**Unit Name:** Making Culture Visible: Towards Understanding, Agency and Change  
**Unit Description:** By the end of the unit, students will have read and conducted their own research to help them answer the questions “What is Culture?”, “How is our culture changing?”, and “How do the sociological research methods give sociologists a unique perspective on human behavior?”  
Length: 5 weeks

<table>
<thead>
<tr>
<th><strong>Enduring Understandings</strong></th>
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| ● We live in a culturally diverse society that is constantly changing  
| ● Carefully observing human interaction can give us new insights and challenge our existing understandings  
| ● Culture can limit the choices we make, however as cultural creatures, we have the capacity to shape and reshape our world to meet our needs and pursue our dreams  
| ● Human beings strive to influence and control their own future and success even in challenging or seemingly hopeless situation  
| ● We are inherently biased by our own cultural background and we need to be cognizant of these biases as we “do” sociology  |

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<th><strong>Essential Questions</strong></th>
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<td>● What types of research are utilized in sociology, and how does that research help us understand society and human behavior?</td>
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<th><strong>Common Core Standards</strong></th>
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| ● RH4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.  
| ● RH9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  
| ● RH1. Write arguments focused on discipline-specific content.  
  1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  
| ● RH2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  
| ● SL 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  
| ● SL 11-12 – 1.b Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed  
| ● SL 11-12 – 1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives  |

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<th><strong>Cognitive Skills</strong></th>
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| **Reading, Writing, and Citing Textual Evidence**  
| ● Literal and inferential comprehension  
| ● Summarizing  
| ● Questioning textual arguments and author’s point of view  
| ● Draw conclusions from textual and/or visual evidence  
| ● Apply the qualities of analytical and argumentative writing  |

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<th><strong>Content</strong></th>
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| **Building Knowledge through Reading Texts and Writing**  
| ● Global awareness is an important part of the sociological perspective because our society’s place in the world affects us all.  
| ● Which method the researcher uses depends on the question being asked.  
| ● Researchers combine these methods, depending on the specific goals of their study.  |
Approximately 200 different cultures exist in the United States. Worldwide, there are roughly 7,000 different cultures. Values & norms (standards for behavior) reflect ideal culture, which differs from real culture (what actually occurs in everyday life). Members of societies that possess sophisticated technology should be careful not to judge cultures with simpler technology as inferior.

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<th>Assessment</th>
<th>Diagnostic (Pre-Assessment)</th>
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<td>Writing in response to reading, research and discussion</td>
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<th>Formative Assessments</th>
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<tr>
<td>Writing in response to reading, research and discussion</td>
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<th>Summative Performance Assessments:</th>
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<td>Students will write an ethnography that asks them to create a hypothesis and write an essay with claims and evidence based on their ethnographic research</td>
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End of Q1 Benchmark Assessments:

- Students will collect and analyze their own survey data and compare it to data from the study *Monitoring the Future – National Results on Adolescent Drug Use.*

Text/Resources

Short Texts:
- The Suite for Ebony and Phonics by John R. Rickford (EXTRA CREDIT)
- The Fierce People by Napoleon Chagnon (EXTRA CREDIT)
- American Values by Robin Williams

Audio Clips from:
- [http://www.npr.org/2015/04/30/403362626/the-racially-charged-meaning-behind-the-word-thug](http://www.npr.org/2015/04/30/403362626/the-racially-charged-meaning-behind-the-word-thug)

Movie Clips from:
- Mean Girls
- Do You Speak American?
- The Confederate flag: views from the heart of Dixie

Extended Text:
- *Society: The Basics* by John J Macionis

Learning Activities

Preparing Students to Engage in the Study and Practice of Sociology through Reading and Research

- Students will journal about a time they experienced “culture shock”
- Students will discuss with their partners why they think these experiences were so memorable or confusing
- Teacher will distribute two articles, one about Hmong refugees experiencing culture shock in the United States, and another about an American anthropologist experiencing culture shock while living with indigenous Colombians.
- Students will read the articles and then compare with their partners the similarities and differences between the two experiences
- Teacher will ask students to brainstorm/discuss why we may only start to realize elements of our own culture when confronted with a different culture.

Week 5 - *The Elements of Culture: The Changing Significance of "American" Values, Symbols and Language*

- **Bell Ringer:** Students will journal about a time they experienced “culture shock”
Students will receive a graphic organizer to chart and give examples of the different elements of culture. They will add examples to this chart throughout the unit. The definitions and initial examples will come from their assigned chapter of their textbook.

Students will compare their examples to other examples, and add to their chart as needed.

**Homework:** Students will conduct ethnographic research in a restaurant, and look for examples of the elements of culture discussed in their textbook. (Teacher Note: from *Sociology through Active Learning*)

**EXTRA CREDIT:** Interview someone who moved to America as a teenager or an adult about their own experiences of culture shock. How did they adapt? What specific experiences do they remember? Did someone help them adjust? What parts of American culture do they still find confusing or offensive? What do they miss about their home culture? What advice would they give a new arrival to the US? (and other related questions designed by the student) Bring in your interview, as well as a picture of the person, or any other artifacts they may have of their home culture to present to the class. You may also video tape your interview for additional points.

**EXTRA CREDIT:** Read and annotate the complete article: *The Fierce People* by Napoleon Chagnon on the Von website and complete the attached questions.

**Thursday**

**Bell Ringer:** 1) Students will write about what they think the Confederate flag symbolizes in American culture, and why this symbol is so controversial. 2) Students will think – pair – share their views.

Students will view a variety of Southerners giving their opinions about the use of the confederate flag in the documentary *The Confederate flag: views from the heart of Dixie* and compare the opinions given to their own opinions. [http://www.youtube.com/watch?v=ltm82BCnh2s](http://www.youtube.com/watch?v=ltm82BCnh2s)

**Homework:** Students will conduct ethnographic research in a restaurant, and look for examples of the elements of culture discussed in their textbook. (Teacher Note: from *Sociology through Active Learning*)

**Extra Credit:** Students will read and annotate an article related to Kanye Wests’ use of the confederate flag, and discuss in writing how and when the meaning and value of symbols can change over time in society: [http://www.cnn.com/2013/11/04/us/kanye-west-confederate-flag/](http://www.cnn.com/2013/11/04/us/kanye-west-confederate-flag/)

**Friday**

**Bell Ringer:** Students will rank what they believe to be the top 3 values in America. Students will compare their list with other students, and give evidence to support their claim.

Students will read and annotate their assigned section from *American Society* by Robin Williams.

Students will chart the evidence Williams’ uses to support his claim, as well as challenging vocabulary and a key quote.

When/if students finish reading, they will create a SEEI for their value to present to the class in a jigsaw format.

**Week 6 - The Elements of Culture: The Changing Significance of “American” Values, Symbols and Language**

**Monday**

**Bell Ringer:** Students will rank what they believe to be the top 3 values in America. Students will compare their list with other students, and give evidence to support their claim.

Students will read and annotate their assigned section from *American Society* by Robin Williams.

Students will chart the evidence Williams’ uses to support his claim, as well as challenging vocabulary and a key quote.

When/if students finish reading, they will create a SEEI for their value to present to the class in a jigsaw format.

**Tuesday 10/7/14**

**Bell Ringer:** Do you agree that the American value Williams described in your portion of the article yesterday is in fact a core American value? Why or why not?

Students will complete their SEEI for their value to present to the class in a jigsaw format. Students will focus on creating updated examples and illustrations for Williams’ article.
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<td><strong>Students will rotate through groups to complete chart of 10 – 15 key values. They will then reconvene with their original groups to rate the American values in terms of their lasting significance, as well as what values they believe are not discussed which should be added.</strong></td>
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<tr>
<td><strong>Bell Ringer:</strong> Do you believe there is something called Standard American English? Should there be? Why would it be important for a culture to have a single language/dialect? Why could it be important to have many languages or dialect spoken?</td>
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<td><strong>Students will view portions of the documentary “Do You Speak American?” and answer guiding questions, as well as document evidence of how and why English is changing/evolving in America.</strong></td>
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<td><strong>Extra Credit:</strong> Students will annotate the article “The Suite for Ebony and Phonics” and complete a chart with evidence both for and against using Ebonics in the classroom.</td>
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**Week 7 - Monitoring the Future - Conducting a Survey, Analyzing Our Data and Comparing to National Results**

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<td><strong>Bell Ringer:</strong> Students will rotate around the room to posters which name an illegal drug such as marijuana or heroin, and respond with post - its to one of four questions on the poster: 1) What do you know about this drug? 2) What percentage of teenagers nationwide do you think have tried this drug? 3) What percentage of students at Von do you believe have tried this drug? 4) Do you believe this drug is dangerous? Students will choose one poster to stand by, and then discuss the responses with their group and the class.</td>
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<td><strong>Teacher will introduce the students to their Quarter 1 Benchmark Research Project: Conducting a survey related to teen drug use and comparing and analyzing their results as they relate to the national results.</strong></td>
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<td><strong>Students will complete a pre-survey prediction tool which asks them to predict a number of responses from the national survey with their small groups. Students will provide a written justification for each of their predictions. Students will use this information to solidify their beliefs about the issue of drug use, and to contrast their predictions to the actual national and Von Steuben results.</strong></td>
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<td><strong>Homework/EXTRA CREDIT:</strong> Students will use <a href="http://www.chicagotribune.com">www.chicagotribune.com</a> or <a href="http://www.nytimes.com">www.nytimes.com</a> to find, read and annotate an article related to teen drug use from 2010 - present. Students will then write about how the article compares and contrasts to their own predictions and beliefs.</td>
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<td><strong>Bell Ringer:</strong> Students will discuss findings from their self - selected article, and how their article agreed or disagreed with claims found in the articles of other students in their group. Students will share key findings from each group with the class.</td>
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<td><strong>Students will read, annotate and analyze portions of Monitoring the Future, focusing on comparing their predictions to the actual nationwide results.</strong></td>
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<td><strong>Groups will choose a sub-area of the survey that they would like to be in charge of replicating the research for at Von Steuben.</strong></td>
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<td><strong>Students will examine existing survey data/question design and design 5-10 of their own research questions, including demographic questions that they can compare to the results of the original sociological research.</strong></td>
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<td><strong>Students will submit their research questions to teacher for editing/copying.</strong></td>
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<td><strong>Students will pick up the survey and administer it to Von Steuben social studies classes with approval from the classroom teacher.</strong></td>
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<td><strong>Homework:</strong> Students will interview their parents about how prevalent their parents believe drug use was when they were teenagers, as well as how they think drug use among teenagers may have changed over time. Students will then reflect on how their attitudes and beliefs towards drugs may differ from their parents, as well as how their parents’ perception of teen drug use compares to the national survey findings from the years their parents were in high school.</td>
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**Thursday**

- **Bell Ringer:** Students will rehearse introducing and administering the survey to classes, and asking teachers for permission to administer the survey.
- Students will develop a hypothesis based on their knowledge of Von Steuben students which predicts how they believe students will answer the survey questions.
- Students will tabulate their survey results using Google Surveys.

**Friday**

- **Bell Ringer:** Students will discuss the experience of administering the survey. What went as planned, and what were they surprised by?
- Teacher and students will discuss sample teacher created graphs – What types of graphs best represent certain types of data? Why are percentages and raw numbers both important to represent? Etc...
- Students will use computers to create graphs representing their findings on each question
- Students will create presentations which present their data to the class, along with their review of literature, hypothesis, graphs, analysis, conclusions and questions for future research.

**Week 8 – Presenting and Analyzing Sociological Research Data**

**Monday**

- **Bell Ringer:** Students will share which preliminary result they have found the most surprising, and why they felt this way about this result.
- Teacher will model and provide a sample of a research presentation which utilizes graphs to represent data.
- Students will create presentations which present their data to the class, along with their review of literature, hypothesis, graphs, analysis, conclusions and questions for future research.

**Tuesday**

- Students will present their research in small groups. Students will present their review of literature, hypothesis, research methods, graphs, analysis, conclusions, and questions for future research.
- Students will focus on how their survey data compares to national survey data/survey data presented by established sociologists and how demographic variables influenced their results i.e. how did freshmen responses differ from senior responses? or male responses from female responses?
- The audience of students will provide warm and cool feedback, and rate the presentations based on a variety of sociological research criteria.

**Wednesday**

**Daily Objectives:** 1) Use digital media in presentations to enhance understanding and add interest. 2) Propel conversations by asking and responding to questions; or challenging ideas and conclusions

- Students will present their research in small groups. Students will present their review of literature, hypothesis, research methods, graphs, analysis, conclusions, and questions for future research.
- Students will focus on how their survey data compares to national survey data/survey data presented by established sociologists and how demographic variables influenced their results i.e. how did freshmen responses differ from senior responses? or male responses from female responses?
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**Daily Objectives:** 1) Use digital media in presentations to enhance understanding and add interest. 2) Propel conversations by asking and responding to questions; or challenging ideas and conclusions

- Students will present their research in small groups. Students will present their review of literature, hypothesis, research methods, graphs, analysis, conclusions, and questions for future research.
- Students will focus on how their survey data compares to national survey data/survey data presented by established sociologists and how demographic variables influenced their results i.e. how did freshmen responses differ from senior responses? or male responses from female responses?
- The audience of students will provide warm and cool feedback, and rate the presentations based on a variety of sociological research criteria.

**Friday**

**Daily Objectives:** 1) Use digital media in presentations to enhance understanding and add interest. 2) Propel conversations by asking and responding to questions; or challenging ideas and conclusions
• Students will present their research in small groups. Students will present their review of literature, hypothesis, research methods, graphs, analysis, conclusions, and questions for future research.
• Students will focus on how their survey data compares to national survey data/survey data presented by established sociologists and how demographic variables influenced their results i.e. how did freshmen responses differ from senior responses? or male responses from female responses?
• The audience of students will provide warm and cool feedback, and rate the presentations based on a variety of sociological research criteria.

Week 10 – Sociological Research Through Observation – Introducing the Ethnography Research Project

Monday
• Daily Objectives: 1) Use digital media in presentations to enhance understanding and add interest. 2) Propel conversations by asking and responding to questions; or challenging ideas and conclusions
• Students will present their research in small groups. Students will present their review of literature, hypothesis, research methods, graphs, analysis, conclusions, and questions for future research.
• Students will focus on how their survey data compares to national survey data/survey data presented by established sociologists and how demographic variables influenced their results i.e. how did freshmen responses differ from senior responses? or male responses from female responses?
• The audience of students will provide warm and cool feedback, and rate the presentations based on a variety of sociological research criteria.

Tuesday – Midterm Assessment
• Students will bring their data sheets to class, and the Monitoring the Future study they annotated and responded to.
• Students will select four specific criteria with which to compare their survey results and analysis with the results and analysis presented by the Monitoring the Future report.

Wednesday
• Daily Objectives: 1) Propel conversations by asking and responding to questions; or challenging ideas and conclusions
• Bell Ringer/Gallery Walk: Students will walk around the classroom and read and respond to quotes and gang activity graphs from Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang” by Sudhir Alladi Venkatesh by attaching post – it notes with their comments to the artifact.
• Students will stand by the quote/photograph that they found the most impactful, and discuss it with the class.
• Students will begin to read, annotate and answer questions for: Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang” by Sudhir Alladi

Thursday 11/6/14
• Daily Objectives: 1) Identify evidence that supports Venkatesh’s claim that female gang members have been ignored or misrepresented by sociologists who study deviance/groups. 2) Propel conversations by asking and responding to questions; or challenging ideas and conclusions
• Read Aloud/Think aloud teacher modeling. Teacher will read aloud and model annotations for one particularly arduous passage of Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang” by Sudhir Alladi Venkatesh looking for evidence of why Venkatesh chose this site and population to complete his ethnography.
• Students will read p 683 – 685, annotate and answer questions for: Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang” by Sudhir Alladi Venkatesh with their groups
• Homework: Students will finish reading and annotating p 683 – 685

Friday 11/7/14 – No School End of Quarter One

Week 10 – Agency – How do Oppressed or Marginalized Groups Respond to Their Circumstances?

Monday 11/10/14
• Daily Objectives: 1) Identify evidence that supports Venkatesh’s claim that female gang members have been ignored or misrepresented by sociologists who study deviance/groups. 2) Propel conversations by asking and responding to questions; or challenging ideas and conclusions
● Bell Ringer: Think – Pair – Share Question: Have you ever felt ignored by someone because they were on their cell phone? Explain. Students will listen to an example of ethnographic research focused on parents ignoring children when they are using cell phones. Students will listen for evidence of the sociological research process. [http://www.npr.org/blogs/health/2014/04/21/304196338/for-the-childrens-sake-put-down-that-smartphone](http://www.npr.org/blogs/health/2014/04/21/304196338/for-the-childrens-sake-put-down-that-smartphone)

● Students will be introduced to the process of conducting their own ethnography through a detailed set of instructions. Students must choose a topic and have their research proposal ready for Wednesday 11/12/14

● Read Aloud/Think aloud teacher modeling. Teacher will read aloud and model annotations for one particularly arduous passage of *Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang”* by Sudhir Alladi Venkatesh looking for evidence of why Venkatesh chose this site and population to complete his ethnography.

● Students will read p 685 – 687, annotate and answer questions for: *Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang”* by Sudhir Alladi Venkatesh with their groups

● Homework: Students will finish reading and annotating p 685 – 687. Students will develop their ethnography proposal due Wednesday 11/12/14

**Wednesday 11/12/14**

**Daily Objectives:** 1) Identify evidence that supports Venkatesh’s claim that the BSU both conformed to and challenged the traditional definition of a street gang. 2) Propel conversations by asking and responding to questions; or challenging ideas and conclusions

● Bell Ringer: Teacher will conduct mini-conferences with students related to their proposals for the ethnographies

● Students will read p 687 – 689, annotate and answer questions for: *Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang”* by Sudhir Alladi Venkatesh with their groups.

**Homework:** Students will finish reading and annotating p 687 – 689. If approved, students will commence ethnographic research.

**Thursday 11/13/14 No School – Report Card Pick Up**

**Friday 11/14/14**

**Daily Objectives:** 1) Students will define vocabulary in context and evaluate how Venkatesh uses vocabulary to support his arguments 2) Students will analyze how Venkatesh uses language to build a sympathetic portrait of the BSU.

● Bell Ringer: Read Aloud/Think aloud teacher modeling. Teacher will read aloud and model annotations for one particularly arduous passage of *Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang”* by Sudhir Alladi Venkatesh looking for evidence of why Venkatesh chose this site and population to complete his ethnography.

● Students will read p 689 – 694, annotate and answer questions for: *Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang”* by Sudhir Alladi Venkatesh with their groups.

● Homework: Students will conduct research and gather ethnographic field notes for their ethnography. Students will finish reading p 689 – 694, annotate and answer questions for *Gender and Outlaw Capitalism.*

**Week 12 –How Can Examples of High Quality Ethnography inform Our Own Work as Budding Sociologists?**

**Monday 11/17/14**

**Daily Objectives:** 1) Evaluate information about Chicago gangs from the article and your bell ringers to decide if the BSU fits the traditional definition of a “street gang.” 2) Identify and evaluate how Sudhir Vankatesh uses evidence to support his claims throughout the article

● Bell Ringer: Read Aloud/Think aloud teacher modeling. Teacher will read aloud and model annotations for one particularly arduous passage of *Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang”* by Sudhir Alladi Venkatesh.
United “Girl Gang” by Sudhir Alladi Venkatesh looking for evidence of why Venkatesh chose this site and population to complete his ethnography.

- Students will read p 694 – 698, annotate and answer questions for: Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang” by Sudhir Alladi Venkatesh with their groups.
- Students will compare and contrast different visions for the gang presented by different leaders, and why those plans were or were not successful given the economic and social circumstances surrounding the gang.
- **Homework**: Students will conduct research and gather ethnographic field notes for their ethnography.

**Tuesday 11/18/14**

- **Daily Objectives**: 1) Evaluate information about Chicago gangs from the article and your bell ringers to decide if the BSU fits the traditional definition of a “street gang.” 2) Identify and evaluate how Sudhir Vankatesh uses evidence to support his claims throughout the article
- **Bell Ringer**: Read Aloud/Think aloud teacher modeling. Teacher will read aloud and model annotations for one particularly arduous passage of Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang” by Sudhir Alladi Venkatesh looking for evidence of why Venkatesh chose this site and population to complete his ethnography.
- Students will read p 698–705, annotate and answer questions for: Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang” by Sudhir Alladi Venkatesh with their groups.
- Students will compare and contrast different visions for the gang presented by different leaders, and why those plans were or were not successful given the economic and social circumstances surrounding the gang.
- **Homework**: Students will conduct research and gather ethnographic field notes for their ethnography.

**Wednesday 11/19/14**

**Daily Objective**: 1) Students will gain background knowledge of the Black Power Movement and the role of “gangs” in giving agency to African American communities in the 1960’s and 1970’s. 2) Students will apply knowledge of the Black Power Movement to the roots and development of the BSU and their quest for agency and empowerment for African American women.

- **Bell Ringer**: Think – Pair – Share: What are some of the purposes of gangs? Does the general public view gangs differently than they may view themselves? WHY?

- Students will view a History Channel documentary: The Secret History of Street Gangs, focusing on a Chicago Gang in the 1970’s who tried to focus on community empowerment and redevelopment. Students will look for evidence to compare this gang to the BSU gang in their article.
- **Homework**: Students will conduct research and gather ethnographic field notes for their ethnography. Students will finish reading and annotating p 698 – 705 of Gender and Outlaw Capitalism

**Thursday 11/20/14**

- **Daily Objectives**: 1) Evaluate information about Chicago gangs from the article and your bell ringers to decide if the BSU fits the traditional definition of a “street gang.” 2) Identify and evaluate how Sudhir Vankatesh uses evidence to support his claims throughout the article
- **Bell Ringer**: Read Aloud/Think aloud teacher modeling. Teacher will read aloud and model annotations for one particularly arduous passage of Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang” by Sudhir Alladi Venkatesh looking for evidence related to text dependent questions.
- Students will read p 705-708, annotate and answer questions for: Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United “Girl Gang” by Sudhir Alladi Venkatesh with their groups.
- Students will compare and contrast different visions for the gang presented by different leaders, and why those plans were or were not successful given the economic and social circumstances surrounding the gang.
- **Homework**: Students will conduct research and gather ethnographic field notes for their ethnography.
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<tr>
<th>Date</th>
<th>Activity</th>
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| Friday 10/21/14 | • Bell Ringer: Students will examine student samples of ethnographies and identify hallmarks of quality ethnographies such as a hypothesis, introduction and conclusion, claims and evidence etc...  
  • Students will take a quiz on Gender and Outlaw Capitalism using their article and annotations to address summative questions about IF the BSU meets the definition of a “street gang” and how Venkatesh supported his claims with evidence.  
  • Students will turn in their annotated articles and reading questions.  
  • If students have their field notes they may begin typing their ethnography.  
  **Week 13 –How Can Examples of High Quality Ethnography inform Our Own Work as Budding Sociologists?**  
| Monday 11/24/14  | • Ethnography – Sociology Research Method – Students will bring in their observation field notes and begin to craft their ethnography, after they have read numerous ethnographic samples from professionals and former Von Steuben students.  
  • Students will type their ethnographies in the LIBRARY, with access to their pre-writing and ethnographic examples  
  • Homework: Students will conduct research and gather ethnographic field notes for their ethnography.  
| Tuesday 11/25/14 | • Ethnography – Sociology Research Method – Students will bring in their observation field notes and begin to craft their ethnography, after they have read numerous ethnographic samples from professionals and former Von Steuben students.  
  • Students will type their ethnographies in the LIBRARY, with access to their pre-writing and ethnographic examples  
  
Homework: Ethnographies