

Observe and Report

The Foundations of Sociology

Chelsee Wilson, Mariana DeLoera, Ryan Rahhal
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	9th – 12th Grade	**Time Frame**	180 minutes
Subject	Social Studies	**Duration**	2-3 class periods
Course	Sociology		

Essential Question

How do sociologists gather data and conduct research?

Summary

In this lesson, students will explore different research methods used by sociologists. Students will work in groups to analyze different readings and summarize what they have read. To extend their learning, students will create visual representations of the different research methods to display across the classroom.

Snapshot

Engage

Students participate in a brief discussion by responding to a prompt.

Explore

Students complete a Card Sort to identify their knowledge of sociological research methods.

Explain

Students complete Jigsaw readings over the different types of sociological research methods.

Extend

Students work in groups to create an Anchor Chart.

Evaluate

Students participate in a Gallery Walk.

Standards

Oklahoma Academic Standards (Social Studies: Sociology (9th through 12th grade))

S.1: The student will recognize sociology as a social science, identify methods and strategies of research, and examine the contributions of sociology to the understanding of social issues.
S.1.3: Evaluate different sociological research methods including participant observation, natural observation, library research, questionnaires, experiments, interviews, and case studies.

Attachments

- Card-Sort-Answer-Key-Observe-and-Report.docx
- Card-Sort-Answer-Key-Observe-and-Report.pdf
- Card-Sort-Observe-and-Report - Spanish.docx
- Card-Sort-Observe-and-Report - Spanish.pdf
- Card-Sort-Observe-and-Report.docx
- Card-Sort-Observe-and-Report.pdf
- Jigsaw-Reading-Note-Catcher-Observe-and-Report - Spanish.docx
- Jigsaw-Reading-Note-Catcher-Observe-and-Report - Spanish.pdf
- Jigsaw-Reading-Note-Catcher-Observe-and-Report.docx
- Jigsaw-Reading-Note-Catcher-Observe-and-Report.pdf
- Jigsaw-Reading-Packet-Observe-and-Report - Spanish.docx
- Jigsaw-Reading-Packet-Observe-and-Report - Spanish.pdf
- Jigsaw-Reading-Packet-Observe-and-Report.docx
- Jigsaw-Reading-Packet-Observe-and-Report.pdf
- Lesson-Slides-Observe-and-Report.pptx

Materials

- Lesson Slides (attached)
- Card Sort handout (attached; one per group)
- Card Sort answer key (attached)
- Research Methods Jigsaw Readings (attached; one per student)
- Jigsaw Reading Note Catcher (attached; one per student)
- Poster paper (one per group)
- Craft supplies

5 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Review the essential question and lesson objective on **slides 3** and **4** with students.

Show **slide 5** to initiate a discussion with the following question: *How do we know what we know about other groups of people?*

Allow some time for students to come up with a response.

Teacher's Note: Rephrasing the Question

If students are struggling to come up with a response for the question, use the following additional questions to get them thinking. *How do we know the life stories of other people?* (Here you can insert the name of someone from history to get more specific.) Another example: *How do we learn about different cultures?*

Teacher's Note: Elbow Partners

If students need more time or support, extend this activity and use the Elbow Partners strategy.

Once sufficient time passes, have students share how they come to know information about other individuals or groups. You can write their responses on the whiteboard or let their answers generate a class discussion.

Sample Student Responses

Listening to interviews, asking questions, doing research, simply observing, and conducting experiments.

15 minutes

Explore

Teacher's Note: Preparation

In preparation for this activity, make sure you have printed and cut out the **Research Methods Card Sort** for each group.

Now that students have considered the topic and been introduced to the objective, explain that in small groups they are going to complete a Card Sort activity using different sociological research methods.

Show **slide 6** with instructions on how to complete a card sort and divide students into groups as you deem appropriate. Ask students to work together to match the research methods with the scenario they believe is correct.

Once all groups have completed the card sorting activity, call on groups and have them share out one term and matching scenario, explaining their reasoning.

See the attached **Card Sort Answer Key** for the correct responses to the card sort.

Optional: Digital Card Sort Preparation

If you would prefer a digital Card Sort activity, prepare the following Amplify Classroom activity.

Go to *Amplify Classroom: Observe and Report Card Sort*. Sign up to create an account or log in. Select the "Assign" dropdown button, and then select "Create single session code." Adjust the settings as desired, then select "Create Invite Code." Prepare this session invitation code to distribute to students during the lesson. For help assigning an Amplify Classroom activity, see k20.ou.edu/AssignActivity.

Once students are ready to begin, provide your prepared session code. Have them go to student.amplify.com/join and enter the session code. Students do not need to sign in unless they intend to pause and resume the activity at a later time.

For more information about getting started with Amplify Classroom, go to k20.ou.edu/StartAmplify.

If using the digital Card Sort activity, provide students with your session code. Then have students go to student.ampify.com/join and enter the session code.

45 minutes

Explain

Show **slide 7** and tell students they are going to participate in a Jigsaw reading, where they read an article for one of the research methods from the Card Sort activity.

Organize students into seven groups. Every group is responsible for reading one of the research methods and becoming an expert on that topic.

Distribute the **Jigsaw Reading Packet** and **Jigsaw Reading Note Catcher** to each student. Once groups have all the materials, assign each group a research method. The readings are numbered 1-7 for easier designation. After each individual has read their group's assigned reading, have groups discuss the reading and fill out their portion of the Note Catcher.

Teacher's Note: Directions for Groups

Use the guiding questions on **slide 8** if your students need more direction while reading and filling out the Note Catcher.

Teacher's Note: Suggested Break

Consider stopping here for Day 1 of this lesson.

Once each group has discussed their section and completed their portion of the Note Catcher, give them time to discuss how they should teach their research method to others.

Reorganize students into groups, where each group is made up of a student representing a different research method. Have each group member share out their portion of the Note Catcher, teaching other group members about their research method. By the end of this step, students should have a completed Note Catcher.

25 minutes

Extend

Optional Career Connection Activity

To further extend students' learning about careers in research, show this "Zoom Into Your Career" video in which Dr. Amy Goodin discusses her experiences working in research and evaluation:

Embedded video
https://youtube.com/watch?v=4_hTfUiAByM

After the video, have students pair up to discuss what it would be like to work as a researcher and then ask for volunteers to share what they discussed.

Show **slide 9,** which includes instructions on how to complete an Anchor Chart.

Now that students have a completed their Note Catcher, instruct students to remain in their current groups and create an Anchor Chart about the seven different research methods.

Each Anchor Chart should include:

- The seven research methods
- Graphic representations (pictures or drawings that represent the method)
- A description/definition of the method
- An example scenario in which each method would work best

Virtual Presentation Options

If students are doing this activity virtually, consider having them create their presentations using Google Slides, Canva, or Sutori.

10 minutes

Evaluate

Show **slide 10.** Ask each group to hang their completed Anchor Chart somewhere in the room.

Invite groups to participate in a Gallery Walk to view the work of their classmates. Give each group a pad of sticky notes.

Have each group elect a spokesperson to stand near their Anchor Chart and explain their presentation to visiting classmates. Other group members should rotate to each chart around the room, listen to the presentation, ask questions, and offer suggestions by attaching sticky notes to posters.

Virtual Gallery Walk

If students created their presentations digitally, have them share links to their presentation for a virtual Gallery Walk.

Resources

K20 Center. (n.d.). Anchor Charts. Strategies. https://learn.k20center.ou.edu/strategy/58

K20 Center. (n.d.). Amplify classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1081

K20 center. (n.d.). Card Sort. Strategies. https://learn.k20center.ou.edu/strategy/147

K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116

K20 Center. (n.d.). Gallery Walk/Carousel. Strategies. https://learn.k20center.ou.edu/strategy/118

K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179

Rahhal, R. (n.d.). *Observe and report card sort* [Interactive activity]. Amplify Classroom. https://classroom.amplify.com/activity/6126a1b85ba4537de8b85fca