I. Status and Roles
   a. Define status labels and understand how they help us
   b. Know the 2 types of status and apply them to examples
   c. Define Role
   d. Define Reciprocal Roles and create examples of them
   e. Apply Role Strain/Role Conflict to situations
   f. Define and apply the 2 ways to resolve Role Strain/Conflict

II. Primary and Secondary Groups
   a. Define group
   b. Apply Maslow’s Hierarchy of Needs to Groups
   c. Apply the 3 types of groups to examples
   d. Distinguish Primary and Secondary Social Groups
   e. Understand how behavior changes when exposed to primary vs. secondary groups
   f. Apply the functions of primary groups

III. Wild Child Video
   b. Importance of Primary Groups (mentally, physically, socially)
   c. Results of the Harlow’s Monkey Experiment

IV. Other Groups and Networks
   a. Apply reference groups to examples
   b. Based on situations, determine in/out groups
   c. Determine the importance of social networks

V. Types of Social Interaction
   a. Distinguish the 5 types of social interaction and apply them to situations
   b. Define and apply “groupthink”

VI. Formal Organizations
   a. Define Formal Organization
   b. Define and apply bureaucracy
   c. Understand the features of a bureaucracy
   d. Assess the pros and cons of bureaucracy
   e. Apply the Iron Law of Oligarchy to Formal Organizations you know of

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### Roles, Relationships, and Groups R.A.F.T.

<table>
<thead>
<tr>
<th>Role</th>
<th>High School Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Your own Diary</td>
</tr>
<tr>
<td>Format</td>
<td>Journal</td>
</tr>
<tr>
<td>Topic</td>
<td>Cliques</td>
</tr>
</tbody>
</table>

#### Directions

1. Based on your own experiences (real or fictional), write a diary entry regarding Cliques
2. You MUST include:
   a. At least 5 vocabulary words from the unit (be sure to show their meaning in your response)
   b. Pros of Cliques in HS
   c. Cons of Cliques in HS
   d. At least 1 example of “groupthink”

#### Grading Criteria:

1. Correct usage of 5 unit vocabulary words: _____/5 points
2. Demonstration of correct understanding of roles, relationships, and groups concepts:
   a. Pros: _____/3 points
   b. Cons: _____/3 points
   c. Shows understanding of groupthink: _____/4 points
3. Response is written in correct voice and format: _____3 points
4. Response shows demonstration of creativity and effort: _____2/ points

Total Points: _____/20
The Groups to which I Belong...

<table>
<thead>
<tr>
<th>Description of groups to which you belong for each category of group. Please indicate P or S for Primary or Secondary Groups in the Social Group Column!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical Aggregate</td>
</tr>
<tr>
<td>EX: Voter</td>
</tr>
<tr>
<td>1.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
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</tbody>
</table>
Wild Child

1. What does feral mean?

2. Describe what is meant by nature vs. nurture.

3. What behaviors expressed by Oksanna are more similar to a dog than a human?

4. What are the two tests to being human according to Itard?

5. What kind of progress did Victor make?

6. Describe Victor’s “break through.” Why was this so remarkable?

7. Do you believe language is as important as Itard thought? Why or why not?

8. Did Kellog think nature or nurture was most important?

9. What unexpected consequence did Kellog’s experiment result in?
10. How did Harlow’s monkeys help support the theory that nurture is what makes us human?

________________________________________________________________________

11. How was Jeannie isolated?

________________________________________________________________________

12. What physical and mental problems did Jeannie have as a result of her isolation?

________________________________________________________________________

13. According to the current scientific research, what happens to the brain of a neglected person like Jeannie?

________________________________________________________________________

14. Who provided care for Eddik?

________________________________________________________________________

15. How has Eddik’s language been affected by his time as a feral child?

________________________________________________________________________

16. Why might Eddik’s linguistic skills be able to develop better than Jeannie’s?

________________________________________________________________________

17. What caused the dogs to look after Eddik?

________________________________________________________________________

18. How does “brain theory” (the time limit for learning language) apply to Oksanna?

________________________________________________________________________
19. Predict, in what ways do you think Oksanna will be limited in becoming “normal?”

20. Describe what you’ve learned about primary groups. How would you rate their level of importance? How might your behavior have been different if you shared experiences similar to those of the feral children?
Groups
All decisions must be unanimous!

1. Determine group leader ______________________
2. Determine a group name ______________________
3. Determine a group motto

4. Establish 3 group policies to govern your discussion

Name_________________________________________Date_________Hour____

Individual Reflection

1. Did you agree with the chosen group leader? Why did you make that decision?

2. Did you agree with the group name? Why did you agree with it?

3. Did you agree with the group motto? What might you have changed had you been alone in determining the motto?

4. Did you agree with all three policies? What would you have added? What would you have deleted from your group’s policies?
STUDENT
Student looks out for his/her needs and the best interest of themselves and possibly peers. They do not need to be concerned for teachers, principals, etc.

TEACHER
Teacher looks out for the needs of students of all backgrounds and other teachers

VICE PRINCIPAL/PRINCIPAL
The Vice Principal/Principal looks out for the best interest of the students, the teachers, and the school as a whole.

SUPERINTENDENT
The superintendent looks out for the best interest of the district as a whole. He/she is interested in the best interest of the students and teachers, but not as personally as the students, teachers, and principals.

SCHOOL BOARD
The School Board is most interested in the school district and its influence upon the community. While they care about the superintendent, principals, teachers and students, it is not on a personal level.

Rule Proposals:
1) Johnny wants to open the high school campus for lunch. This would mean that students could leave campus to get food as long as they return be the time class starts.
2) Jenny wants to lift the cell phone ban. She believes that students should have the same right to cell phone usage as the adults in her school.
3) Danni is always late to first hour. He would like school to start at a more reasonable hour. He suggests 9:00, but he is willing to negotiate the time.
4) Mikayla is diabetic. She frequently needs to eat at odd times during the day. She knows that the vending machines are turned off all day, except for lunch time, but she thinks that they should be turned on all day for people like her.
5) Tommy has no intention of going to college. He plans on being a mechanic. The school now requires 4 years of English and Math, which he will not need in his future. He would like the school to lower the requirements for people like him.

Mission:
Each person in your group assumes the role of teacher, principal, superintendent or school board. Look over your student's proposal. Teacher say 1) whether you support it or not, 2) whether you would recommend the principal consider it 3) any changes you would make to it so that it better reflects your goals/responsibilities. Principal will do the same and recommend the superintendent look it over, and so on...

Once everyone has looked it over and written their responses, come together as a group to answer the following questions:
1) Will the proposal become a rule? Why/why not?
2) How is the rule modified from person to person?
3) How has your bureaucracy interfered with/bettered the rule making process?
4) How long do you think this process would take in a real school?
Roles, Relationships and Groups
Activity

This activity is your assessment for this unit, so please take it seriously! It is worth 100 points. Budget your time!!!

Instructions:
Step 1: 15 minutes! On copy paper, write your name on the top right corner. Use the remaining space to draw an example of any type of relationship. (EX: guy paying for groceries at the store and the clerk; or a husband and wife exchanging rings). Don’t use my examples. I know this isn’t an art class, so just do your best. Make it in COLOR.

Step 2: 30 seconds! Fold your paper into 4 squares, that’s 2 folds. Flip the paper over. Number the squares 1-top left, 2-top right, 3-bottom left, 4-bottom right. Draw a line across the center of the paper and label the left side personal and the right side impersonal.

Step 3: 15 minutes! Find 4 other people in class (1 for each square on the back of your picture paper). DO NOT TALK ABOUT YOUR PICTURES with one another. Look at their picture and label a square for it (ex: husband and wife exchanging rings). Also, put the artists’ name on the top right of the square. When each square is labeled, go back to your desk.

Step 4: 20 minutes! In each square, answer the following for that square’s topic.
1. Which type of group did the picture indicate? If a social group, decide if it was primary or secondary.
2. What roles or statuses are portrayed in the picture?
3. Is it a reciprocal role that is portrayed? How do you know?
4. Are these roles or statuses ascribed or achieved?
5. On your relationship continuum, rank the 4 squares as personal or impersonal.

Please refer to my sample (at desk), if you have any questions. Mine are simple pencil drawings. While you can use stick figures, all pictures need to be in color.