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**Chapter 12 – Religion and Education: Faculty Lesson Plan**

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| **Step 1** | **Before Class:**   * Review the **SociologicalYOU** **Chapter 12: Student Lesson Plan**. * Edit the plan and add due dates appropriate for your class. * Add the name of the Chapter 12 Blog reading from the list of **SociologicalYOU** blogs. * Select or delete the Class Survey Questions. * Post, email or print the **Chapter 12: Student Lesson Plan** for your class to complete. |
| **Step 2** | **During Class:**  Decide which Flipped Classroom Activities you will use with your students during class time. Some suggestions include:   * Review the module discussion questions. * Discuss the Class Survey Questions from the Student Lesson Plan. * Watch and discuss the suggested videos. * Engage the class with a discussion about the **SociologicalYOU** Blog. * Use a Classroom Assessment Technique (CAT).   A list of discussion questions, video suggestions and CATs is below. You can also present your own material or group activity. The objective should be to engage the students using the material you assigned in the **Chapter 12: Student Lesson Plan**. |
| **Step 3** | **Optional:**  An optional third step is to have students complete a Practice Quiz at the end of class. The Practice Quiz is not for a grade but to access their knowledge of the chapter material. This also gives you an opportunity to see what concepts need further review. A list of questions and answers is at the end of this document. Of course, you can also use your own practice quiz questions. |

**Chapter Modules, Learning Objectives and Discussion Questions**

**Module 1:**

**Understanding Religious Beliefs and Practices**

* Defining Religion
* Individual Religious Beliefs and Practices
* Group Religious Beliefs and Practices
* Personal Religious Beliefs and Practices

**Learning Objectives**

12.1.1: Define religion from a sociological perspective.

12.1.2: Describe trends in individuals’ religious beliefs and practices.

12.1.3: Discuss religious beliefs and practices among Muslims.

12.1.4: Apply your knowledge of sociology to your personal religious beliefs and practices.

**Video**: “Max Weber and the Protestant Ethic” — BBC Radio 4, 2015, 1:51 — <https://www.youtube.com/watch?v=j-0sIHDzsU4>

* **Discussion Questions – 12.1.1 Religion and Socialization**

In relation to your religious preferences, discuss the agents of socialization that molded your religious beliefs and behaviors. Are you or do you think you could become a “None?”

**Module 2:**

**The Structural Foundation of Religion**

* The Functions of Religion
* Government Impact on Religion
* Religion, Gender, and Sexuality
* Religion and the Environment

**Learning Objectives**

12.2.1: Discuss the societal functions of religion.

12.2.2: Provide specific examples of how government impacts the structural elements of religion.

12.2.3: Examine the structural elements of religion in relation to gender and sexuality.

12.2.4: Examine how religion and sustainability are connected.

**Video**: “Religion, Faith, and the Role They Play Today” — The Economist, 2017, 2:38 — <https://www.youtube.com/watch?v=paVXPXoyDdo>

* **Discussion Questions – 12.2.1 Functions of Religion**

How does your religion or the main religion within your country strengthen community? How does a religion provide assurance that there is a cosmic or supernatural being(s) ordering the world and that everything is simply not by chance?

**Module 3:**

**The American Educational System**

* The Social Function of Education
* Education and Social Problems
* The Debate over Academic Standards

**Learning Objective**

12.3.1: Examine the social function of education.

12.3.2: Identify the social problems associated with education.

12.3.3: Explore the concerns over changing academic standards.

**Video:** “What’s Education For?” — The School of Life, 2015, 3:43 — <https://www.youtube.com/watch?v=HndV87XpkWg>

* **Discussion Questions - 12.3.1 Inequality in Public School Spending**

What do you think should be done to reduce the inequality in public school spending? Is it possible to create a more level playing field without rewarding poor school districts at the expense of rich school districts?

* **More Than a Theory Discussion Questions**

Functionalist Theory: In what way do schools use their policies and programs to impose social control on the student body? Can you think of specific examples from your own experience as a student?

Conflict Theory: How can school vouchers be used to level the educational playing field? What are the advantages and disadvantages of using vouchers in this manner?

Symbolic Interactionism Theory: What role do stereotypes play in a teacher’s perception of a student’s academic ability? Can programs be developed to help teachers identify the role of their own perceptions in educational inequality?

**Module 4:**

**Education and the Sociological Imagination**

* High School Dropouts
* Educational Tracking

**Learning Objective**

12.4.1: Apply the sociological imagination to the problem of high school dropouts.

12.4.2: Examine the personal and public nature of tracking students in schools.

**Video:** “Preventing School Dropout: What You Need to Know” — Institute of Education Sciences, 2016, 3:24 — <https://www.youtube.com/watch?v=aDf8-Wvjk5M>

* **Discussion Questions – 12.4.1 High School Dropouts**

Do you know someone who has dropped out of school early? Did you leave and decide to return yourself? What would you say to encourage someone to stay in school?

**Module 5:**

**Changes in the Educational Landscape**

* The Educational Outlook
* The High Cost of a Degree

**Learning Objective**

12.5.1: Evaluate changes in student enrollment.

12.5.2: Examine the cost of college education.

**Video:** “The Price You Pay: The Spiraling Cost of College.” — CBS This Morning, 2019, 5:52— <https://youtu.be/nAoZayFk5ww>

* **Discussion Questions – 12.5.1 College Costs**

What do you do to reduce college expenses? Given the rising cost of college and the enormous debt burden of some graduates, do you think the long-term benefits of college will outweigh the costs?

**Class Survey Questions**

**Title**: Religion and Education

**Overview**: The goal is to compare their views on religion and education to other students in the class.

1. What is your religious preference? Is it Protestant, Catholic, Jewish, Islam, another religion, or no religion?

☐ Protestant ☐ Catholic ☐ Jewish

☐ Islam ☐ Another religion ☐ No religion

2. The United States Supreme Court has ruled that no state or local government may require the reading religious verses in public schools. What are your views on this? Do you approve or disapprove of the court ruling?

☐ approve ☐ disapprove ☐ no opinion

3. In 2014, the Missouri State Legislature introduced Bill 1472, which reads:

“Requires schools teaching the theory of evolution by natural selection to have a policy on parental notification and a mechanism for opting out of the instruction.” Do you agree that states should legislate the option for students to opt out of the teaching of the theory of evolution by natural selection?

☐ not at all ☐ somewhat ☐ completely ☐ don’t know

**Title**: Creationism vs. Evolution

**Overview:** The goal is to compare their views on creationism vs. evolution to other students in the class.

1. Which of the following statements come closest to your views on the origin and development of human beings?

☐ Human beings have developed over millions of years from less advanced forms of life.

☐ Human beings have developed over millions of years from less advanced forms of life, but God guided this process.

☐ God created human beings pretty much in their present form at one time within the last 10,000 years or so.

2. In 2014, the Missouri State Legislature introduced Bill 1472, which reads: “Requires schools teaching the theory of evolution by natural selection to have a policy on parental notification and a mechanism for opting out of the instruction.” Do you agree that states should legislate the option for students to opt out of the teaching of the theory of evolution by natural selection?

☐ not at all ☐ somewhat ☐ completely ☐ don’t know

**Classroom Assessment Techniques (CATs)**

CATs are helpful in assessing students’ knowledge and understanding of the chapter content. Using pieces of paper, have the students write their response to one of the following techniques. Collect and use their responses as the basis for class discussion.

1. **Muddiest Point:** A Muddiest Point is a quick monitoring technique. It involves asking students to take a few minutes to write down the most difficult, confusing or “muddiest” terms, concepts, or parts of chapter 3 that they encountered.
2. **Minute Paper:** Ask students to write a brief response to the following questions:

* What was the most important thing you learned during this chapter or class?
* What important question remains unanswered?

1. **Directed Paraphrasing:** Ask students to write a laypersons’ "translation" of something they learned in the chapter. Ask them to write their explanation as if they are explaining the key term, concept, or theory to a friend who does not have a sociology background.

**Chapter 12 Practice Quiz and Answers**

**SociologicalYOU** also provides a test bank with objective and subjective questions to construct an exam covering the content in this chapter. See **SociologicalYOU My Resources > Instructor Resources > Test Bank Instructions** to learn how to request access to the test bank.

**Module 1**

1. Which of the following sociologist provides the broadest definition of religion and focuses on seeking to find order and understanding within the social world?

a. Emile Durkheim

b. Peter Berger

c. George Herbert Mead

d. Karl Marx

2. Which of the following is described by beliefs, belonging, and behaviors?

a. attendance

b. practices

c. fundamentalism

d. religiosity

3. True or False: Islamic fundamentalists are much more likely to have lower education levels and incomes.

4. True or False: The religious “Nones” claim to be unaffiliated with religion and are most likely to be over the age of 30.

**Module 2**

1. Which of the following functions of religion did Emile Durkheim discuss in the Elementary Forms of Religious Life?

a. provides comfort

b. social control

c. religious services

d. quells discomfort

2. Which was the first religious practice removed from public schools in the U.S.?

a. reading the Bible

b. teaching creationism

c. prayer

d. teaching evolution

3. True/False: The structural elements of patriarchy and heterosexism have allowed women numerous opportunities for leadership within the majority of religions for 2,000 years.

4. True/False: Both Protestant and Catholic churches in the U.S. are addressing issues of sustainability.

**Module 3**

1. True or False: Schooling is the transmission of knowledge, skills and values and beliefs from one group to another.

2. A teacher who perceives her students are low achieving and subsequently has low achieving students is best described by \_\_\_\_\_.

a. cultural capital

b. tracking

c. hidden curriculum

d. teacher expectancy effect

3. Learning how to modify one's behavior, engage with authority figures and initiate conversations are all part of \_\_\_, the unintended education of students in the ideals and ways of the society.

a. cultural capital

b. schooling

c. hidden curriculum

d. home schooling

4. School vouchers, private schools and charter schools are all options that are part of

\_\_\_\_\_.

a. education

b. school choice

c. schooling

d. the hidden curriculum

**Module 4**

1. True or False: Students with too many rules are more likely to be high school dropouts.

2. \_\_\_\_\_ is the ability to use the skills of reading and writing to shape one’s world.

a. Education

b. Schooling

c. Cultural capital

d. Literacy

3. Schools that separate students based on academic ability are said to be engaging in \_\_\_\_\_.

a. cultural capital

b. tracking

c. hidden curriculum

d. teacher expectancy effect

**Module 5**

1. True or False: Over the past decade the percentage of male college students has steadily grown along with the percentage of female college students.

2. \_\_\_\_\_ involves college level schooling that occurs online at a time and place convenient to the student.

a. Distance learning.

b. Early College High School

c. Tracking

d. Online learning.

**Module 1**

1. B (LO 12.1.1)

2. D (LO 12.1.2)

3. False (LO 12.1.3)

4. False (LO 12.1.4)

**Module 2**

1. B (LO 12.2.1)

2. C (LO 12.2.2)

3. False (LO 12.2.3)

4. True (LO 12.2.4)

**Module 3**

1. False (The American Educational System)

2. D (LO 12.3.2)

3. C (LO 12.3.2)

4. B (LO 12.3.3)

**Module 4**

1. False (LO 12.4.1)

2. D (LO 12.4.1)

3. B (LO 12.4.2)

**Module 5**

1. False (LO 12.5.1)

2. A (LO 12.5.2)