in cooperative groups each group is assigned one of the following agents of socialization: the family, religion, the school, the mass media, and total institutions. Include specific examples and definitions. Groups will then present to the entire class.

**RESOURCES:**

Textbook and Durkheim.
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<td>UNIT: Education</td>
<td>TIME FRAME: 3 weeks – 90 minute periods</td>
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</table>

### NATIONAL STANDARDS:

Community and Citizenship

### STATE STANDARDS:

5.1.12-B Analyze the sources, purposes and functions of law.

5.1.12-C Evaluate the importance of the principles and ideals of civic life.

5.1.12-G Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic activities.

5.1.12-J Analyze how the law promotes the common good and protects individual rights.

5.2.12-B Evaluate citizens’ participation in government and civic life.

5.2.12-C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.

5.2.12-F Evaluate how individual rights may conflict with or support the common good.

5.3.12-I Evaluate how and why government raises money to pay for its operations and services.

5.4.12-A Analyze the impact of international economic, technological and cultural developments on the government of the United States.

8.1.12-C Evaluate historical interpretation of events.

- Impact of opinions on the perception of facts.
- Issues and problems in the past.
- Multiple points of view.
- Illustrations in historical stories and sources.
- Connections between causes and results.
- Central issue.

### UNIT OBJECTIVES: Students will be able to:

Understand how testing and tracking have historically worked to the disadvantage of the poor and minorities.

Compare and contrast some aspects of the different quality of education provided by various American private and public schools.

Be aware of the issue of credentialism, why it has arisen, and some of the problems to which it contributes.

Recognize some major problems in the U.S. schooling system such as discipline, academic passivity, dropping out, and declining academic achievement.

Be familiar with the problem of functional illiteracy.
8.3.12-A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
   • Political Leaders.
   • Military Leaders.
   • Cultural and Commercial Leaders.
   • Innovators and Reformers.

8.3.12-B Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
   • Documents.
   • 20th Century Writings and Communications.
   • Historic Places.

8.3.12-C Evaluate how continuity and change has influenced United States history from 1890 to Present
   • Belief Systems and Religions
   • Commerce and Industry
   • Innovations
   • Politics
   • Settlement Patterns
   • Social Organization
   • Transportation and Trade
   • Women’s Movement

8.3.12-D Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present
   • Domestic Instability
   • Ethnic and Racial Relations
   • Labor Relations
   • Immigration and Migration
   • Military Conflicts

8.4.12-C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.
### Activities:
- ABC Video - Violence in the Nation's Schools.
- Social Survey Software - Who Learns? Does it Pay Off?
- Transparencies - T-65 Job Satisfaction and Education.
- Research whether cultures with more highly regarded education systems have teachers unions.

### Resources:
- Textbook

### Assessments:
- Quizzes
- Unit Test

### Remediation:
- "Re-teach"

### Enrichment:
- Supplemental Lecture Material
- "Why Teachers Don't Teach"
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<td>UNIT: Family</td>
<td>TIME FRAME: 3 Weeks – 90 minute periods</td>
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**NATIONAL STANDARDS:**

- Theoretical Analysis of the Family
- Functions of the Family
- Inequality in the Family
- Transition and Problems in the Family
- Alternative Family Forms
- New Reproductive Techniques
- Families of the 21st Century

**STATE STANDARDS:**

8.1.12-A Evaluate chronological thinking.
- Sequential order of historical narrative.
- Continuity and change.
- Context for events.

8.1.12-B Synthesize and evaluate historical sources.
- Literal meaning of historical passages.
- Data in historical and contemporary maps, graphs and tables.
- Different historical perspectives.
- Data presented in maps, graphs, and tables.
- Visual data presented in historical evidence.

8.1.12-C Evaluate historical interpretation of events.
- Impact of opinions on the perception of facts.
- Issues and problems in the past.
- Multiple points of view.
- Illustrations in historical stories and sources.
- Connections between causes and results.
- Central issue.

8.3.12-A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- Political Leaders.
- Military Leaders.
- Cultural and Commercial Leaders.
- Innovators and Reformers.

**UNIT OBJECTIVES: Students will be able to:**

- Be familiar with the primary social functions of the family.
- Recognize ways in which the family perpetuates various types of oppression and inequality.
- Be familiar with the advantages and disadvantages of basing spousal choice on romantic love.
- Be familiar with the distinction between real and ideal marriage.
- Understand what Jesse Bernard means by arguing that each union consists of two marriages: his and hers.
- Understand the primary reasons why the divorce rate in America is unusually high by any standards.
- Recognize which sorts of marital partners are most likely to divorce.
8.3.12-C Evaluate how continuity and change has influenced United States history from 1890 to Present
- Belief Systems and Religions
- Commerce and Industry
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8.3.12-D Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present
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- Military Conflicts

8.4.12-C Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.

ACTIVITIES:
Lecture
Transparencies:
  U.S. Family Income
  Single-Person Household
  Percent of Births to Unmarried Women

Laser Disc: Chapter 43 Family
Complete handout- The Addicted Family System

RESOURCES:
Textbook

ASSESSMENTS:
Create chart distinguishing between functional and dysfunctional family structures.
Complete handout on birth order.

REMEDIATION:
“Re-teach”

ENRICHMENT:
Identify primary alternatives to traditional families and why are they currently gaining popularity in the United States.
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<td>UNIT: Race and Ethnicity</td>
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**NATIONAL STANDARDS:**
Citizenship and Communication
Identify prejudice, discrimination, cultural pluralism, cultural relativism, and assimilation.

**STATE STANDARDS:**

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<td>• Author or source of historical narratives' points of view</td>
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</table>

**UNIT OBJECTIVES:** Students will be able to:

- Understand the arguments for and against affirmative action.
- Be generally familiar with the social histories of major U.S. minority groups.
- Be familiar with the four patterns of minority-majority interaction outlined in the text.
<table>
<thead>
<tr>
<th>Settlement Patterns</th>
<th>Social Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation and Trade</td>
<td>Women’s Movement</td>
</tr>
</tbody>
</table>

8.3.12-D Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to Present

- Domestic Instability
- Ethnic and Racial Relations
- Labor Relations
- Immigration and Migration
- Military Conflicts

**ACTIVITIES:**

- Videotape- National Hate Test and Handout.
- Read and Outline Chapters 13 and 14.

**ASSESSMENTS:**

- Questionnaire for National Hate Test

**RESOURCES:**

- Textbook

**REMEDIATION:**

- “Re-teach”

**ENRICHMENT:**

- Interview one person from each ethnic group you can. Construct a questionnaire and have them answer. Present to class.