Social Studies Curriculum

Elective

Sociology
Course Description

Sociology is the study of the individual and the various interactions we encounter in our lives. This course encourages students to evaluate their perspective of the world and how to embrace a more open and diverse view. Students will take on the persona of a sociologist and conduct research, analyze case studies, conduct surveys, and explore different cultural practices. The goal is for students to leave this course with a broader understanding of the social experiences and structures that make us who we are and how that identity can evolve.
# Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>CCSS</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Study of Sociology</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10</td>
<td>Unit 1 - 5 Weeks in duration</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Society and Culture</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9</td>
<td>Unit 2 - 10 Weeks in duration</td>
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<tr>
<td>Unit 3</td>
<td>Socialization and the Individual</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10</td>
<td>Unit 3 - 10 Weeks in duration</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Government, the Individual, and Conflict</td>
<td>RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.6, RH.11-12.7, RH.11-12.8</td>
<td>Unit 4 - 10 Weeks in duration</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the
Career Ready Practices

profitability of the organization.

➢ **CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

➢ **CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

➢ **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions
Career Ready Practices

- **CRP9. Model integrity, ethical leadership and effective management.**
  Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

- **CRP11. Use technology to enhance productivity.**
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**
  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Extra time for assigned tasks</td>
<td>● Extra Response time</td>
<td>● Precise step-by-step directions</td>
<td>● Teacher-made checklist</td>
</tr>
<tr>
<td>● Adjust length of assignment</td>
<td>● Have students verbalize steps</td>
<td>● Short manageable tasks</td>
<td>● Use visual graphic organizers</td>
</tr>
<tr>
<td>● Timeline with due dates for reports and projects</td>
<td>● Repeat, clarify or reword directions</td>
<td>● Brief and concrete directions</td>
<td>● Reference resources to promote independence</td>
</tr>
<tr>
<td>● Communication system between home and school</td>
<td>● Mini-breaks between tasks</td>
<td>● Provide immediate feedback</td>
<td>● Visual and verbal reminders</td>
</tr>
<tr>
<td>● Provide lecture notes/outline</td>
<td>● Provide a warning for transitions</td>
<td>● Small group instruction</td>
<td>● Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>● Reading partners</td>
<td>● Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

A. Civics, Government, and Human Rights

6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

D. History, Culture, and Perspectives

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.


6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.2.12.D.(627,590),(896,613).6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

English Language Arts & History/Social Studies Grades 11-12 Common Core Standards

Key Ideas and Details:

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2 Determine the central ideas of information of primary or secondary source: provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure:**

RH.11-12.4 Determine the meaning of word 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 (i.e., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5 Analyze in detail how a complete primary sources is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**Integration of Knowledge and Ideas:**

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the concepts of society and its attributes.</td>
<td>What is a society? What makes up a society?</td>
<td><strong>Web-Chart:</strong> Create a web-chart with “Society” and its definition in the center and its components with examples branching out.</td>
<td><strong>Web-Chart Creator:</strong> <a href="https://www.draw.io/">https://www.draw.io/</a></td>
<td><strong>ELA:</strong> Write a poem or creative writing piece describing your society.</td>
</tr>
<tr>
<td><strong>Standard:</strong> 6.2.12.D.6.a RH.11-12.4</td>
<td></td>
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</tr>
<tr>
<td>Compare and contrast the different types of societies in history.</td>
<td>What are the different types of societies? What are the common and unique characteristics of societies?</td>
<td><strong>Small Group Discussion:</strong> Create small groups to learn about the different types of societies. Have students chart their findings out and discuss the similarities and difference amongst these and other societies. <strong>Case Study:</strong> Watch and/or research Jared Diamond’s Gun’s, Germs, and Steel book/ documentary. Create a report as to how the Native American societies were different from the European societies and the effects.</td>
<td><strong>Types of societies and their society:</strong> <a href="http://www.sociologydiscussion.com/society/types-of-society-tribal-agrarian-and-industrial-society/2190">http://www.sociologydiscussion.com/society/types-of-society-tribal-agrarian-and-industrial-society/2190</a> <strong>Guns, Germs, and Steel:</strong> <a href="http://www.humanecologyreview.org/pastissues/her142/yorkandmancus.pdf">http://www.humanecologyreview.org/pastissues/her142/yorkandmancus.pdf</a></td>
<td><strong>ELA:</strong> Write a creative writing piece on developing your own society and deciding what is important for this fictional society.</td>
</tr>
</tbody>
</table>
| Discuss assimilation in society. | What is assimilation?  
How is assimilation viewed in society today?  
Historically?  
How do people in America view migration into the United States? | Interview: Interview a family member or a friend who is an immigrant and find out about their experience with assimilation.  
Debate: Debate whether assimilation should be mandatory or to promote multiculturalism. | Article: [http://www.huffingtonpost.com/a-b-wilkinson/us-multiculturalism-or-cultural-assimilation_b_8218490.html](http://www.huffingtonpost.com/a-b-wilkinson/us-multiculturalism-or-cultural-assimilation_b_8218490.html)  
| --- | --- | --- | --- | --- |
| Analyze norms, values, and stereotypes in society. | What are norms?  
What are values?  
What are stereotypes?  
How does these play a role in a society? | Think-Pair-Share: Make a list of norms, values, and stereotypes of your culture and/or society. Compare and contrast this list with a partner.  
Analysis: Analyze advertisements to see what norms, values, and stereotypes are used to promote their product or service. | Analysis Article: [http://socialpsychonline.com/2015/08/culture-gender-stereotyping-advertising/](http://socialpsychonline.com/2015/08/culture-gender-stereotyping-advertising/)  
[http://www.tolerance.org/lesson/stereotypes-advertising](http://www.tolerance.org/lesson/stereotypes-advertising) | Film: Select a film or a show and write an analysis of the depicted norms, values, and stereotypes. |
| Explain the concept of culture and its variations. | What is culture?  
What are subcultures?  
How are cultures different? | Web-Chart: Create a web-chart on culture and what makes up culture.  
Ted Talk on Culture and Identity: [https://www.ted.com/talks/taive_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local](https://www.ted.com/talks/taive_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local) | Web Chart Creator: [http://www.draw.io](http://www.draw.io) | ELA Journal: Write a journal style essay on your own culture, what makes up your culture, and what influences your culture. |
<table>
<thead>
<tr>
<th>Identify how cultural beliefs strongly influence values and behaviors of others in their culture.</th>
<th>What is a cultural belief? How do cultural beliefs influence behavior and thought? What are collectivist cultures?</th>
<th><strong>Socratic Discussion:</strong> How do cultural beliefs influence your identity?</th>
<th><strong>Cultural Tolerance:</strong> <a href="http://www.tolerance.org/culture-classroom">http://www.tolerance.org/culture-classroom</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast learned behavior across cultures.</td>
<td>Are there universally held values and customs in different cultures? How is religion a cultural force??</td>
<td><strong>Jig Saw:</strong> Assign different religions to research. Focus on how that religion influences certain cultures and/or societies and how elements of that religion influence behavior. <strong>Individualist or Collectivist:</strong> <a href="https://healthypsych.com/individualist-collectivist-understanding-culture-influences-behavior/">https://healthypsych.com/individualist-collectivist-understanding-culture-influences-behavior/</a></td>
<td><strong>Culture and Behavior:</strong> <a href="http://www.livescience.com/13700-personality-traits-culture-independence-social-context.html">http://www.livescience.com/13700-personality-traits-culture-independence-social-context.html</a></td>
</tr>
<tr>
<td>RH.11-12.2 RH.11-12.3</td>
<td>RH.11-12.7 RH.11-12.9 RH.11-12.8</td>
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<tr>
<td>Define ethnicity and the concepts of ethnocentrism.</td>
<td>What is ethnicity? How does ethnicity differ from race? What does it mean to be ethnocentric?</td>
<td><strong>Current Events:</strong> Watch Ted Talk on the fight against refugees and its correlation to ethnocentrism. <strong>Ted Talk:</strong> <a href="https://www.ted.com/talks/antonio_guterres_refugees_have_the_right_to_be_protected">https://www.ted.com/talks/antonio_guterres_refugees_have_the_right_to_be_protected</a></td>
<td><strong>Art:</strong> Create a visual representation of a religion. At the center of this is should be religious communication.</td>
</tr>
</tbody>
</table>
| Discuss how norms, values, and beliefs are taught or shared. | How do we acquire norms, values, and beliefs?  
What effect do these have on us as individuals? | **Survey:** Have students create a survey on what they believe are cultural norms in their society. Have students give the surveys to family and friends. Use Google Forms to create survey and analyze the data. | **Google Forms:** [http://google.com/forms](http://google.com/forms)  
**Aesops Fables:** [http://history-world.org/Aesops_Fables_NT.pdf](http://history-world.org/Aesops_Fables_NT.pdf) | **ELA:** Create your own fable or moral story about a cultural norm and/or value in your society. |
|---|---|---|---|---|
| **Standard:**  
6.1.12.D.14.f  
6.1.12.D.16.a  
6.2.12.D.2.d  
RH.11-12.2  
RH.11-12.3  
RH.11-12.4 | | | | |
| Analyze how where a person lives influences ones interests, abilities, needs, goals, and values. | How do our chosen societies impact us? | **Open-Ended Question:** How does your social environment influence your personality? Compare your response to an environment outside of your immediate one,  
**How your location influences you:** [https://www.washingtonpost.com/news/get-there/wp/2014/09/12/location-location-location-how-where-you-live-influences-how-you-shop-online/](https://www.washingtonpost.com/news/get-there/wp/2014/09/12/location-location-location-how-where-you-live-influences-how-you-shop-online/) | **Film:** Watch the film or read the Divergent Series.  
Analyze how that structured society prevents any other influence. | |
| **Standard:**  
6.1.12.D.16.a  
6.2.12.D.6.a  
6.2.12.D.2.d  
RH.11-12.2  
RH.11-12.3  
RH.11-12.7 | | | | |
| Identify the cultural beliefs that strongly influence the values and behaviors of people who grow in a culture, without being fully aware of how it triggers different reactions from other cultures. | How do we react to other cultures?  
How do other cultures react to us?  
How do our reactions tie back into our ethnocentric ideas? | **Debate:** Research and debate the Yulin Festival. One group will take the position of the festival participants. The other will take the American ethnocentric position. | **NY Times Article:** [http://www.nytimes.com/2015/06/24/world/asia/dog-eaters-in-yulin-china-unbowed-by-global-derision.html](http://www.nytimes.com/2015/06/24/world/asia/dog-eaters-in-yulin-china-unbowed-by-global-derision.html) | **Film:** Create a multimedia advertisement on how to live in a more inclusive world. |
|------------------------|-------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------├───|
| Standard: 6.2.12.D.6.a | Identify examples of how people adapt their needs to their physical geography. | What kind of adaptations do people make to their physical geography? | Brainstorm Discussion: List 5 examples of how human movement and location influence or change their behavior. Watch National Geographic’s The Human Family Tree and create a timeline or flow chart on the development of different races and ethnicities. National Geographic: http://channel.nationalgeographic.com/a-night-of-exploration/galleries/the-human-family-tree/at/genetic-testing-135306/ | ELA/ Technology: Research technology that is designed to help humans adapt to their environment. Art: Create your own human family tree. Add elements that reflect your culture. |
| RH.11-12.1            | RH.11-12.3                                      | RH.11-12.7                                      |                                                                                                 |                                                                                           |
| RH.11-12.7            | RH.11-12.7                                      |                                                    |                                                                                                 |                                                                                           |
| RH.11-12.9            |                                                    |                                                    |                                                                                                 |                                                                                           |
| Examine how environments shape individuals and group behaviors. | How are we influenced by our surroundings?  
**ELA:** Write an essay on whether you are greater influenced by nature or nurture. |
|---|---|---|---|
| Explain why individuals often have negative responses to unfamiliar or different cultures. | What are some negative responses to other cultures?  
Why do people react negatively to other cultures? | **Current Events:** Search for headlines and articles that are related to negative reactions to other cultures in the media. | **Case Study:** [http://people.uwec.edu/bonsi/m/Intro/Fall03/Group%20Assignment%20_cult_rel.htm](http://people.uwec.edu/bonsi/m/Intro/Fall03/Group%20Assignment%20_cult_rel.htm)  
**ELA:** Research famous speeches in history that speak out against cultural negativity. |
| Discuss various levels of conformity. | What is conformity?  
Why do people conform?  
Is conformity a positive or negative?  
What are the types of conformity (Compliance, Internalization, Identification, Ingratiation)? | **Socratic Discussion:** Why do people conform to societal norms?  
**Case Study:** Analyze the Stanford Prison and Guard experiment as an example of conformity. [http://www.simplypsychology.org/zimbardo.html](http://www.simplypsychology.org/zimbardo.html) | **Article:** [http://www.simplypsychology.org/conformity.html](http://www.simplypsychology.org/conformity.html)  
[http://changingminds.org/expressions/needs/conformity.htm](http://changingminds.org/expressions/needs/conformity.htm)  
**ELA/Research:** Conduct an informal survey/analysis of how groups in your society (i.e. school groups) conform. |
Discuss how cultural diversity is promoted or suppressed within a society.

**Standard:**
6.1.12.D.16.a  
6.2.12.D.6.a  
RH.11-12.2

| Discuss how cultural diversity is promoted or suppressed within a society. | What is diversity?  
In what ways is diversity promoted in the United States? In the world?  
In what ways is diversity suppressed in the United States? In the world? | **Media Analysis:** Watch scenes from films, like “Bend it Like Beckham” or “My Big Fat Greek Wedding” and apply concepts of culture, cultural influence, and ethnocentrism to events in the film. Accompany your clips with analytical questions as checkpoints. | **Edpuzzle Video Clipper and Assessor:** [https://edpuzzle.com](https://edpuzzle.com)  
**Art:** Create a bumper sticker representing cultural diversity. |

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**Unit 2 Vocabulary**

<table>
<thead>
<tr>
<th>Society</th>
<th>Subculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assimilation</td>
<td>Ethnicity</td>
</tr>
<tr>
<td>Stereotype</td>
<td>Ethnocentrism</td>
</tr>
<tr>
<td>Norms</td>
<td>Geography</td>
</tr>
<tr>
<td>Values</td>
<td>Conformity</td>
</tr>
<tr>
<td>Culture</td>
<td>Compliance</td>
</tr>
<tr>
<td>Collectivist Culture</td>
<td>Internalization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identification</th>
<th>Ingratiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td></td>
</tr>
</tbody>
</table>
Choose 1

<table>
<thead>
<tr>
<th>Suggested Unit Project 1:</th>
<th>Suggested Unit Project 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In small groups create a Small Village of 100 people. Assign the number or percentage of people who speak which languages, practice which religions, have access to education and resources, etc. Compare and contrast each group’s distribution and analyze which groups within the created cultures would be the center.</td>
<td>Research a custom from any chosen culture and create a multimedia presentation using music, images, maps, etc..</td>
</tr>
</tbody>
</table>

**Small Village Assignment:**
http://academics.smcvt.edu/vtgeographic/lesson plans/if the world was a village.htm