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**Chapter 13 – Marriage and Family: Faculty Lesson Plan**

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| **Step 1** | **Before Class:**   * Review the **Gamification Overview** document to familiarize yourself with the 7 activities the students are completing to earn bonus content. * Review the **Chapter 13: Student Worksheet**. * Select a **In the News Blog** to discuss in class. * Review the **Chapter 13 PowerPoint Audio Lecture Transcript** and prepare mini-lectures to fill in the gaps or introduce new content. |
| **Step 2** | **During Class:**  Use the **Flipped Classroom Activities** to engage your students. Suggestions include:   * Use the **Points to Ponder** and/or **Class Survey Questions** from the **Student Worksheet** as a lecture launcher for discussion. * Use the module **Discussion Questions** for discussion. discussion. Watch and discuss one or more of the suggested short videos. * Engage the class with a discussion about the **In the News Blog**. * Use your own activities. * Intersperse multiple mini-lectures to maintain a healthy balance of lecture material and activities.   A list of learning objectives, discussion questions, and video suggestions are below. |
| **Step 3** | **Optional:**   * **Classroom Assessment Techniques** (**CATs**). * **Practice Quiz**   An optional third step is to have students complete a CAT and/or a Practice Quiz. Ideas for the CATs are below. The Practice Quiz is not for a grade but instead to access their knowledge of the chapter material. These steps will give you an opportunity to see what concepts need further review. A list of Practice Quiz questions and answers are 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:**

**The Sociological Perspective of Marriage and Family**

* Choosing Your Mate
* Marriage Patterns

**Learning Objectives**

13.1.1: Analyze the contemporary process of courtship.

13.1.2: Describe the variations of marriage patterns and forms.

**Video**: “Meet the Winders” — TLC, 2019, 2:37

— <https://youtu.be/OMC_lPas9oo>

* **Discussion Questions - 13.1.1 Cohabitation**

What beliefs and values have historically constrained couples from cohabitating? What social changes have occurred to allow cohabitation to become a social norm within the process of courtship?

**Module 2:**

**Marriage and Family Structural Issues**

* Types of Families
* Family Diversity
* Family Variations
* Parenting Styles

**Learning Objectives**

13.2.1: Analyze the types of families.

13.2.2: Discuss structural differences among diverse families.

13.2.3: Describe the variations of families with and without children.

13.2.4: Compare and contrast the different styles of parenting.

**Video**: “These Child Care Fails Show How Not to Raise Kids” — *Inside Edition*, 2018, 3:16 — <https://youtu.be/dqWqauYTOD4>

* **Discussion Questions – 13.2.1 Parenting Styles**

Review the different parenting styles discussed in the chapter. What type of parenting style did your parents have with you? In your opinion, is one parenting style better than another?

**Module 3:**

**A Better Understanding**

* Divorce
* Family Abuse

**Learning Objective**

13.3.1: Identify the demographic and social factors that are more likely to result in divorce.

13.3.2: Examine the types of behavior associated with abuse in families.

**Video:** “The Act: Trailer: (Official)” — *Hulu*, 2019, 2:07

— <https://www.youtube.com/watch?v=Y_5fqDZCjQo>

* **Discussion Questions - 13.3.1 Family Social Problems**

What do you think are the three most important social problems facing families today? Do you think these issues will be resolved in the next twenty years? Why or why not?

* **More Than a Theory Discussion Questions**

Functionalist Theory: How does the government promote and protect the family? Can you think of new policies to implement to further protect the American family?

Conflict Theory: What is the macro level public policies that might change the way men and women view domestic violence?

Symbolic Interactionism Theory: What interventions can lessen this cycle of abuse?

**Module 4:**

**Understanding Family Dysfunctions in Context**

* Children Having Children
* The Climbing Divorce Rate

**Learning Objective**

13.4.1: Apply the sociological imagination to teen pregnancy.

13.4.2: Examine divorce through the lens of the sociological imagination.

**Video:** “Quarantined Couples are Filing for Divorce” — *Inside Edition*, 2020, 1:44 — <https://www.youtube.com/watch?v=SBy1sef8nqU>

* **Discussion Questions - 13.4.1 Family and the Sociological Imagination**

Your book discusses teen pregnancy and divorce as examples of issues that have both a personal and public nature. Can you identify other examples associated with the family that have both personal troubles and public issues?

**Module 5:**

**The Evolving Family**

* Catalysts of Social Change
* The Future of Marriage and the Family

**Learning Objective**

13.5.1: Evaluate the catalysts for social changes in the family.

13.5.2: Predict how marriage and family will change over the next decade.

**Video:** “The Sandwich Generation” – Trailer — KC Spotlight, 2008, 1:19

— <https://youtu.be/xWdwlsadFPQ>

* **Discussion Questions – 13.5.1 Parental Leave**

In your opinion, will the issue of parental leave in the United States be solved in your lifetime? Consider the leave policies that exist in other countries and create your ideal paternal leave policy that would be beneficial for all different types of families.

**Class Survey Questions**

**Title:** Family Meal Survey

**Overview:** Student takes a two-question survey designed to be used with the Opener for Chapter 13. The goal is to cause students to begin thinking critically about family meals, family routines, and changes in the family, as well as compare their responses to that of other students in the class.

1. My family ate dinner together:

☐ 1-2 times per week ☐ 3-4 times per week ☐ 5-7 times per week

☐ We never ate together

2. Eating family meals together is:

☐ not at all important ☐ somewhat important ☐ important

☐ very important ☐ extremely important

**Title:** Alternative Forms of Marriage

**Overview:** Student takes a two-question survey designed to be used with the marriage discussion for Chapter 13. The goal is to cause students to begin thinking critically about alternative forms of marriage.

1. If offered as an optional form of marriage, covenant marriages would reduce the overall divorce rate in the U.S.

☐ not at all ☐ slightly ☐ moderately

☐ considerably ☐ extremely

1. The average American spends 10+ hours watching television, being online, and on their phone. Consider whether this amount of time impacts the American society. I believe this amount of time predominantly has a \_\_\_\_ on society.

☐ positive affect

☐ negative affect

☐ neutral or no affect

☐ not Sure

**Classroom Assessment Techniques (CATs)**

These 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 13 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. Contact [Support@SociologicalYOU.com](mailto:Support@SociologicalYOU.com) to request access to the test bank.

**Module 1**

1. Which of the following is the newest stage in the courtship process?

a. cohabitation

b. propinquity

c. patriarchy

d. matchmaking

2. Which of the following is the least common marriage form?

a. polygamy

b. polygyny

c. polyandry

d. serial monogamy

3. True or False: There are more love marriages than arranged marriages worldwide.

4. True or False: Child brides are common in many societies as the practice is related to economic conditions of families in lower income countries.

**Module 2**

1. Which of the following involves marrying or establishing a relationship with one’s own social group or category, as required by custom or law?

a. nuclear family

b. exogamy

c. neolocal

d. endogamy

2. Which of the following has 63 percent living in poverty and the poverty rate for children under 18 is twice of the overall population?

a. African American

b. Asian American

c. Hispanics

d. Middle Eastern Americans

e. Native Americans

3. True or False: The majority of American children live in single parent homes.

4. Which of the following parenting styles is most likely to contribute to juvenile delinquency?

a. authoritarian

b. permissive

c. authoritative

d. uninvolved

**Module 3**

1. True or False: We can generalize that all children from divorced parents experience long term problems.

2. \_\_\_\_\_ provided women with the opportunity to work, gain personal income and played a role in the increasing number of women filing for divorce.

a. Matrilocal residence

b. Cohabitation

c. Industrial revolution

d. IPV

3. Which of the following is not one of the risk factors for divorce?

a. Marrying at an older age

b. Being poor or unemployed

c. Marrying outside your race

d. Being in a second or higher order marriage

4. The effects of \_\_\_\_\_\_ abuse impacts everyone from the nuclear family to friends and coworkers.

a. child

b. I.P.V

c. elder

d. substance

**Module 4**

1. True or False: The sociological imagination views teen pregnancy primarily as a

personal trouble.

2. The process in which a marriage can be dissolved without having to identify either party as being responsible is known as \_\_\_\_\_.

a. serial monogamy

b. no fault divorce

c. exogamy

d. polygyny

3. \_\_\_\_\_ is the idea that television and movies are a contributing factor in the increased teen pregnancy rate.

a. I.P.V.

b. Courtship

c. The Juno Effect

d. Free Range Parenting

**Module 5**

1. True or False: A weak economy produces conditions for an increase in cohabitation.

2. College students, seniors, homosexual couples and couples who have experienced an unhappy marriage are all examples of people willing to \_\_\_\_\_.

a. cohabitates

b. support same sex marriage

c. endogamy

d. divorce

3. All of the following are types of work-family policies except \_\_\_\_\_\_.

a. elder leave

b. parental leave

c. flexible work arrangements

d. child care

4. The washing machine, microwave oven, television, computer and smart phone are all examples of \_\_\_.

a. interpersonal causes of divorce

b. the Juno Effect

c. technologies that cause change in the family

d. the cost of raising children

**Module 1**

1. A (LO 13.1.1)

2. C (LO 13.1.2)

3. False (LO 13.1.2)

4. True (LO 13.1.2)

**Module 2**

1. D (LO 13.2.1)

2. A (LO 13.2.2)

3. False (LO 13.2.3)

4. A (LO 13.2.4)

**Module 3**

1. False (LO 13.3.1)

2. C (LO 13.3.1)

3. A (LO 13.3.1)

4. D (LO 13.3.2)

**Module 4**

1. False (LO 13.4.1)

2. B (LO 13.4.2)

3. C (LO 13.4.1)

**Module 5**

1. True (LO 13.5.1)

2. A (LO 13.5.1)

3. A (LO 13.5.1)

4. C (LO 13.5.1)