Sociology

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Text:
Sociology: Down to Earth Perspective, 8th Edition
*Beatles White Album* 1969
“Helter Skelter” 2004 video

Deviance

Sociology 11th – 12th Grade

Students will explore the concept of Deviance in relation to the sociological perspective. The purpose of this lesson is develop understanding of cultural norms and sanctions related to deviant behaviors. Our focus is to understand the impact of the mass media on group behaviors. We will explore behaviors in contradiction to cultural norms related to gender, social class, and racial-ethnic groups. In assurance that all key concepts are understood. We will utilize the text book as a guide of our study, as well utilize a wide variety of sources and activities to complete this unit.

South Dakota Content Standards: Not Available

Unit Objectives:

**LEARNING OBJECTIVES**

*After reading Chapter 8, you should be able to:*

1. Define “deviance” and understand why, from a sociological perspective, deviance is relative. (198)

2. Know why human groups need norms to exist and, consequently, develop a system of social control for enforcing norms. (198)

3. Describe some of the sanctions human groups use to enforce norms, including shaming and degradation ceremonies. (200-201)
4. Differentiate between biological, psychological, and sociological explanations of why people violate norms. (202)

5. Talk about deviance from the symbolic interactionist perspective — describing and applying the various components of differential association theory, control theory, and labeling theory. (203-208)

6. List and discuss the five techniques of neutralization. (206)

7. Know from the functionalist perspective what functions deviance fulfills for society. (208)

8. Explain strain theory and discuss the four deviant paths in response to strain. (210)

9. Describe the different ways street crime and white-collar crime are perceived by the public and treated by the criminal justice system. (211-213)

10. Talk about the role power plays in defining and punishing deviance while discussing, from the conflict perspective, how the criminal justice system legitimates and perpetuates social inequality. (214-216)

11. Discuss the reasons for, and implications of, “get tough” policies on crime in the United States. (216-218)

12. Discuss the decline in crime and the recidivism rate. (218)

13. Talk about the gender, social class, as well as racial and ethnic biases in the death penalty. (219-222)

14. Explain why crime statistics may be misleading and should be interpreted with caution. (223)

15. Know what is meant by the medicalization of deviance and why some sociologists view mental illness as more of a social, rather than biological, condition. (223-225)

16. Explain why the United States needs to develop a fairer and more humane approach to dealing with deviance. (225)

Planned Study: (based on 90 min blocks)
Day 1: Introduction of fundamental concepts, plan of Study, expectation and planned assessments
Day 1: Discussion related to Human Behavior: Suggestions on how and why people act the way they do, and what influences them.
Day 2: Influence of Music, relation of “Beatles: White Album” and Charles Manson
Day 3: Viewing of “Helter Skelter” 2004
Day 4: Evaluation and Assessment
Day 4: Closure
Day 1: Activity One

Define Understanding the Sociological Perspective: Deviance, social control, sanctions, groupthink, differential association, Labeling theory, techniques of neutralization, crime, recidivism

A. Students assigned index cards with examples of deviant behaviors
B. Student develop values and laws that are violated, and list sanctions for each behavior.
C. Students take notes to organize behaviors, sanctions, and norms violated.

Exit Activity: Students are to review their lists, bring back to class the effects of these behaviors to Society.

Day 2:

Understand, Discussion related to Human Behavior: Suggestions on how and why people act the way they do, and what influences them.

A. Show 5 pictures of criminals from www.mugshots.com
   a. Place the offenses of these people on the board beside the pictures.
      i. Have students match them up,
      ii. Focus on perception, bias, and stereotypes, as well racial profiling
B. Discussion, List 3 crimes on the board.
   a. Theft, Murder, Rape are examples
   b. Have students suggest why people commit these crimes
C. Influence of Mass Media: Students assigned to bring in one song with lyrics for each class member to follow.
   a. Interpret the message of the songs,
      i. Audience
      ii. Intended message
      iii. Evidence or impact of the song
         1. Example: Marilyn Manson, related to Colombine Events
   a. Are young people influenced by the music?
   b. Discussion? Do will listen to the music or the lyrics?
D. Beatles “White Album”
   a. Play Songs, show graphic of Beatles intention, and how Charles Manson interpreted the songs in his Helter Skelter mission.
   b. Reaction and feed back from Discussion
D. Exit Slip: Student are to consider the impact of Music on human behavior. Assigned to listen to music and log their reactions to the music.
E. **Assignment:** Write a 1 pg. reflection: “Impact of Music on Behavior” due next class

**DAY 3: REVIEW AND DISCUSS EXIT SLIPS FROM LAST CLASS**

A. Begin with background and history of Charles Manson and family. Mostly, like to prepare students for the events that are presented. Focus on current information related to the Manson Family and killing in South Carolina. Depending on some prior knowledge from Beatles activity from the class prior.

B. View the Video, “Helter Skelter” 2004

C. Exit Slip: What is your reaction?

**DAY 4: Review and discuss for Clarification, check exit slips**

A. Complete video

1. Students must write a 1 pg. Reaction to the events of the video (25 points)

Complete 1 of 3 options

A. **UPDATE ON THE CASES.** Research Charles Manson and the Family, what happened to them? What prison system are they in? Why no death penalty? (change in California Law) What new evidence has been discovered

B. **Primary Sources:** Research and Find a min. of 3 articles related to these events, analyze them in relation to final outcome of the case. (Did the articles indicate any initial bias)

C. **INTERVIEW:** Interview some one that lived during the time of Helter Skelter, investigate their knowledge of the cases, reaction, and how they remember feeling about the case as it was presented in the media. Any biases or comments related to the events that will be helpful in understanding the values of society at that time period.

All Students will complete an EXIT SLIP which will include a quiz related to key vocab and a review of all activities completed in class.