

# Lesson Plan Ideas for Domain 3

Social Relationships: Self, Groups, and Socialization



*"Now, Mrs. Stevens, go to work, relax, and leave the social engineering to us."*

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# Lesson Plan Ideas for Domain 3

Social Relationships: Self, Groups, and Socialization

Assessable Competencies 3.1- Students will describe the process of socialization across the life course.



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## Socialization – A Global Study

Students complete an internet “webquest” to learn about others who are very different from them. During the course of this activity, students will learn about an American family who has very strict rules for dating along with a group of islanders who believe in having a lot of premarital sex – but not eating together in public. Students will also learn about the Mauritanian standard of beauty that involves women force feeding themselves and about a community that believes smoking is good for you – so they let their 18 month olds do it!

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## Spit / Saliva Demonstration

In this demonstration, students will analyze the different perspectives on spit/saliva as well as examine what it means to have something be a “social construct.”

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## Socialization Through Music

In this activity, students will apply their learning about 4 agents of socialization (family, friends, school, and the media) through music. For each song, students will see how one of the agents of socialization has shaped a person. The culminating activity will be for students to select their own songs and make their own connections.

Additional Song Suggestions:

*Flowers are Red (Harry Chapin)* – a student learns about conformity from a very strict kindergarten teacher  
<https://www.youtube.com/watch?v=nHm2KdTTKUw>

*Because of You (Kelly Clarkson)* – a young girl learns not to risk her heart from watching her parents’ break up  
<https://www.youtube.com/watch?v=Ra-Om7UMSJc>

*Stick to the Status Quo (High School Musical Soundtrack)* – friends pressure students to stay in the mold for their clique (this is a trip down nostalgia lane for a lot of students!)  
<https://www.youtube.com/watch?v=ZYpZr3Cv7I>

## SOCIALIZATION– A GLOBAL CASE STUDY

Go to <http://abcnews.go.com/Entertainment/duggars-share-rules-courting/story?id=20281709#2>

Explain the 3 biggest rules of “courting” for Jessa Dugger.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



Go to <http://www.people.com/people/article/0,,20735445,00.html>

According to Jessa Dugger's mother, Michelle, "Courtship is not just about having fun," it is also for

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Jessa's boyfriend, Ben has been the only boy "to make the cut". Why is he different?

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Explain how your dating/courtship expectations are the same or different from the Duggers. Make sure to recognize and express the similarities and/or differences in culture and values you have been socialized with compared to the Duggar children.

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Go to <http://www.aaronsw.com/weblog/savagesex>

According to the article, why are the Trobriand Islands “a case study in the ultimate consequences of the sexual revolution?”

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_



What do the islanders of Trobriand do instead of kiss?

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How did the ethnographer verify this?

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According to the article, what should islanders NOT do prior to being married?

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Why don't the islanders of Trobriand worry about protection of unwanted pregnancy as the result of premarital sex?

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Explain how your premarital relationship expectations are the same or different from the islanders of Trobriand. Make sure to recognize and express the similarities and/or differences in culture and values you have been socialized with compared to the islanders of Trobriand.

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BEFORE you watch the next video, answer the following:

Describe what a "beautiful" woman in the United States is supposed to look like.

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List at least 3 activities that might be taken by a woman in the United States in order to attain that type of beauty:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Go to <https://www.youtube.com/watch?v=8TMKyUdEEMo> and ONLY watch 9:40 – 17:30. Answer the following questions:

We have an obesity epidemic in the US, but why is it so shocking to hear there is an obesity epidemic in Mauritania?

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Describe what a "beautiful" woman in Mauritania is supposed to look like.

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What is the name for the process used by Mauritanian women to achieve that type of beauty? Describe it.

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Explain how your image of beauty is the same or different from the Mauritians. Make sure to recognize and express the similarities and/or differences in culture and values you have been socialized with compared to the Mauritians.

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Go to [https://www.youtube.com/watch?v=qcsdt468C\\_0](https://www.youtube.com/watch?v=qcsdt468C_0)

Why is Cairo's grandfather NOT worried about his smoking?



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Millana's mother says she knows that smoking is bad for him, so why does she allow him to smoke anyway?

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How are young children obtaining cigarettes in Indonesia? How is this possible?

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What evidence does ABC have that Marlboro is specifically targeting young people in Indonesia?

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What are 3 reasons the Health Minister gives for not addressing the issue of smoking in Indonesia?

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What are divine cigarettes and how are they used?

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Why is the reporter doubtful that Aldi will stay off cigarettes for good?

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Explain how your image of cigarettes is the same or different from the Indonesians. Make sure to recognize and express the similarities and/or differences in culture and values you have been socialized with compared to the Indonesians.

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# Spit/Saliva and Socialization

Ask for a volunteer as the rest of the class prepares for an observation with paper and a writing utensil. Once you have the full attention of the class, have the student sitting in the front of the room. Explain to students that you are going to ask the volunteer to provide you with something extremely valuable and useful that you would like the class to write down why that “something” is so valuable and useful. Then, ask the student to provide you some spit into a spoon. The volunteer will probably resist, but be firm...

Once you have the spit on the spoon, ask the class to write why spit is so valuable (see some ideas below). You may ask the class if anyone needs a closer look (I usually walk around and offer to show the spoon). Then, ask the volunteer to hold the spoon while the class discusses why spit is so valuable to the human body. Once the discussion winds down, ask the volunteer if he/she minds sharing the spit. Offer the spoon to anyone in class (I have NEVER had anyone take me up on this). Ask the volunteer if he/she would like the spoon of spit back. When the volunteer refuses, throw the spoon out.

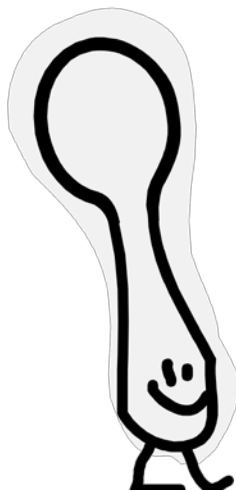
Ask the students why this is so deviant or “gross.” Do they never come in contact with other people’s spit (sharing water bottles, sharing a soda, sharing a kiss). Show a video clip of a very romantic kiss. Is this gross? Is this different than sharing spit on a spoon? Ask the students why or why not????? BECAUSE SPIT/SALIVA IS A SOCIAL CONSTRUCT! It’s different because society says it is..... (See the ideas in the attached PowerPoint slides). You can also show them a video about the “spitting czar” who was appointed by the government to curtail public spitting in China prior to the 2008 Olympics. <https://www.youtube.com/watch?v=fKYhghV2l2s>

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Saliva continuously moistens the linings of the mouth, throat, and general bronchial area. Saliva aids in the prevention of infection in these areas. Some cold remedies, for example, so dry out the linings that the microscope cracks in the lining often bleed and are very susceptible to infection.

Also, the warnings of parents to their children to eat slowly and chew well are not just to prevent choking on large pieces of food. The leisurely eating of food mixes saliva with the food, which shortly thereafter is blended with the gastric acids in the stomach. This compound now sets the stage for a catalytic combination of saliva, food, and gastric juices, which produces optimal digestion. The addition of an adequate amount of saliva allows the body to extract needed nutrients throughout the digestive tract.

Finally, saliva offsets the possibility of too much acid in the stomach, and therefore lessens the possibility of heartburn or ulcers.



# Beijing Spitters Kept in Check Ahead of Olympics

Mon 26 Nov 2007

Although there is now a wide consensus in China that spitting is "uncivilised" behaviour, as pre-Olympics manners campaigns term it, spitting remains a trademark sight and sound across the country.

As bicycle attendant Guo Guiyou stands guard outside a busy Beijing railway station, he suddenly makes a loud coarse noise as he opens his mouth and propels a goblet of spit on to the pavement.

"It's good to spit, it's good for your health," says the 40-year-old man unapologetically as he rubs his shoe over the foul puddle he has just created.

Even though the Government has stepped up punishment for spitting, a possible fine of 50 yuan (\$7.65) does not deter Mr Guo.

People who visit China cannot help but notice the frequency of spitting in public, which often follows a irritatingly gravelly clearing of the throat and lungs, and a complete lack of embarrassment about the habit.

Late paramount leader Deng Xiaoping was known to be an enthusiastic spitter who proudly kept a spittoon close by when he greeted foreign dignitaries at the Great Hall of the People in the 1970s and 1980s.

Although the practice spreads diseases that are rife in China, it is still common on the roads and alleys of the Chinese capital to have to dodge disgusting blobs of saliva - especially in winter when they freeze and become hazardous to pedestrians and cyclists alike.

But to many Chinese, spitting is a physical phenomenon as natural as sneezing or belching, and is traditionally nothing to be ashamed of.

"Well, I can't spit inside my car, can I?" says taxi driver Su Ningguo, as he winds down the window and propels his phlegm outwards.

"No one cares about spitting anyway."

## Pollution

Medical experts say phlegm is generated normally when one is suffering from respiratory infections, but it is also produced when the lungs are irritated by pollution and habits such as smoking and eating heavy, oily food.

Li Yan, a respiratory disease expert at Beijing's Xuanwu Hospital, believes widespread respiratory infections - partly due to China's polluted environment - and the population's lack of hygiene awareness contribute to the habit.

"Dry climate in many Chinese cities, coupled with bad air quality, also leads to the build-up of mucus in one's respiratory tract, hence generating phlegm," she said.

She said air-borne respiratory diseases such as tuberculosis, pneumonia and influenza can be spread by the phlegm of a disease-carrier.

Doctors say the urge to spit is probably more to do with the commonly perceived concept in China that one should spit whenever one feels a throat irritation.

## Olympic manners concerns

Earlier this year, officials admitted that getting the capital's residents to bring their manners up to international standard in time for the Olympics next August could be a bigger task than constructing the new sports venues.

Zhang Faqiang, vice head of the Beijing Olympic organising committee, said the most difficult area in staging a "civilised" Olympics rests in "the quality of the people".

But some ordinary Beijing residents, like Mr Guo, say they really do not care.

"As an individual, I can't care too much about the country's affairs. To be honest, who cares?" he said.

- ABC NEWS ONLINE





禁止随地吐痰  
No Spitting Everywhere

[www.english.com](http://www.english.com)

<https://www.youtube.com/watch?v=fKYhghV2>  
12s (China's Spitting Tsar)

禁止攀登垛口

保护文物请勿刻划

TO PROTECT CULTURAL RELIC NO CARVING

为您健康请勿随地吐痰

IN ORDER TO KEEP FIT NO SPITTING



# The Family as a Primary Agent of Socialization



Answer the following questions with support and elaboration.

- 1) In each song, how is the family influencing the behaviors of the child?

Song 1 – *Cat's in the Cradle* <https://www.youtube.com/watch?v=etundhQa724>

Influence \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Song 2 – *Wonderful* <https://www.youtube.com/watch?v=MUfgAbFY4CA>

Influence \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2) What are the norms for these families that the songs emphasize?

Song 1 – *Cat's in the Cradle*

Norms \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Song 2 – *Wonderful*

Norms \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3) Does the song favor the functionalist perspective, the interactionist perspective, or the conflict perspective to explain the behaviors of the family and child? Explain.

Song 1 – *Cat's in the Cradle*

Perspective \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Song 2 – *Wonderful*

Perspective \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4) How are the families described in the songs the same or different from your own or the family you would hope to have?

Song 1 – *Cat's in the Cradle*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Song 2 – *Wonderful*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_