

Comte Tell Me What You Know

The Foundations of Sociology

Chelsee Wilson
Published by *K20 Center*

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

Essential Question

Why do we research? What impact does research have on a field of study?

Summary

Understanding the contributions of sociological theorists can provide insight into the field of sociology. This lesson explores the contributions of eight key figures and enables students to dive deep into research to learn more. This lesson should be taught after students have a working knowledge of foundational sociological theorists.

Snapshot

Engage

Students discuss what they know about sociological theorists.

Explore

Students select a key sociological figure and start a KWHL chart.

Explain

Students complete their KWHL chart as they research their key sociological theorist.

Extend

Students create a Bento Box project over a key sociological theorist.

Evaluate

Students participate in a Gallery Walk before making revisions.

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.1.2: Identify the contributions of leading theorists within sociology including Auguste Comte, Emile Durkheim, Harriet Martineau, Herbert Spencer, Max Weber, C. Wright Mills, Karl Marx, and W.E.B. Dubois.

Attachments

- Bento Box Example—Comte Tell Me What You Know.pdf
- KWHL Graphic Organizer Chart—Comte Tell Me What You Know - Spanish.docx
- KWHL Graphic Organizer Chart—Comte Tell Me What You Know - Spanish.pdf
- KWHL Graphic Organizer Chart—Comte Tell Me What You Know.docx
- KWHL Graphic Organizer Chart—Comte Tell Me What You Know.pdf
- Lesson Slides—Comte Tell Me What You Know.pptx
- Sociological Theorists Name Strips—Comte Tell Me What You Know - Spanish.docx
- Sociological Theorists Name Strips—Comte Tell Me What You Know - Spanish.pdf
- Sociological Theorists Name Strips—Comte Tell Me What You Know.docx
- Sociological Theorists Name Strips—Comte Tell Me What You Know.pdf
- Students Graphic Organizer—Comte Tell Me What You Know - Spanish.docx
- Students Graphic Organizer—Comte Tell Me What You Know - Spanish.pdf
- Students Graphic Organizer—Comte Tell Me What You Know.docx
- Students Graphic Organizer—Comte Tell Me What You Know.pdf
- Teacher's Guide Graphic Organizer—Comte Tell Me What You Know.docx
- Teacher's Guide Graphic Organizer—Comte Tell Me What You Know.pdf

Materials

- Lesson Slides
- Name Strips (attached, cut out 1 strip per student)
- KWHL Graphic Organizer Chart (attached, 1 per student)
- Bento Box example (attached)
- Internet
- Google Slides, Canva, Piktochart
- Sticky Notes
- Pens/pencils
- Graphic Organizer-Students
- Graphic Organizer-Teachers (optional)

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson.

Using the Tell Me Everything strategy, begin the class by displaying **slide 2** and ask students "Who are the key foundational theorists in sociology?" Ask students to share out their answers and write them down as they share out.

As the list develops, display **slide 3.**

Ask students if they notice any trends in the list. For example, students may know only one or two names, the list may include only men, or the list may not include anyone of color.

Show students **slides 4 and 5**.

Ask students if they recognize any of the figures. Allow time for students to share out if they do see a figure they recognize. Share with students that the figures are key sociological figures, and they are the individuals on the list below.

- Auguste Comte
- Emile Durkheim
- Harriet Martineau
- Herbert Spencer
- Max Weber
- C. Wright Mills
- Karl Marx
- W.E.B. Dubois

Change to **slide 6** and introduce the title. Then move to the lesson's essential questions on **slide 7:**

- *Why do we research?*
- *What impact does research have on a field of study?*

Ask students to, over the course of this lesson, think about these questions in relation to sociology and the roles and motivations of various theorists who contributed to the study of sociology.

Show **slide 8**. Introduce the lesson objectives. Address these expectations with students to prepare them for their learning.

20 minutes

Explore

Teacher's Note: Selection of Scientists

To prepare for the drawing, feel free to print out the attached Name Strips ahead of time, and cut out the names you wish to use. There are spaces to add additional names, if you wish to add anyone not listed.

If you prefer using another method to have students select a theorist to research, consider creating a digital random picker wheel that students will spin in order to select their theorists. Any of the following pages will allow you to customize wheels for your class: Classtools.net Random Name Picker, Wheel Decide, or Tools Unite Random Picker Wheel.

Display **slide 9**. Ask students to draw their sociological figures at random by selecting a slip of paper from a container. They will use the theorist they select to complete a KWHL activity.

Teacher's Note: Work Modification

If the students need to work on collaboration skills, consider making the KWHL chart, research, and Extend project a group project.

Display **slide 10**. Explain to students the KWHL Graphic Organizer strategy.

Once students have selected their sociological theorist, pass out copies of the **KWHL Graphic Organizer Chart** handout and have students write the name of the theorist at the top of the chart.

Next, ask students to fill in the "**K**" column with everything they already **know** about their sociological theorist. Allow 3–5 minutes of writing time.

Display **slide 11**. Ask students to fill in the "**W**" column with everything they **want** to know about their sociological theorist. Give students an additional 3–5 minutes for this part of the activity.

Display **slide 12**. Ask students to fill in the "**H**" column with ideas about **how** they might find the information they listed in their "**W**" column. Tell students that this will serve as an action plan as they research their sociological theorist.

60 minutes

Explain

Using their KWHL Charts (specifically the "W" and "H" columns) as a reference, assign students to consult their textbooks and/or appropriate online resources to find the information they identified in the "W" column.

Display **slide 13**. As students research, ask them to take appropriate notes about their findings and write down where they found the information. In their notes, students might include the following information relating to their sociological theorists:

- Notable accomplishments
- Education or background
- Sociological interests
- What impact did they have on the field of sociology?
- Interesting facts

Optional Tech Integration "Twist"

If students have access to technology, consider allowing them to find and curate their research digitally using a tool like Weje.io. (See **slide 14**.)

Teacher's Note: Research Resources

If students are doing their research online, some sites you might suggest include the National Archives, the Smithsonian Learning Lab, Encyclopedia Britannica, and the Stanford Encyclopedia of Philosophy. If students have access and time, consider encouraging them to visit their local library for research outside of class.

30 minutes

Extend

Display **slide 15**. Explain to students that they will be using their research over their sociological figure to create a Bento Box project. Students will "translate" their research into images related to their figures. For example, the student researching Karl Marx may note that he is a key figure in critical theory. Because of that connection, the student may select an image of a raised fist to represent the challenge of power structures that are so often embedded in critical theory.

Assign students to create one image made up of 5-7 different image components, similar to the composition of Japanese bento box-style meals served in a compartmentalized box.

Additionally, have each student write a very brief summary of their selected theorist on their project. For reference, a sample Bento Box project is located in the attachments and on **slide 16.**

Optional Tech Integration "Twist"

If available, consider having students create their Bento Box project using Google Slides, Canva, Thinglink, or Piktochart. If creating digital Bento Box projects, consider having students hyperlinking to helpful videos or readings they may have found in their research.

Once students have completed their projects, ask them to *briefly* share out their understanding of each of the assigned theorists. This share out will help students have an understanding of what they should be looking for when they participate in the Gallery Walk later on.

Teacher's Note: Additional KWHL Graphic Organizer Note-taking

Consider creating a short **Graphic Organizer** and have students fill out information about each theorist as students share out. Students could then take the graphic organizer with them on the Gallery Walk to provide more specific feedback to their peers. The attached Teacher's Guide includes sample responses that could be included in the graphic organizer.

35 minutes

Evaluate

Ask students to post their projects on the wall to prepare for a modified Gallery Walk activity where they will view their classmates' projects. Give students some sticky notes and have them grab a pen or pencil. This modified Gallery Walk will need to take place in a few rounds, so students can stand by their Bento Box project and *succinctly* explain their reasoning to their peers.

Teacher's Note: Grouping

Depending on class size, it may be helpful to have students present in small groups. For example, all students who created projects over the same theorist could present their projects at the same time while staying by their project to explain it to their peers.

Display **slide 17**. As they move around the room to view the projects, encourage students to use sticky notes to provide feedback or praise for other students' projects.

Once students have completed their gallery walks and presentations, give them time to review the feedback and make any changes that they see fit.

Display **slide 18**. Have students return to their KWHL Charts and fill out the "L" column with what they have learned about their assigned sociological theorist(s).

Have students turn in their KWHL charts, research notes, and Bento Box project. Consider providing feedback about their research techniques and providing suggestions that can aid them in their next research project.

Resources

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