

ABSTRACT

Sociology Through Harry Potter

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In the summer of 1997, J.K. Rowling reintroduced the world to the love of reading. The Harry Potter series sparked wonderment and curiosity in the minds of adolescents everywhere. But what those young readers did not realize is that Rowling created a world not so different from our own. This magical world held societies with their own set of customs, belief systems, government systems, familial bases, and social issues, many of which reflect those of the real world. Through merging the magical world of Harry Potter and the essential or core concepts taught in high school sociology, Sociology Through Harry Potter applies literature-based instruction to a project-based curriculum with the goal of enhancing existing sociology curricula.

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INTRODUCTION

When I was in the third grade, I could not stand reading. I hated any and all reading and writing assignments because I could not find an interest in anything I was assigned to read. That Christmas, in an attempt to reverse my loathing for reading, my parents gave me a set of the first four Harry Potter books. Despite my protest, my mother began reading *Harry Potter and the Sorcerer's Stone* aloud that very morning and my whole perspective changed. I began reading ahead in the books on my own, even though my mother would read the stories to me and my younger sisters every night. I was so invested, I even began preparing for my own Hogwarts acceptance letter well before my eleventh birthday. Even though that letter never came, I was still determined to live in the wizarding world any way I could, even if that was just through the perspective of Harry himself. J.K. Rowling not only gave me a new story to cherish, but a newfound love of reading.

In college I faced a similar dilemma when I attended classes about which I simply wasn't passionate. Finally, I enrolled in an Introduction to Sociology class and felt my whole world, and my personal perspective on this world, change in the best possible way. I began to feel the very same love I felt for J.K. Rowling's series for my schoolwork. A few weeks into my sociology class I found myself recognizing many sociological aspects of my world in the world of Harry Potter. I knew, then, that I wanted to explore these common aspects and eventually share them with others.

This thesis does just that. *Sociology Through Harry Potter* is an introductory level sociology course designed for high school students. The first chapter indicates the need

for a new sociology curriculum and why Harry Potter is the perfect story to help fulfill that need. The second chapter is a review of literature regarding the success of literature-based instruction, especially within the social studies classroom. The third chapter provides a unit introduction and overview of the entire curriculum. Chapter Four describes the feedback regarding the initial draft of the unit from different focus groups, while the fifth and final chapter provides an analysis and defense of the revised Sociology Through Harry Potter curriculum.

CHAPTER ONE

An Analysis of the Texas Essential Knowledge and Skills for Sociology

Sociology is not a common high school course across America, especially in Texas. As a result, many students are either introduced to sociology beginning at the college level, or not at all. The State of Texas does have a set of Texas Essential Knowledge and Skills (TEKS), standards outlining what students should know or be able to do within a specific subject, for sociology (See Appendix A). However, these TEKS are not an adequate or engaging curriculum. Texas, and other classrooms across the United States, could benefit from a new curriculum for sociology; one that promotes student creativity, ownership, and engagement. As the Harry Potter series introduces an exciting world not so different from our own, sociology teachers could easily incorporate the story into daily learning in order to foster that very creativity, ownership, and engagement the existing curricula lack. This chapter explores this possibility through an analysis of the existing set of knowledge and skills as well as a defense for the use of the Harry Potter series within a sociology curriculum.

A set of standards for Texas classrooms usually includes three main sections: General Requirements, an Introduction, and a list of the required Knowledge and Skills. The General Requirements simply specify how much credit is awarded for the completion of the course, while the Introduction outlines the purpose of the course as well as specific requirements for how to teach the course. Within the TEKS for sociology, the

Knowledge and Skills section is separated into six general units: Foundations of Sociology, Culture and Social Structure, The Individual and Society, Social Inequality, Social Institutions, and The Changing World.

In order to fully understand the set of Knowledge and Skills laid out in the TEKS for sociology, it is important to understand the strengths and weaknesses of the curriculum. Overall, the TEKS consist of a strong foundational sociology curriculum that should provide students with a solid scientific understanding of the mechanisms at work within the world around them. However, the TEKS contain many significant weaknesses and oversights, hindering the teacher's ability to present a comprehensive study of sociology.

Strengths of the TEKS for Sociology

Most significantly, the TEKS for sociology introduce the discipline as an empirical scientific study as designed by the father of modern sociology, Auguste Comte (Ward, 1898). All too frequently the findings of sociological studies are diminished by criticisms indicating that sociological study is obvious or simply common sense, when in reality sociologists complete extensive research regarding their social topic. Sociology is not a subject of opinion, but rather a science based in empirical evidence and fact.

A second strength of the TEKS for sociology is the logical progression of concepts throughout the curriculum. The set of standards are sufficiently structured in such a way that concepts are presented at the micro-level in terms of individual experience and then analyzed at the macro-level in terms of large-scale effect on populations. This progression of ideas allows for ease in teaching and understanding the cumulative concepts.

The TEKS for sociology require students to make personal and real-life connections. Although these connections might have a specific target for understanding according to College Board or state standards, the practice of making connections is necessary in an introductory class, as the application of basic concepts is critical to further sociological study. Finally, the TEKS for sociology present a course based upon interdisciplinary study. Each concept involves an understanding of history as the understanding of past circumstances is essential in the study of social movements. Each concept presented in the TEKS for sociology also requires the practice of previously acquired skills including (but not limited to): sequencing, identifying cause and effect, comparing, contrasting, drawing inferences and conclusions, critical thinking, and problem solving (TEK 113.46, c19-21).

Weaknesses of the TEKS for Sociology

Despite these strengths, the Sociology TEKS have many significant weaknesses and oversights in significant sociological concepts. The first weakness is the over-emphasis on America. All of the units in the set of standards have a required, testable section with a purely American focus. The TEKS as a whole do not give sufficient attention to cultures other than that of America. For example, an emphasis on Capitalism and a Constitutional Republic are both required in the Introduction section of the document, setting the precedent throughout the class that the only society of focus is that of the United States of America. A sole focus on the United States limits students to the acceptance and understanding of only one type of society, as opposed to the acceptance and understanding of multiple types of societies known across the world. As sociology is the study of populations and aspects of society, an understanding of societies across the world is integral to an effective foundational course of study.

The second weakness within the Sociology TEKS is the misallocation of specific topics. The TEKS require a large and rather unnecessary focus on history, specifically American history. Many sections, if not all, require a review in U.S. history with the clear intention to learn the history itself rather than learn from it. Just a few examples include the entire section dedicated to only American sociologists in the Foundations unit (TEK 113.46, c1); the entire section dedicated to “changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation” (TEK 113.46, c2) also within the Foundations unit; introduction to the National Crime Victimization Survey — a solely American survey — within the Individual and Society unit (TEK, c9b); and finally an understanding of historical treatment of minorities in American history in the Social Inequality unit (TEK, c11d).

Further misallocation of specific topics is evident in that many of the required topics from the TEKS for sociology belong in a government class rather than an Introduction to Sociology class. In addition, the TEKS do not require such an in-depth examination of other governments as they do into American government. Furthermore, many of the learning requirements of American structure are too detailed for a sociology class. These learning requirements resemble subject material currently taught in high school Government and Constitution courses. Even the introduction to the course states: “Students identify the role of the free enterprise system...[that] may also be referenced as capitalism or the free market system” (TEK 113.46, c3d). And even, “Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution” (TEK 113.46, c4b). Of course,

capitalism and a constitution are not unique to the United States. Moreover, the Introduction section does not require understanding of any other market or government system. Although those concepts are included in the Knowledge and Skills section, their inclusion in the Introduction section indicates a specifically American scope of focus for the course.

The TEKS also require the observance of Celebrate Freedom Week. While a review of norms regarding freedom and the process through which individuals might join together to achieve freedom has its place within a sociology curriculum, a true celebration of purely *American* freedom and the *American* story of the achievement of that freedom is much better suited for a U.S. History, Government, or Constitution course. However, that true celebration of the American story is still included in the TEKS for sociology with required concepts such as, “the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and...the Emancipation Proclamation and the women’s suffrage movement” (TEK 113.46, a5), all pointing back to the American slant of the TEKS.

Oversights within the TEKS for Sociology

However, the most significant weakness is the sheer number of sociological concepts that are missing within the set of standards. First, the TEKS actually do not require a description or definition of Sociology itself — only its specific concepts. Second, the TEKS do not introduce different fields within Sociology such as Sociology of Education, Sociology of Religion, Social Psychology, and Social Statistics, just to name a few. Third, the TEKS do not introduce the framing theories of Sociology (Functionalism, Con-

flict Theory, and Symbolic Interaction) early enough for suitable understanding and application. Fourth, the TEKS do not require an understanding of government and market system structures other than those of America. And finally, although the introduction requires a basic guide to sociological research, the concepts related to this field are not presented at all in the Knowledge and Skills of the standards. There is no introduction to survey research, sampling, and data analysis, the main sources of information for sociological study. The lack of this information means a failure in understanding how or why we, Sociologists, know what we know.

Why Harry Potter?

This analysis of the Sociology TEKS may lead to the question, “What does Harry Potter have to do with all of this?” Well, the answer to that question starts with the assertion that the state of Texas needs a new and improved Sociology Curriculum. The Harry Potter Series is an excellent resource with which to introduce all of the basic concepts within Sociology, and thus build a new Sociology Curriculum. The Harry Potter Series does this in five significant ways. The first way in which the Harry Potter Series aids in the introduction of basic concepts of Sociology is by taking readers into a new world with recognizable aspects of society and daily life. For example, the wizarding world, the secret society in which witches and wizards live, has its own set of government systems, education systems, economic systems, work forces, traditions, rites of passage, terminology, norms, values, beliefs, and taboos just as the muggle world (the world of non-magical people) does. As the wizarding world is parallel to our own, the very same sociological constructs and concepts exist within it. The wizarding world, then, is an adequate and engaging setting to learn and understand the foundational aspects of sociology.

Second, J.K. Rowling, the author of the Harry Potter Series, created the wizarding world to be a societal mirror. Every major aspect of daily life is represented in the series. Characters within the series all fit into cultures with their own history and set of norms and values. For example, Ron Weasley, the best friend of Harry Potter, was born into wizarding culture; as a result, Ron is typically unfazed by phenomena such as running through walls to reach train platforms, yet completely confused by the concept of soccer (Rowling, 1998). Furthermore, Rowling integrated specific social issues and problems into the wizarding world in such a way that they mirror the very same social issues and problems in the muggle world. This is evidenced by the wizard treatment of magical creatures such as house elves or goblins (especially under the regime of the dark wizard Voldemort). J.K. Rowling imitates the mistreatment of racial minorities at the hand of other racial groups in her depiction of forced labor and verbal abuse of house elves and goblins by wizards (Rowling & GrandPré, 2000; Rowling & GrandPré, 2007). Through the study of wizard culture and wizard treatment of magical creatures, students can identify and understand prejudice and discrimination within their own societies.

The similarities between the wizarding world and the muggle world do not stop there. A third defense for the use of the Harry Potter series as sociological resource lies in the idea that J.K. Rowling illustrates the sociological concepts the TEKS do not cover or master within her work. She does this by expounding upon both the listed and unlisted concepts and topics of sociology, allowing students to see the basic sociological concepts play out simply by reading sections of the series. For example, one of the many topics insufficiently covered in the existing TEKS for sociology is government. In fact, the only point in which government is explicitly discussed is under a broad discussion of politics

as a social institution (TEK 113.46, c14b). However, within the Harry Potter series readers are briefly introduced to many different forms of government (Rowling & GrandPré, 2000) as well as an in depth look into the inner workings of a parliamentary government system through several tours of the Ministry of Magic (the building housing all government departments). Readers learn that the Minister of Magic does not have direct power over the wizarding community, but instead oversees multiple governmental departments including the media, education, law and law enforcement, and foreign affairs (Rowling & GrandPré, 2003; Rowling & GrandPré, 2007). Through her descriptions of the daily lives of witches and wizards within the British wizarding world, Rowling illustrates the basic concepts of sociology, both those listed and unlisted within the TEKS, in an understandable and intriguing world.

The fourth and most significant reason for the use of the Harry Potter Series is that Harry Potter is relatable. Many children, especially in the high school age group, grew up with Harry Potter. It is not uncommon to hear students within this age group to indicate that they feel as if they know him personally or as if his experiences are their own. The reason for this international phenomenon is that Harry Potter grows up himself within the series. Harry experiences the world outside of his own comfort zone and previous experience or understanding in (nearly) the same sequence as non-magical growing tweens and teens. Because of this relation, the series proves a useful learning tool in terms of introduction of concepts but also in general student engagement. Students are more likely to engage in the classroom if they feel the concepts engaging in their own lives. The Harry Potter series will only strengthen that engagement.

Finally, the use of the Harry Potter Series will require the use of interdisciplinary instruction. While learning basic sociological concepts, students will practice reading and drawing meaning from a text. This allows students to make connections between the words on the page and the interactions in their own lives. Students will have opportunities to be observant and think critically in order to apply concepts and theories both to the series and their own surroundings. Students will learn different perspectives and worldviews. The Harry Potter series takes place in Britain. As a result, American students will have to reach outside of their own understanding of society and embrace one another not only based on location, but also on lifestyle. Finally, students will heavily engage in sociology, the texts, and the world around them simply based on the structure of the course.

CHAPTER TWO

The Benefits of Literature-Based Instruction

The idea behind using the Harry Potter series in a social studies class, specifically a sociology class, is centered around the notion that the use of a relatable young adult series to present and aid in comprehension of basic sociological concepts will foster a greater and more engaged sociological understanding. The literature-based class is designed in such a way that students will first receive a visual representation or explanation of a sociological concept from within the Harry Potter series, then learn the official title and definition of the concept, all building up to the ability to apply the sociological concept to daily life. The following chapter outlines the benefits of literature-based instruction such as this within a social studies classroom.

Educational research on literature-based instruction provides evidence that the style is preferable within a classroom setting as the reality of literature-based instruction “is that it reduces and even possibly eliminates the artificial barriers that often exist between curricular areas and provides an integrative approach to learning” (Fredericks, 2000, p. 13). The strengths of the Sociology Through Harry Potter curriculum (Chapter 5) lie in the three significant strengths of literature-based learning and instruction: (1) Literature-based learning fosters student investment and ownership; (2) support students’ comprehension and the ability to make personal connections; and (3) an interdisciplinary approach promotes problem solving and critical thinking (Fredericks, 2000).

Student Investment and Ownership

In his book, *More Social Studies Through Children's Literature*, Fredericks presents a list of advantages to literature-based instruction. Fredericks (2000) stated, "Literature-based instruction promotes a child-centered social studies curriculum - one in which they are encouraged to make their own decisions and assume a measure of responsibility for learning" (p. 13). This statement underscores the core of effective instruction, specifically that for effective instruction to take place, students must be invested and take ownership of their learning. The use of relatable literature outside of the English classroom is an effective tool for student engagement as its use fosters meaningful discourse (Nystand, Wu, Gamoran, Zeiser, & Long, 2003). Meaningful discourse allows students to actively discover the concept from the text, creating a learning process instead of a learning product (Fredericks, 2000). Rogers and Soter (1997) found that the most effective way to foster meaningful discourse is to view the classroom as a "cultural site", one in which "interrogation, struggle, and social critique" within the context of the story are all "commonplace"; in this way, teachers may facilitate the discussions, but students are exhibiting the critical thinking and engagement necessary to take ownership of what they "discovered" (p. 6). According to Fredericks (2000) and Rogers and Soter (1997), student ownership of learning complements student engagement in learning; thus, students prefer to have a role in their understanding and literature-based instruction provides the perfect avenue to make that possible.

Student Comprehension and Personal Connections

Students also benefit from literature-based instruction through their ability to actively take ownership of how they comprehend the material presented. Fredericks (2000) stated, “literature-based instruction assists youngsters in developing relationships between social studies ideas and concepts, thus enhancing appreciation and comprehension” (p. 13). This enhanced appreciation and comprehension is made possible through the nature of literature-based instruction that calls for personal connections made between the students and the text; these personal connections foster more significant and enhanced comprehension. Personal connections allow students to acquire “more concepts and a greater understanding of those concepts” than they would through a traditional didactic approach (Guzzetti, Kowalinski, & McGowan, 1992, p. 115). Literature-based instruction allows students to make the imperative personal connections to the key concepts from their own lives, thus allowing for more significant and lasting comprehension (Palardy, 1997).

While personal experience may further enhance the process of learning, it is not required. The process is just as effective if the student does not have the personal past experience that the literature is describing, simply because the literature is doing just that: describing, and illustrating that specific experience. Krey (1998) argued that “because it is not possible for any student to live in all of the times and places of human experience, literature can be the vehicle to transport learners into other cultures, places, and eras...Literature can enable learners to experience the commonplace as well as extraordinary events” (p. 10). The beauty of the use of literature in such an experience-heavy subject as sociology is the ability of literature to illustrate the experience for students who might

not have ever undergone such an experience themselves. Furthermore, literature provides the specific perspective that is key in experience (Krey, 1998). The new learned perspective provides enough insight for an individual to build knowledge of a new concept, even without having undergone that specific experience himself.

The significant connections and furthered comprehension facilitated through literature-based instruction is enhanced by the discussion-based nature of this kind of teaching. Literature, and discussion of real-life concepts that occur within literature, provide a safe learning environment to understand and discuss real life issues. These discussions in the context of the real world may lead to heated arguments; but the context of a new story removes any prior misconceptions that often cloud an individual's ability to understand or at least empathize with a new point of view. In an plea for the use of literature in the secondary classroom, Lewis and Dockter (2011) affirm, “such mediation points to the tensions that often exist as a part of response to literature, and the authors contended that trying on alternative perspectives is a “habit of mind” that helps students acknowledge other ways of understanding the world, even if they do not agree with those perspectives” (p. 84). Furthermore, literature pushes students to embrace new ideas and perspectives that are different from their own (Short 2011). According to Fredericks (2000), with the help of literature and the discussion it brings, “teachers are free to help students look at social studies problems, situations, or topics from a variety of viewpoints, as opposed to their viewing it “the right way,” frequently demonstrated in a teacher’s manual or curriculum guide (p. 13). The challenge of broadening of horizons associated with literature-based instruction allows students to make new experiences their own, extend those experiences, and have a greater and more significant understanding of the presented concept or topic.

Interdisciplinary Study

The strongest aspect of literature-based instruction is interdisciplinary study. The use of literature to teach new ideas not only introduces the concepts, but enhances previously attained skills, opens several new avenues of study, and does this all the while promoting problem solving and critical thinking (Palardy, 1997). The use of literature leads to the “dynamism” that students crave in learning (Lewis & Dockter, 2011). Fredericks (1991) pointed out that this is especially true in social studies as the nature of literature-based discussion frequently spans the general social studies concepts yet still allows for a natural progression of ideas and comprehension (Fredericks, 2000; Lewis & Dockter, 2011; Jacobs, 1989).

Through discussions such as these teachers can promote “problem solving, creative thinking, and critical thinking within all dimensions of a topic” (Fredericks, 2000). As students become more familiar with each component of their environment, they then develop the capacity to deal with larger elements of the world environment (Fredericks, 1991). Problem solving comes with the territory of an integrated approach to learning, especially through what Fredericks calls the process approach to learning. This approach creates thinkers for students as opposed to repeaters for students (Nystrand et. al, 2003).

The ownership, connectivity, interdisciplinary, and thinking-based aspects of literature-based instruction calls for the need for the approach in the social studies classroom, especially the sociology classroom. The engagement that Harry Potter naturally creates easily fosters discussion, broadening of horizons, and enhanced comprehension that the traditional sociology classroom is lacking.

CHAPTER THREE

Sociology Through Harry Potter: Overview and Rationale

This chapter provides an overview of the original Sociology Through Harry Potter curriculum (See Appendix B) as well as a rationale for the included (or excluded) concepts and activities. The curriculum is divided into five units: Foundations of Sociology; Culture, Social Structure, and Socialization; Social Institutions; Social Inequality; and Social Change. Each unit is summarized below followed by the reasoning behind its organization. The original Sociology Through Harry Potter curriculum is found in Appendix B.

Foundations of Sociology

The foundational unit of the course simultaneously introduces students to the Harry Potter story, the wizarding world, and sociology as a field of inquiry with its own worldview: the Social Perspective. Next, the unit introduces the concepts of social interaction, social structure, and social change before breaking down the history of sociology further with the emergence of the discipline and fundamental theories and theorists. The unit culminates by examining other foundational aspects including different types of society, and research methods within the field of sociology. With the exception of the research methods section, coverage of each concept includes a connection to the first four books of the Harry Potter series.

The activities within the unit include watching the first Harry Potter movie while taking observational notes over the three central concepts of sociology and making the

sociological lenses of major sociological theorists. The class viewing of the first movie is included as a refresher in understanding the wizarding world as well as application practice for sociology in the wizarding world. The Glasses Activity (see Appendix C), the most significant activity of the entire unit, is set up as a visual representation of multiple perspectives. As Harry Potter sees the world through the lenses of his own glasses, Karl Marx, Charles Cooley, Emile Durkheim, George Mead, Max Weber, and Erving Goffman see the world through their own sociological lenses. Through the Glasses Activity, students can learn the ways in which the major sociological theorists view the world as well as which school of thought under which each theorist belongs.

The unit ends with a brief section called, “How Do We Know What We Know?” during which students learn about the different research methods used in social scientific study. As the research methods section is important to cover, it should not be tested in an introductory class so that students can focus on major sociological concepts that will be carried through over the rest of the course.

Culture, Society, and Socialization

The second unit of the course centers around the understanding of society, culture, and socialization. Beginning with the understanding of society and its different types, the first section of the unit focuses on social structure and its components. The study of culture consists of the elements of influence, diversity, and the components of culture itself. The unit ends with the study of socialization with a heavy focus on how social structure and culture play into the social construction of the self. Each of these concepts will first be identified within the Harry Potter Story and then later in the lives of the students in a final comparative and creative assignment.

Within the second unit of the course students are encouraged to find examples of the concepts within the Harry Potter story throughout the unit. Similar to the previous unit, the concepts should be assessed in a final unit assessment, preferably in the form of an in-class project. The recommended project for unit assessment is the creation of a blended society between the muggle and wizarding worlds. A project such as this requires understanding of the aspects of culture, group influence, and socialization from both societies.

Social Institutions

The third unit of the course explores the five basic social institutions: Family, Education, Religion, Government, and Health. Each of the five institutions are first understood through the three sociological perspectives. After an initial introduction, students are expected to explore the importance and uses of the institutions both in the life of Harry Potter and within their daily lives. Instead of one final unit project, assessments are divided by section to allow for detailed comprehension of each institution.

The activities for each institution require identification of the concept within the Harry Potter story, the derivation of the academic definition and sociological significance, and the application to the real world. The section assessment for the institution of education is a family tree in-class project; for this project students are required to make a family tree for a major character within the series and provide an overview of the sociological significance on each family member for that major character using the three perspectives of sociology. The section assessment for the institution of religion is an opinion essay on whether or not the Deathly Hallows is a religion, also drawing from current

knowledge of religion and the three sociological perspectives. The government and economics assessment is an essay on the role of government and economics both in the wizarding and muggle worlds, again pulling from the three perspectives of sociology. The final section assessment, for the social institution of health, is a letter to J.K. Rowling identifying the issues within American health care and providing solutions based on wizarding health care.

Social Inequality

The fourth unit of the curriculum centers around social inequality. As this topic is often seen as the bread and butter of sociology, the areas of inequality are broken down for more detailed study. The realms of inequality include social class and social stratification, race and ethnicity, gender, and age. The final section of the unit tests the student's knowledge of inequality in the realms discussed with an application to the United States of America. By the end of the unit the student should be able to pull from his or her understanding of social inequality and apply those concepts to the culture in which he or she lives through conversation over stereotypes, wealth, social mobility, social or socioeconomic status, and the intersectionality of race, class, gender, and age.

The unit assessment will consist of the application projects to the United States of America. Students will first identify instances of social inequality both in the muggle world and the wizarding world. After the initial identification students must compare the instances and effects of social stratification in both worlds. Finally, students will end the unit with a separate project focusing mainly on intersectionality between the different

realms of social inequality. The project requires either a paper or class presentation relating the different realms of social inequality and outlining the purpose of intersectional advocacy.

Modernization

The final unit of the course consolidates all of the previous information presented to introduce the effects and applications of sociology, specifically under the umbrellas of modernization, collective behavior, and social movements. With each concept students will derive their own definition, look for examples within the Harry Potter series, look for examples in history or their own daily lives, and either present, write, or discuss their findings. The unit will end with a capstone project of the entire course.

Instead of an overall unit assessment, writings and projects are dispersed among sections for greater comprehension and focus. The unit ends with a capstone project (also serving as the final) that will draw on concepts covered throughout the entire class. The project, entitled “Do You See What I See” refers back to the Glasses Activity from the first unit as students are required to create a presentation outlining their own sociological perspectives. Students must touch on each section within every unit in order to meet the minimal standards for the Capstone or Final Project.

CHAPTER FOUR

Focus Groups

This chapter consists of the descriptions and respective feedback of three focus groups held on February 20, 2017 and March 6, 2017. Overall, both students and teachers reacted positively and provided positive feedback to the Sociology Through Harry Potter project. Their feedback, however, prompted changes to the curriculum. The succeeding chapter consists of the updated curriculum.

Focus Group One

The first focus group consisted of fifty-seven English and social studies teachers from the Belton Independent School District on February 20, 2017. The ages of the teachers ranged from 24 to 61 while the years of experience ranged from 1 to 35 years. At the beginning of the session, each teacher was provided with a copy of the Sociology Through Harry Potter curriculum (Appendix B) and was asked to use review the curriculum and provide written feedback. During our allotted time I introduced each unit, provided time for teachers to read the activities described within the unit charts, and opened the floor for questions. Teachers were asked to record their feedback directly onto their copy of the curriculum for later review. Of the fifty-seven participants, only fourteen teachers provided written feedback.

Feedback

Every response included some kind of indication that the days were too full or heavily packed with concepts and activities. Many teachers provided guides of how many days to add to each topic, and a few teachers even suggested dividing the course into two semesters rather than just one. Other pieces of recurrent feedback included introducing the capstone project on the first day of class, incorporating the use of technology, incorporating the use of other applicable fantasy materials, increasing the range of Bloom's assessments and activities, providing a graphic organizer for notes and other in-class materials, leaving room for growth and adaptation within the course (especially with activities focusing on student input), and, finally, increasing specificity in the activity section of the curriculum.

Individual feedback for the first unit mainly addressed issues with vocabulary and its use throughout the course. One teacher suggested a review of different economic and social systems before diving into examples of the dark ages and other societies. Another suggested the incorporation of a discussion over social literacy and its importance within the first week of the course. Finally, one teacher suggested the use of specialized activities for review and testing of vocabulary, as opposed to a traditional vocabulary test or test section. The last piece of individual feedback for the first unit indicated the necessity of helping students understand why they need to know the research methods of sociology if that subject won't be tested in the class.

The remainder of the individual pieces of feedback revolved around the social institutions unit. One teacher made a suggestion regarding the whole unit: incorporate outside readings, possibly from *The Sociology of Harry Potter* (Sims, 2012), to show the use

and functions of the different social institutions in society. Two teachers expressed concern over the family tree project in the Family section, indicating that another option such as a timed writing or take home essay should be made available for students who face anxiety over sharing their familial background. Within the Education section, one teacher suggested adding an application section focusing on vocabulary from the previous unit (i.e. culture, norms, values, folkways, mores, taboos, laws, beliefs, subculture, and counterculture). Another teacher suggested an alternative activity to help students understand the components of education from the perspective of a parent and the perspective of an educator.

The same teacher suggested including a comparison between Christianity and Islam as a part of the Religion section, as well as actually sending some of the letters to J.K. Rowling from the Health section activity. Two teachers indicated several instances for the use of *Fantastic Beasts and Where to Find Them* (Rowling, 2016), mostly within applications to the United States. Finally, and most significantly, ten teachers suggested the incorporation of student led discussions throughout the course.

Focus Groups Two and Three

The second and third focus groups took place at Belton High School on March 6, 2017. Both groups were ninth grade Pre-AP classes, one an English class, and one a social studies (geography) class. The English class consisted of 24 students, all very respectful and engaged. The social studies class consisted of 31 less engaged yet focused students. Each group completed a Glasses lesson and Activity (see Appendix C) as well as a feedback questionnaire regarding the quality of both.

The Glasses Lesson and Activity requires six pairs of paper glasses and three envelopes to represent glasses cases. Each pair of glasses represents one of the six most significant sociologists while the three “glasses cases” represent the three most significant sociological perspectives (see Appendix C). During the lesson over the sociologists and perspectives students write notes about the major focuses and summaries of the theorists within the glasses lenses and notes over the definitions of the overarching perspectives on the envelopes. As each of the theorists fall into the categories of the perspectives, the students will organize the glasses into their corresponding glasses cases.

The feedback questionnaire had five guiding statements with a one to five rating: The glasses are useful tools to remember the theorists and their contributions to society; the glasses cases are useful tools to remember each perspective; the glasses cases are useful tools to remember the categorization of each theorist; this activity helped me understand the basics of sociological theory; and I enjoyed this activity.

Feedback

Overall, the feedback from the students was positive. Over three quarters of the participating students answered, “definitely yes” (a five rating) or “mostly” (a four rating) for each of the questions. No students answered, “definitely not” (a one rating) for any of the questions.

Q1 - Rate each question with the response you feel is most appropriate.

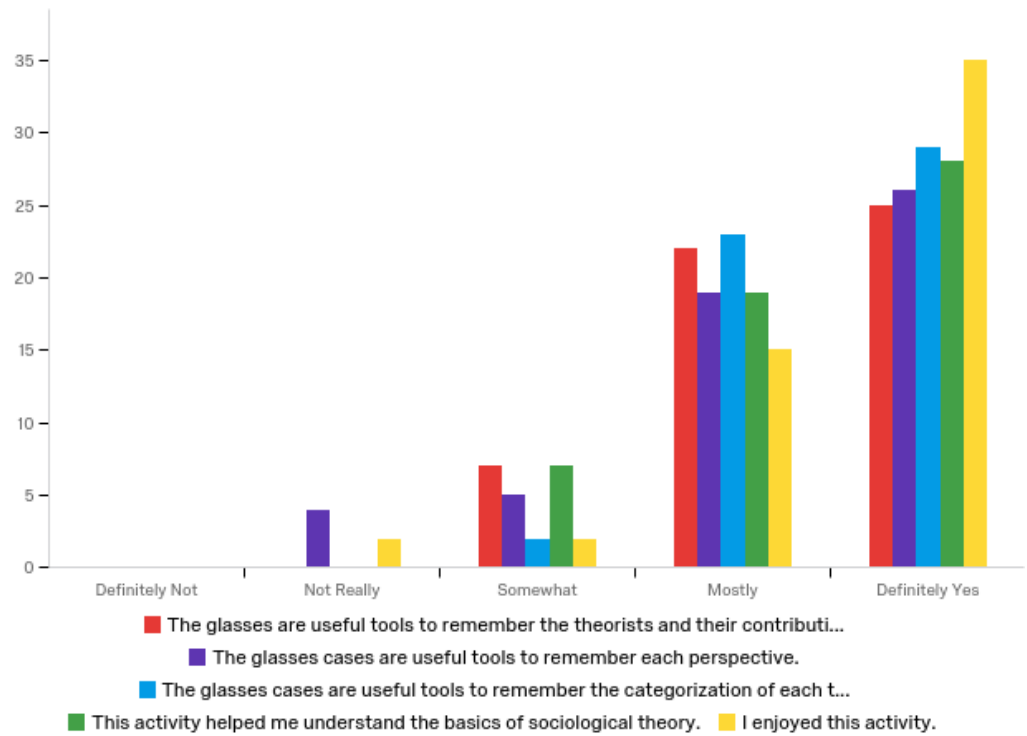


Figure 1. General Responses.

Overall, both the curriculum and the lesson received positive feedback. The suggestions from the teachers of the first focus group allowed for a revision of the course curriculum as the positive feedback from the second and third focus groups allowed for a better understanding of the kinds of activities that should be implemented within the class.

CHAPTER FIVE

A Revised Sociology Through Harry Potter

The following chapter addresses the revisions made to the Sociology Through Harry Potter curriculum as well as the revised curriculum's strengths and weaknesses. The revisions made to the unit are based on feedback from the three focus groups. Each of the changes made lend to the most significant strength and overall integrity of the curriculum based on the idea that students first experience the sociological concept at hand within the series, then learn and understand the concept within the classroom, and finally apply their newfound knowledge and understanding to their own lives.

Revisions

The rationale for the four main changes made to the Sociology Through Harry Potter curriculum lies in the overall flexibility of the course as well as a refocus on the Harry Potter story, an aspect the original curriculum is desperately lacking.

Flexibility

The most significant change to the Sociology Through Harry Potter curriculum is the elimination of a timeline guide. Without a time constraint, the course is adaptable to the scheduling of the school district in which the class is taught. Furthermore the elimination of a timeline guide allows for an adjustment in length of the class. While most sociology classes at the high school level only stretch over the course of a single semester, the Sociology Through Harry Potter curriculum, based on the needs of the class, can be

stretched over the course of two semesters or condensed down to one with considerable ease.

The second significant change made to the curriculum is the elimination of required activities and the introduction of recommended activities. The revised Sociology Through Harry Potter curriculum does not require an in-class showing of the first Harry Potter movie or repetitive activities unit after unit as the original does. Instead, the revised curriculum presents suggestions for activities with more detailed instructions on how to carry out the activity if the instructor so desires. The shift from required to recommended activities provides teachers with the flexibility of adjusting assignments to the needs of each class while still having activity ideas built into the curriculum. The revised curriculum serves as more of a guide rather than a step-by-step recipe.

A Focus on the Harry Potter Story

While the original Sociology Through Harry Potter curriculum incorporated the Harry Potter series in some areas, the revised curriculum incorporates the series in all areas and units, providing consistency and structure throughout the course. Each change made with the intent of refocusing the curriculum back on the story reinforces the underlying theme of seeing the concept at play within the story, learning the concept in the classroom, and applying the concept to daily life.

The first revision made with this intent is the elimination of required examples and materials from outside the Harry Potter books or movies. While outside examples like the famous Brown Eyes, Blue Eyes experiment (Peters, 1987) might pertain to understanding of specific sociological concepts (in this case racial inequality), the use of

these materials might distract from the Harry Potter story or from the learning process itself. Without the required use of these outside examples, teachers can incorporate real world examples where they see fit, rather than where the curriculum sees fit.

The final significant revision to the Sociology Through Harry Potter curriculum is the inclusion of specific examples from the Harry Potter series directly within the section guides. This not only provides convenience for the instructor, but structure for the students as there are strong and directly related connections to the Harry Potter series presented before each new concept. In this way, examples are presented before traditional instruction of the concept to help foster those initial sociological connections in the minds of the students.

Strengths of the Sociology Through Harry Potter Curriculum

Each of the revisions made to the curriculum strengthened the integrity of the course as a whole. The revisions also contributed to the three main strengths of the unit. The first of these strengths is the course's embrace of the strengths of literature-based instruction (see Chapter Two). While carrying the fundamental idea of introducing a visual understanding of a concept within the Harry Potter series, then introducing the concept within the classroom, all before applying that concept to daily life throughout the course, the curriculum fosters student investment, student engagement in making personal connections, and critical thinking and problem solving. The carried theme and embraced strengths of literature-based instruction provide a consistent and organized course which aid in ease of teaching and learning.

The second strength of the Sociology Through Harry Potter curriculum lies in the range of concepts covered throughout the course. The order and inclusion of each of the

sociological concepts is based on the standards for an introductory level course dictated by the American Sociological Association. Thus, the Sociology Through Harry Potter curriculum covers all of the required concepts within the TEKS, and more, presenting a well-rounded and complete curriculum.

The final strength of the curriculum is the heavy emphasis on discussion and student engagement throughout the course. By nature, Sociology Through Harry Potter is not a lecture-style class. Many of the activities are project-based and student controlled as the student is required to apply a sociological concept to his or her own life. Furthermore, the curriculum suggests very modern and relevant examples, such as a comparison between Donald Trump and Voldemort, fostering further student engagement.

Weaknesses of the Sociology Through Harry Potter Curriculum

Despite the many strengths and integrity of the curriculum, the unit still has three significant weaknesses or limitations that suggest future amendments. The first of these weaknesses lies in the idea that while the curriculum allows for flexibility, it relies very heavily on the instructor to do significant preparation for the course than perhaps truly necessary. For example, if the instructor chooses to read any of the Harry Potter books throughout the course, he or she will have to choose a book from the series, and work to align the weekly readings with the weekly concepts covered in class. Furthermore, the curriculum does not point to external resources that might benefit both the instructor and the students, especially if the instructor has chosen not to follow the recommended activities.

A second weakness within the curriculum is the possible lack of sufficient connections to specific literary passages within the Harry Potter series. As the curriculum

does call for specific examples, it fails to provide specific page numbers or descriptions of passages. The Sociology Through Harry Potter curriculum contains several examples from within the Harry Potter movies. Albeit those same examples are in the respective books, the recommended activity of a movie clip detracts from the literature-based aspect of the course.

Finally, and most significantly, the course lacks a built-in way to ensure students are familiar enough with the Harry Potter story and the wizarding world before jumping into sociological discussion regarding the two. The revised curriculum removed the required showing of the first Harry Potter movie in order to ensure flexibility for the instructor. Without the in-class showing of one of the Harry Potter movies, students who are unfamiliar with the story might struggle with the initial learning process of the sociology concepts.

CONCLUSION

Why Teachers Should Use the Sociology Through Harry Potter Curriculum

The Sociology Through Harry Potter curriculum is a strong introductory-level sociology course that uses the Harry Potter series as a platform on which to present basic sociological concepts. This course would be a strong asset to any high-school plan.

The first reason teachers might consider making use of this curriculum as opposed to state standards lies in the reality that the existing state standards (in Texas) are insufficient. Among biased tendencies towards American history, capitalism, and democracy, the existing standards fail to even provide a basic definition of Sociology. Furthermore, the standards ignore the overarching theories and perspectives of sociology. The Sociology Through Harry Potter curriculum covers each of these missing concepts and more.

What's more, the curriculum embraces the strengths of literature-based instruction. With the use of Harry Potter students are invested and feel a sense of ownership in their learning. The course also requires many personal projects related to sociological concepts which potentially foster greater student comprehension and require personal connection to the story and class. Finally, the course requires an interdisciplinary approach with multiple instances requiring critical thinking, problem solving, and application.

Finally, teachers should consider the use of Sociology Through Harry Potter simply because the course is fun. Although this idea seems basic, its implications are still

powerful. Many children grew up reading and loving this series. Students from this generation will undoubtedly want to take this course. Teachers will find ease teaching this course. As a whole, students and teachers will have the opportunity to learn more about the series they love all the while learning more about the life they live.

APPENDIX

APPENDIX A

Texas Essential Knowledge and Skills for Sociology

113.46. Sociology (One-Half Credit), Beginning with School Year 2011-2012.

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.

(b) Introduction.

(1) Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

(2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(3) Students identify the role of the free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(5) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to

subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(6) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:

(A) describe the development of the field of sociology;

(B) identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology; and

(C) identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field.

(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:

(A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;

(B) identify and describe the types of societies that exist in the world today;

(C) examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation; and

(D) analyze information about cultural life in the United States and other countries over time.

(3) Culture and social structure. The student examines world cultures. The student is expected to:

(A) identify the elements of culture to include language, symbols, norms, and values;

(B) explain how the elements of culture form a whole culture; and

(C) give examples of subcultures and describe what makes them unique.

(4) Culture and social structure. The student understands types of groups and their functions. The student is expected to:

(A) describe models of primary, secondary, formal, informal, and reference groups and e-communities; and

(B) analyze groups in terms of membership roles, status, values, mores, role conflicts, and methods of resolution.

(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:

(A) compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups;

(B) describe stereotypes of various U.S. subcultures;

(C) analyze social problems in selected U.S. subcultures; and

(D) examine counterculture movements and analyze their impact on society as a whole.

(6) Individual and society. The student understands the process of socialization. The student is expected to:

(A) define socialization and describe how the process of socialization is culturally determined;

(B) differentiate the agents of socialization and evaluate their functions and roles; and

(C) trace socialization as a lifelong process.

(7) Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:

(A) explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle;

(B) identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self;

(C) identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders; and

(D) identify and discuss the skills adolescents need to make responsible life choices.

(8) Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:

(A) identify the stages of adult development and compare the differences between male and female development;

(B) analyze the traditional roles of work and how the composition of the labor force has changed in the United States; and

(C) analyze the characteristics of late adulthood and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death.

(9) Individual and society. The student will explain the nature and social function of deviance. The student is expected to:

(A) compare theories of deviance such as the functionalist, conflict, and interactionist perspectives;

(B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey; and

(C) analyze the criminal justice system in the United States in relation to deviant behavior.

(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:

(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each;

(B) define poverty and its components and analyze poverty's impact on the individual and society;

(C) contrast theories of social stratification; and

(D) recognize and examine global stratification and inequality.

(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:

(A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;

(B) contrast the terms discrimination, prejudice, and bias;

(C) discuss the ramifications of stereotyping;

(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian; and

(E) explain instances of institutional racism in American society.

(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:

(A) analyze how gender roles affect the opportunities available to men and women in society;

- (B) analyze the effects of an aging society;
- (C) compare the nature of health care in a global society; and
- (D) evaluate the nature of health care in different segments of American society.

(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:

- (A) define the functions and rituals of the family and how the family has changed over time;
- (B) define family systems and patterns;
- (C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and
- (D) analyze ways in which family life can be disrupted.

(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:

- (A) define and differentiate between the economic models of free enterprise and socialism and how they impact society;
- (B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens; and
- (C) trace the changes in ideas about citizenship and participation of different groups through time.

(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:

- (A) explain functionalist, conflict, and interactionist theories of education;
- (B) argue and defend some current issues in American education;
- (C) examine religion from the sociological point of view;

(D) analyze the functions of society and the basic societal needs that religion serves; and

(E) compare and contrast distinctive features of religion in the United States with religion in other societies.

(16) Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:

(A) identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research;

(B) trace major developments in the history of mass media and identify the types of mass media in the United States;

(C) explain the differences between the functionalist and conflict perspectives of mass media; and

(D) examine contemporary mass media issues.

(17) Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:

(A) describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society; and

(B) explain and critique various theories of population growth and its impact on society.

(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:

(A) compare and contrast various types of collective behavior and social movements and how they affect society;

(B) discuss theories that have been developed to explain collective behavior and social movements; and

(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.

(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) create a product on a contemporary sociological issue or topic using critical methods of inquiry;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and
- (C) use appropriate mathematical skills to interpret sociological information.

(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use sociology-related terminology correctly;
- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and

(C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.

Source: The provisions of this §113.46 adopted to be effective August 23, 2010, 35 TexReg 7232.

APPENDIX B

Sociology Through Harry Potter

This chapter presents a detailed unit introduction and outline of the original Sociology Through Harry Potter class. The class is divided into five units: Foundations; Culture, Social Structure, and Socialization; Social Institutions; Social Inequality; and Social Change. Each unit is summarized below followed by a chart summarizing the week within that unit. Broken down by section, each chart will include topics and activities, the TEKS or concepts covered, and assessment statements.

Unit 1: Foundations of Sociology

The foundational unit of the course simultaneously introduces students to the Harry Potter story, the wizarding world, and sociology as a field of inquiry with its own worldview: the Social Perspective. Next, the unit introduces the social interaction, social structure, and social change before breaking down the history of Sociology further with the emergence of Sociology and fundamental Theories and Theorists. The unit culminates by examining other foundational aspects including different types of society, and research methods within the field of sociology. With the exception of the research methods section, coverage of each concept includes a connection to the first half of the Harry Potter Story.

Unit 1	Topic	TEKS	Activity/Assessment
Day 1	<p>What is Sociology?</p> <p>Why use Harry Potter to better understand Sociology?</p>	<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p> <p>(A) describe the development of the field of sociology;</p>	<ul style="list-style-type: none"> ● Have students set up their sociology journal and folder ● Derive the definition of sociology through discussion before giving a concrete definition ● Give the Three Central Sociology Concepts and their definitions (social interaction, social structure, and social change) ● Discuss what students already know about Harry Potter ● Begin making initial connections between sociology and Harry Potter based on previous two discussions
Days 2 - 5	Getting to know the Wizarding World		<ul style="list-style-type: none"> ● Watch 38 minutes of Harry Potter and the Sorcerer's Stone of each day while students take notes ● Show students how to take observational notes over social interaction, social structure, and social change within the wizarding culture during the movie using previously made example ● After the movie have students discuss their findings and turn in their notes

Day 6 - 7	A Brief History of Sociology	<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to</p> <p>(A) describe the development of the field of sociology;</p> <p>(B) identify leading sociologists in the field of social science</p>	<ul style="list-style-type: none"> ● Introduce the concept that sociology was created as a result of the enlightenment ● Introduce the concept of the sociological imagination as we will use it for the rest of the course ● Draw a connection to Harry Potter - Hogwarts resembles the dark ages but holds academia (a symbol of the enlightenment); just one of the reasons Harry Potter makes a good platform to understand society and culture ● Introduce overarching views of sociology: functionalism, conflict theory, symbolic interactionism ● Introduce theorists: Durkheim, Marx, Weber, Goffman ● Introduce theories as lenses through which we can view the world ● Glasses activity (see Appendix B)
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Day 8	How Do We Know What We Know?		<ul style="list-style-type: none"> • Social Scientists learn about society through field research • Field research requires use of the scientific method • Briefly explain methods of inquiry • Explain that research section is not testable material for this course, just needs to be introduced.
Day 9	Review Day		Review concepts to be tested: <ul style="list-style-type: none"> • Definitions: Sociology, social interaction, social structure, social change, sociological imagination • Functionalism • Conflict Theory • Symbolic Interactionism • Theories of Theorists • Connection between wizarding world and either social structure or social interaction
Day 10	Assessment Day		

Unit 2: Culture, Society, and Socialization

The second unit of the course centers around the understanding of society, culture, and socialization. Beginning with the understanding of society and its different types, the first section of the unit focuses on social structure and its components. The study of culture consists of the elements of influence, diversity, and the components of culture itself. The unit ends with the study of socialization with a heavy focus on how social structure

and culture play into the social construction of the self. Each of these concepts will first be identified within the Harry Potter Story and then later in the lives of the students in a final comparative and creative assignment.

Unit 2	Topic	TEKS	Activity/Assessment
Day 1	Society and Social Structures	<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p> <p>(A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;</p> <p>(B) identify and describe the types of societies that exist in the world today;</p>	<ul style="list-style-type: none"> ● Discuss the definition of society (indicate the importance of geography within our concept of society) ● Types of societies: hunting and gathering, agrarian, pastoral, industrial, post-industrial, patriarchal, and matriarchal ● Discuss current societies ● Introduction to Social Structure (definition) ● Definition of Social Networks ● Definition of Social Institutions ● Discuss roles and status (social hierarchy for example)

Day 2	Culture: Elements and Diversity	<p>(3) Culture and social structure. The student examines world cultures. The student is expected to:</p> <p>(A) identify the elements of culture to include language, symbols, norms, and values;</p> <p>(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture.</p>	<ul style="list-style-type: none"> ● Language and Symbols are necessary aspects of culture; hold culture together through communication ● Definitions: culture, norms, values, folkways, mores, taboos, laws, beliefs, subculture, and counterculture ● Spend time on the difference between subculture and counterculture; apply to Harry Potter
Day 3	Group Influence		<ul style="list-style-type: none"> ● Discuss the social basis of belief/values ● Discuss how peer pressure plays into the social basis of belief/values ● Discuss the power of authority and domination (Milgram obedience experiments/Nazis) ● Discuss in groups how the imperious curse fits into our understanding of the power of authority; then come together as a class to discuss ● Discuss Attribution Theory (first impression of Hermione and how that carried through most of the first book/movie)

Day 4	Socialization	<p>(6) Individual and society. The student understands the process of socialization. The student is expected to:</p> <p>(A) define socialization and describe how the process of socialization is culturally determined;</p> <p>(B) differentiate the agents of socialization and evaluate their functions and roles; and</p> <p>(C) trace socialization as a lifelong process.</p> <p>(8) Individual and society. The student understands the life stage of adulthood and its characteristics.</p> <p>(A) identify the stages of adult development</p>	<ul style="list-style-type: none"> ● Discuss how the understanding of the self and identity are influenced by societal surroundings ● Definitions: Social Learning Theory and Symbolic Interaction (should know from first unit) ● Discuss front stage/back stage ● Discuss how social institutions are agents of socialization ● Discuss different rites of passage ● Discuss how socialization still plays a role in adult life ● Apply rites of passage, agents of socialization, and social learning theory to different Harry Potter characters in “Case Study” activity
Day 5-7(8?)	Assessment		<ul style="list-style-type: none"> ● Individual definition test ● Group in class-project: create your own wizard/muggle blended society and include concepts from each section.

Unit 3: Social Institutions

The third unit of the course explores the five basic social institutions: Family, Education, Religion, Government, and Health. Each of the five institutions are first understood through the three sociological perspectives. After an initial introduction, students

are expected to explore the importance and uses of the institutions both in the life of Harry Potter and within their daily lives. Instead of one final unit project, assessments are divided by section to allow for detailed comprehension of each institution.

Unit 3	Topic	TEKS	Activity/Assessment
Day 1-3	Family	(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to: (A) define the functions and rituals of the family and how the family has changed over time; (B) define family systems and patterns; (C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and (D) analyze ways in which family life can be disrupted.	<ul style="list-style-type: none"> ● Derive a list (an anchor chart) as a class of everything the students know about the different types, roles, and rituals of the family first based on the Harry Potter Series and then on personal experience ● Review the three perspectives of Sociology ● Introduce and discuss the understanding of family through the three perspectives of sociology ● In-class Family Tree Project and presentation: create a family tree for a major character within the series. Give an overview of the effects of the family as a whole on that character. For each family member, provide the sociological significance to that character.

Day 4-8	Education	<p>(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:</p> <p>(A) explain functionalist, conflict, and interactionist theories of education;</p> <p>(B) argue and defend some current issues in American education</p>	<ul style="list-style-type: none"> ● Derive a list (an anchor chart) as a class of everything the students know about education and its effects within society ● Introduce and discuss the understanding of education through the three sociological perspectives ● Discuss the relationship between education and social mobility ● Derive laundry list as a class of everything students know about inequality within the education systems ● Discuss inequality within education through the aspects of teacher expectations, tracking, educational segregation, testing, funding, and technology ● Design your own school system of witchcraft and wizardry (in groups); present to the class and answer questions from class and teacher
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Day 9-10	Religion	<p>(D) analyze the functions of society and the basic societal needs that religion serves; and</p> <p>(E) compare and contrast distinctive features of religion in the United States with religion in other societies.</p>	<ul style="list-style-type: none"> ● Derive a list (an anchor chart) of what students know about religion and its role in society; Come up with a definition ● Religion from the three sociological perspectives ● Show clip from movie: Deathly Hallows Story ● Discuss how the Deathly Hallows might be a religion, how that religion influenced behavior ● Discuss different religions around the world today - brief explanations of their teachings ● Discuss the influence of religion and social and political attitudes and behavior
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Day 11-13	Government and Economics	<p>(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:</p> <p>(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society;</p> <p>(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens;</p>	<ul style="list-style-type: none"> ● Derive a list (an anchor chart) of what students know about government and its role in society ● Derive laundry list of what students know about economics and its role in society ● Government and economics from the three sociological perspectives ● Briefly introduce and discuss different government and economic structures around the world (military comes into play here) ● Discuss the government and economic structure within Britain's wizarding world (Bonus points - do the same for America's wizarding world) ● How does the Ministry of Magic impact Harry and those around him? ● How does your government impact you?
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Day 14-15	Health		<ul style="list-style-type: none"> ● Derive a list (an anchor chart) of what students know about health and health care and their roles in society ● Health through the three sociological perspectives ● Laundry list of roles of St. Mungo's ● Discussion on the differences between St. Mungo's and American Muggle health care ● Discuss inequality within health care ● Project: Letter to Rowling: write a letter to J.K. Rowling asking her to start a foundation with the purpose of improving health care. Pull from the understanding of health care in both the Wizarding and muggle worlds and lay out a plan for improved health care in both communities. Describe how she, her money, her influence, and her characters can help.
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Unit 4: Social Inequality

The fourth unit of the curriculum centers around social inequality. As this topic is often seen as the bread and butter of sociology, the areas of inequality are broken down for more detailed study. The realms of inequality include social class and social stratification, race and ethnicity, gender, and age. The final section of the unit tests the student's

knowledge of inequality in the realms discussed with an application to the United States of America. By the end of the unit the student should be able to pull from his or her understanding of social inequality and apply those concepts to the culture in which he or she lives through conversation over stereotypes, wealth, social mobility, social or socioeconomic status, and the intersectionality of race, class, gender, and age.

Unit 4	Topic	TEKS	Activity/Assessment
Day 1-3	Social Class & Social Stratification	(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to: (A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each; (B) define poverty and its components and analyze poverty's impact on the individual and society; (C) contrast theories of social stratification; and (D) recognize and examine global stratification and inequality.	<ul style="list-style-type: none"> • The Weasley's and The Malfoy's class discussion: discuss the financial differences between the two families and how they treat each other based on those differences. • Derive an understanding and a measurement of social class through examining the magical families in the Harry Potter stories as well as the families in the hometown of the students. • Definitions: inequality, poverty, socioeconomic status, social mobility, caste, and stratification

			<ul style="list-style-type: none"> ● Discuss the benefits of high socioeconomic status ● Discuss the stressors of low socioeconomic status ● Discuss caste system in India; compare this system to economic class in America and the wizarding world ● Discuss the ramifications of poverty around the world
Day 4-6	Race & Ethnicity	<p>(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:</p> <p>(A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;</p> <p>(B) contrast the terms discrimination, prejudice, and bias;</p> <p>(C) discuss the ramifications of stereotyping;</p>	<ul style="list-style-type: none"> ● Race and Ethnicity in Harry Potter - class discussion/short paper ● Provide definitions for this section: race, ethnicity, stereotype, discrimination, prejudice, bias, and social construct ● Magic is Might clip and discussion - how does Voldemort differentiate between the dominant and lesser groups in society? Have you seen similar actions taken in world history? (social construction of race) ● Blue eyes Brown eyes video ● Comparison project: Voldemort vs. Trump ● Institutionalized Racism: Who was working in the Ministry of Magic when Voldemort rose to power again?

			<ul style="list-style-type: none"> ● Consequences of racial stratification: education ● How does our section on Social Class and Stratification relate to this section? (Short paper or popcorn discussion?)
Day 7-8	Gender	<p>(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:</p> <p>(A) analyze how gender roles affect the opportunities available to men and women in society;</p>	<ul style="list-style-type: none"> ● Definitions: sex, gender, sexual identity, sexual orientation, LGBTQIA ● Females in Magical education, ministry, and sports ● Females in muggle education, government, and sports ● Class Debate: Are gender roles the way of the universe or a social construction ● Gender as more than just male and female / sexual identity discussion ● Laundry List / class discussion of gender inequality in the workplace and the home

Day 9-10	Age	(B) analyze the effects of an aging society;	<ul style="list-style-type: none"> ● Show clip from fourth movie (34:28-38:26) discussing how some think that the headmaster is out of touch as a result of his age ● Class discussion on age discrimination and stratification ● Provide examples of how other cultures treat their elderly as compared to how Americans treat their elderly ● Class discussion on age discrimination for teenagers (personal experience)
Day 11-12	Application to the United States	(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian; and (E) explain instances of institutional racism in American society.	<ul style="list-style-type: none"> ● Class discussion on stereotypes and their effects ● Explain and discuss the relationship between wealth / income inequality and social mobility / status attainment ● Intersectionality writing assignment: how are the different realms of social inequality related?

Unit 5: Modernization

The final unit of the course consolidates all of the previous information presented to introduce the effects and applications of sociology, specifically under the umbrellas of modernization, collective behavior, and social movements. With each concept students will derive their own definition, look for examples within the Harry Potter series, look for examples in history or their own daily lives, and either present, write, or discuss their findings. The unit will end with a capstone project of the entire course.

Unit 5	Topic	TEKS	Activity/Assessment
Day 1	Modernization	(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to: (A) compare and contrast various types of collective behavior and social movements and how they affect society; (B) discuss theories that have been developed to explain collective behavior and social movements; and (C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.	<ul style="list-style-type: none">● Anchor Chart of modernization; derive a definition● As a class come up with examples of the lack of modernization in the Harry Potter series● As a class come up with examples of modernization within the Harry Potter series● Discussion: what do you think modernization looks like in this day and age? What examples do we see in our daily lives?

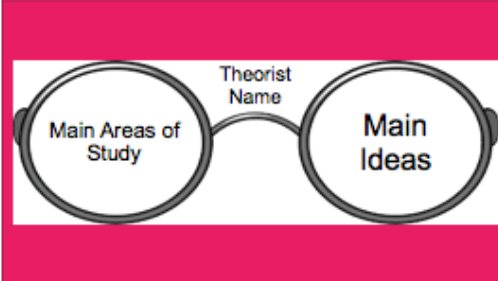

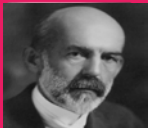

Day 2	Collective Behavior	<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p> <p>(A) compare and contrast various types of collective behavior and social movements and how they affect society;</p> <p>(B) discuss theories that have been developed to explain collective behavior and social movements; and</p> <p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.</p>	<ul style="list-style-type: none"> ● Derive a definition of collective behavior ● As a class come up with examples of collective behavior within the Harry Potter series ● As a class come up with examples of collective behavior in history ● Writing assignment: write about an example of collective behavior you've witnessed in your own life
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Day 3-5	Social Movements	<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p> <p>(A) compare and contrast various types of collective behavior and social movements and how they affect society;</p> <p>(B) discuss theories that have been developed to explain collective behavior and social movements; and</p> <p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.</p>	<ul style="list-style-type: none"> ● Anchor chart and derivation of definition ● As a class come up with examples of social movements within the Harry Potter series ● As a class come up with examples of social movements in history ● Discussion: how have social movements shaped the world we know today? ● In Class Project: make a movie about a social movement (from history, current events, or fiction)
Day	Final Project		<ul style="list-style-type: none"> ● Capstone Project: students must create a presentation about how they see themselves and the world through their own, personal, sociological lens. This project must include aspects and concepts from each section within each unit.

APPENDIX C

The Glasses Activity

The following pages are pictures of the powerpoint used to direct the glasses activity and an example of the final product.

<p>Sociologists In A Glasses Case</p> <p>Melissa Montgomery</p>	<p>Theorists</p>
	 <p>Karl Marx 1818-1883</p> <p>Economics Father of Socialism Social Inequality</p>
 <p>Charles Cooley 1864-1929</p> <p>The Looking Glass Self</p>	 <p>Emile Durkheim 1858-1917</p> <p>Social Facts Suicide Religion Division of Labor</p>



George Mead

1863-1931

The Self
Socialization &
Social Order
through
Communication



Max Weber

1864-1920

Religion
Economics
The two are
connected and
related



Erving Goffman

1922-1982

Dramaturgy
Front Stage
Back Stage

Perspectives

Functionalism

What is the **function** of this aspect of society?

Everything in society has a purpose

End goal of social stability

Social institutions are necessary for social stability

Conflict Theory

Social Inequality

Change is the road to a just society

Did I mention social inequality?

Symbolic Interactionism

You help shape society, and society helps shape you

What are the interactions between individuals, and how do those individuals interpret those interactions?

"Symbolic interactionists believe that social order is possible because people learn what various symbols mean and apply these meanings to different kinds of situations"

Symbolic Interactionism

People do not just learn the roles that society sets out

People construct these roles

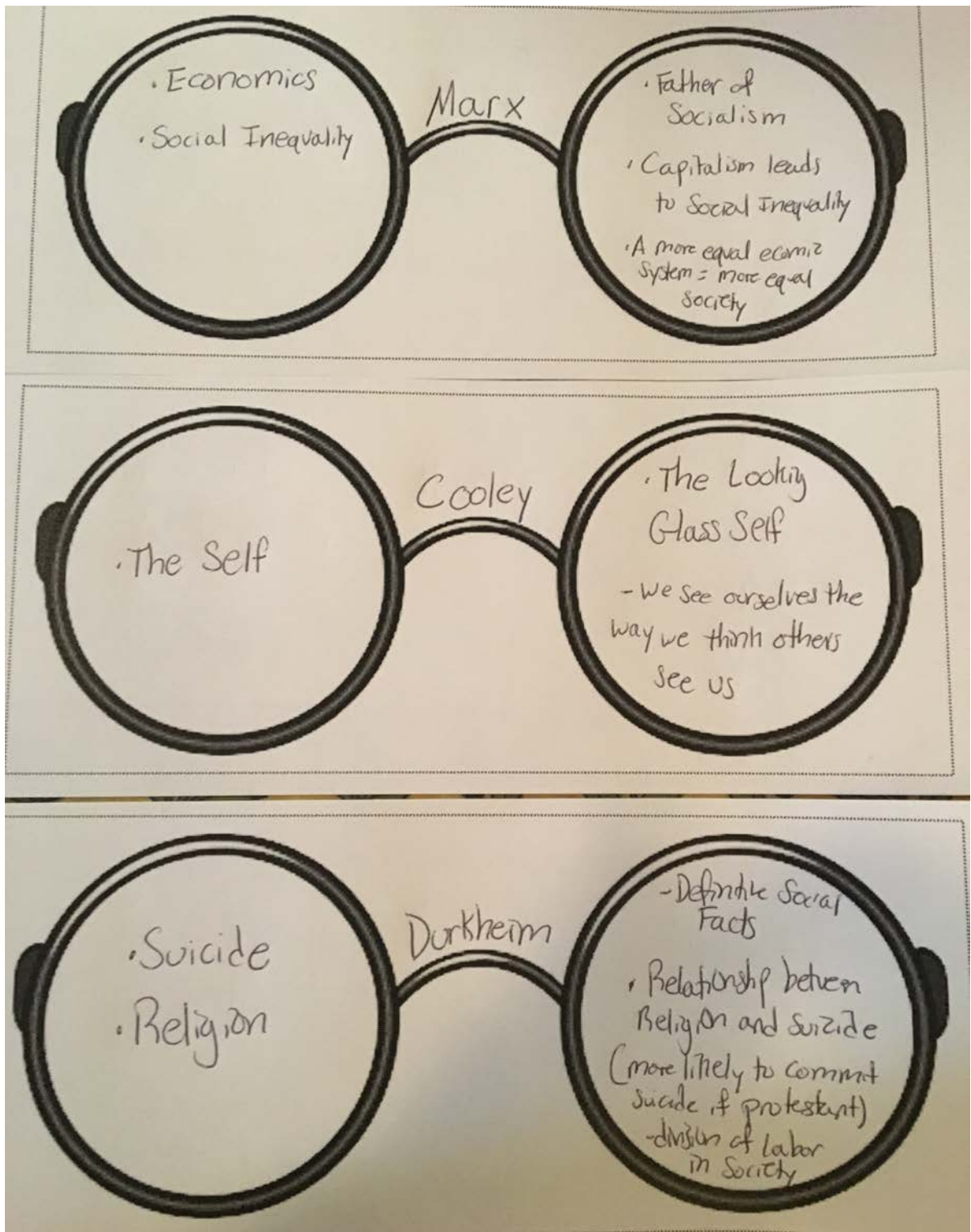
People follow and play into these roles that they have constructed

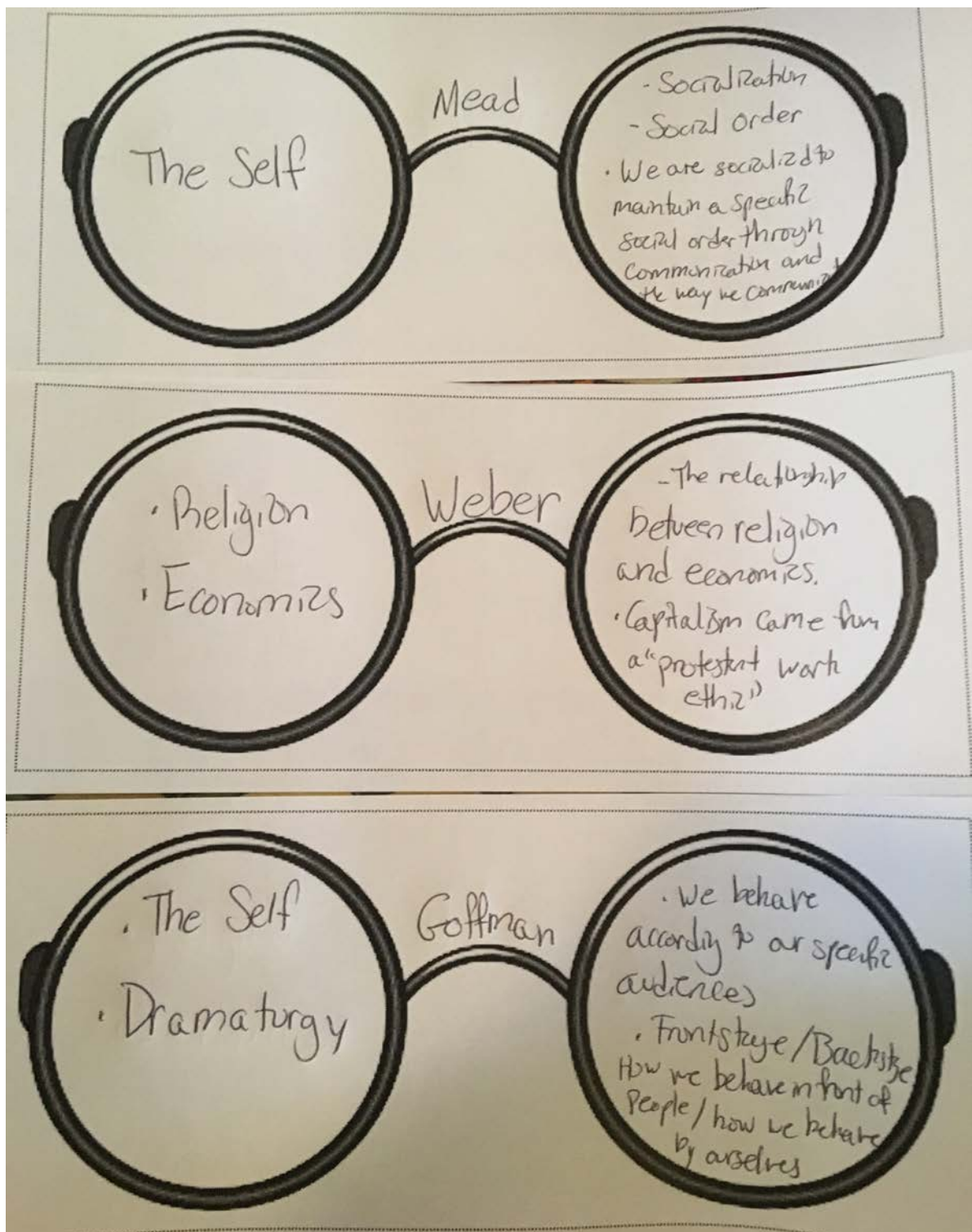
Example: Symbolic Interactionism in Education

Social interactions in the classroom and on the playground

This interaction affects development of gender roles

A teacher's expectations about a student's intellectual ability influences how much that student learns (Labeling Theory)





Functionalism

- Focuses on the function of an aspect within society
 - Everything has a purpose
 - End goal of social order / social stability

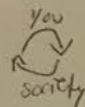
Conflict Theory

- Specific aspects within society cause conflict between ourselves and between groups

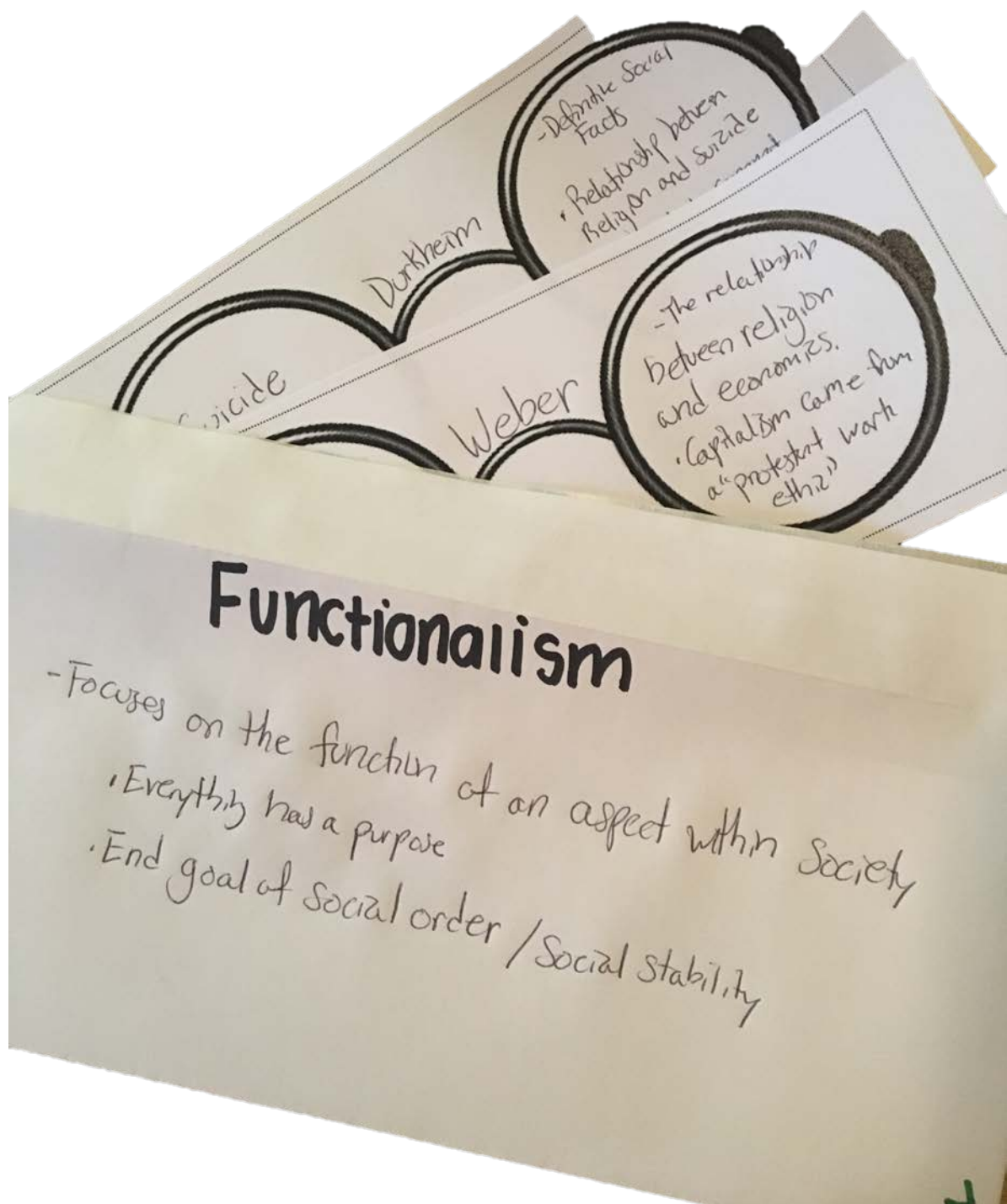
★ Social Inequality ★

Symbolic Interactionism

"You help shape society, society helps shape you"



- The interactions between individuals and how those individuals interpret those interactions
- People learn roles they helped construct



conomics

Marx

· Father of Socialism

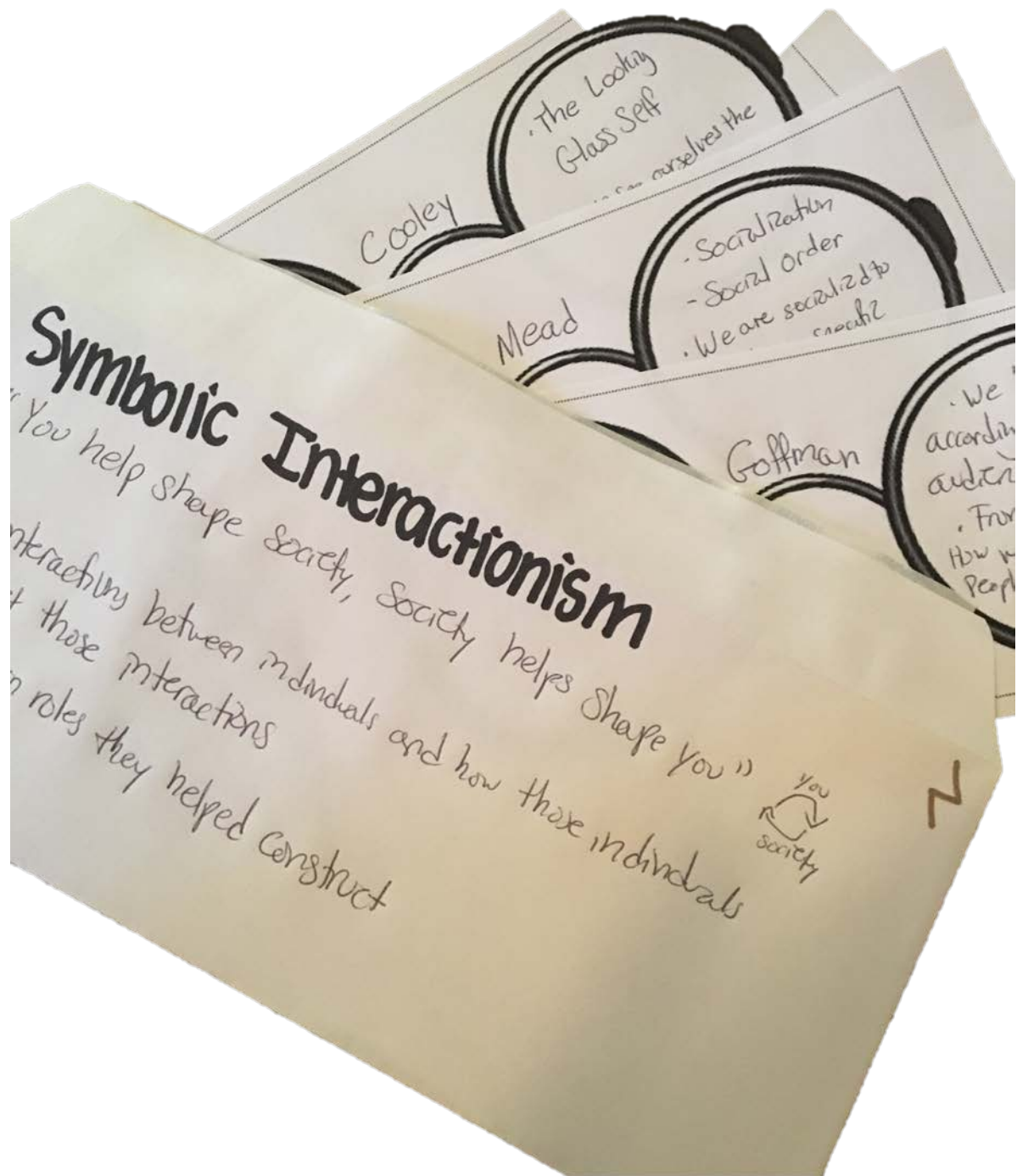
· Capitalism leads to Social Inequality

· A more equal economic system = more equal

Conflict Theory

- Specific aspects within society cause conflict between ourselves and between groups

★ Social Inequality ★



APPENDIX D

A Revised Sociology Through Harry Potter

Below is the revised curriculum based on the recommendations made by the focus groups and the goal of introducing more concrete examples from the Harry Potter books and movies. As before, the course is divided into five units: Foundations; Culture, Social Structure, and Socialization; Social Institutions; Social Inequality; and Social Change. Each unit is summarized below and followed by a chart outlining the required concepts and recommended activities. Broken down by section, each chart includes topics, the TEKS covered, and concepts and assessments.

Unit 1: Foundations of Sociology

The foundational unit of the course simultaneously introduces students to the Harry Potter story, the wizarding world, and sociology as a field of inquiry with its own worldview: The Social Perspective. Next, the unit introduces social interaction, social structure, and social change before breaking down the history of Sociology further with the emergence of Sociology and fundamental Theories and Theorists. The unit concludes with a focus on other foundational aspects including different types of societies and research methods within the field of sociology. With the exception of the research methods section, coverage of each concept should include a connection to the first half of the Harry Potter Story.

Topic	TEKS	Concepts and Activities
<p>What is Sociology?</p> <p>Why use Harry Potter to better understand Sociology?</p>	<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to:</p> <p>(A) describe the development of the field of sociology;</p>	<ul style="list-style-type: none"> ● Derive the definition of sociology through discussion before giving a concrete definition ● Give the Three Central Sociology Concepts and their definitions (social interaction, social structure, and social change) ● Discuss what students already know about Harry Potter ● Begin making initial connections between sociology and Harry Potter based on previous two discussions
<p>A Brief History of Sociology</p>	<p>(1) Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development. The student is expected to</p> <p>(A) describe the development of the field of sociology;</p> <p>(B) identify leading sociologists in the field of social science</p>	<ul style="list-style-type: none"> ● Explain why Harry Potter is an excellent platform for presenting and understanding society and culture ● Introduce the concept that sociology was created as a result of the Enlightenment ● Introduce Auguste Comte as the father of Sociology ● Introduce the concept of the sociological imagination ● Introduce overarching views of sociology: Functionalism, Conflict Theory, Symbolic Interactionism ● Introduce theorists: Durkheim, Marx, Weber, Cooley, Mead, Goffman ● Introduce theories as lenses through which individuals can view the world, just as Harry Potter sees the world through his own pair of glasses ● Recommended Activity: Glasses Activity (see Appendix C)

How Do We Know What We Know?		<ul style="list-style-type: none"> ● Social Scientists learn about society through field research ● Field research requires use of the scientific method ● Briefly explain methods of inquiry ● Explain that research section is not testable material for this course, just needs to be introduced.
Assessment		<p>Concepts to be tested:</p> <ul style="list-style-type: none"> ● Definitions: Sociology, social interaction, social structure, social change, sociological imagination ● Functionalism ● Conflict Theory ● Symbolic Interactionism ● Theories of Theorists ● Connection between wizarding world and either social structure or social interaction

Unit 2: Culture, Social Structure, and Socialization

The second unit of the course centers around the understanding of society, culture, and socialization. Beginning with the understanding of society and its different types, the first section of the unit focuses on social structure and its components. The study of culture consists of the elements of influence, diversity, and the components of culture itself. The unit ends with the study of socialization with an emphasis on how social structure and culture play into the social construction of the self.

Topic	TEKS	Activity/Assessment
Society and Social Structures	<p>(2) Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:</p> <p>(A) differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;</p> <p>(B) identify and describe the types of societies that exist in the world today;</p>	<ul style="list-style-type: none"> ● Definition of society (indicate the importance of geography within our concept of society) ● Types of societies: hunting and gathering, agrarian, pastoral, industrial, post-industrial, patriarchal, matriarchal ● Current societies ● Definition of Social Structure ● Definition of Social Networks ● Definition of Social Institutions ● Roles and Status (ex: social hierarchy) ● Recommended Activity: show clips from Harry Potter and the Sorcerer's Stone during which Harry is first introduced to Diagon Alley and all of the shops within as well as the sorting scene at Hogwarts before defining the aspects of society (the clips together are around 12-15 minutes); after the definitions are presented, have students draw examples of Social Structure, Social Networks, and Social Institutions from the clips.

<p>Culture: Elements and Diversity</p>	<p>(3) Culture and social structure. The student examines world cultures. The student is expected to:</p> <p>(A) identify the elements of culture to include language, symbols, norms, and values;</p> <p>(5) Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture.</p>	<ul style="list-style-type: none"> ● Language and Symbols are necessary aspects of culture; hold culture together through communication; document happenings in previous ● Definitions: culture, norms, values, folkways, mores, taboos, laws, beliefs, deviance, subculture, and counterculture ● Spend time on the difference between subculture and counterculture ● Recommended Activity: Incorporate a review of Harry's experience at the Quidditch World Cup (show the clip, assign the chapter as homework, etc.) before introducing elements of culture; pull examples from Harry's experience to illustrate each of the concepts above
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Group Influence		<ul style="list-style-type: none"> ● Beliefs and values have a social basis; peer pressure is a part of that social basis ● Recommended Activity: have students watch the behavior of the death eaters throughout the Goblet of Fire and write a short answer on how the death eaters keep each other in line; have students watch the behavior of those surrounded by death eaters in The Deathly Hallows and write a short answer on how the death eaters control the behavior of regular witches and wizards, especially within the Ministry of Magic ● Discuss the power of authority and domination; Recommended Activity: discuss the Milgram obedience experiments ● Recommended Activity: Discuss in groups how the imperious curse fits into our understanding of the power of authority; then come together as a class to discuss ● Attribution Theory; Recommended activity: have students give their first impression or Harry's first impression of Hermione, and discuss how that shared first impression led to Hermione's struggle making friends her first year
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Socialization	<p>(6) Individual and society. The student understands the process of socialization. The student is expected to:</p> <p>(A) define socialization and describe how the process of socialization is culturally determined;</p> <p>(B) differentiate the agents of socialization and evaluate their functions and roles; and</p> <p>(C) trace socialization as a lifelong process.</p> <p>(8) Individual and society. The student understands the life stage of adulthood and its characteristics.</p> <p>(A) identify the stages of adult development</p>	<ul style="list-style-type: none"> ● Recommended Activity: watch the clip or read the section during which Ron discusses his upbringing with the Tales of Beedle the Bard to spark a discussion about different upbringings and their effects on adolescent and adult life. ● The understanding of the self and identity are influenced by societal surroundings ● Definitions: Social Learning Theory and Symbolic Interaction (should know from first unit); front stage/back stage ● Social institutions are agents of socialization ● Recommended Activity: watch clips from the Sorcerer's Stone and the Goblet of Fire during which Harry interacts with Quidditch (on different levels) for the first time; discuss how the understanding of Quidditch is a rite of passage in the wizarding world ● Rites of passage are present in all cultures and societies ● Socialization still plays a role in adult life ● Recommended Activity: Apply rites of passage, agents of socialization, and social learning theory to different Harry Potter characters in "Case Study" activity
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Assessment		<p>Concepts to be tested:</p> <ul style="list-style-type: none"> ● Society, Social Structure, Social Networks, Social Institutions ● Culture, norms, values, folkways, mores, taboos, laws, beliefs ● Deviance, subculture, counterculture ● Attribution Theory, Social Learning Theory ● Frontstage and Backstage ● Different types of society ● Purpose of language and symbols ● Rites of passage
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Unit 3: Social Institutions

The third unit of the course explores the five basic social institutions: Family, Education, Religion, Government, and Health. Each of the five institutions are first understood through the three sociological perspectives. After an initial introduction, students are expected to explore the importance and uses of the institutions both in their daily lives and within the life of Harry Potter. It is suggested that instead of one final unit project or test, teachers divide the assessments by section to ensure a more in depth comprehension of each institution.

Topic	TEKS	Activity/Assessment
Family	(13) Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to: (A) define the functions and rituals of the family and how the family has changed over time; (B) define family systems and patterns; (C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and (D) analyze ways in which family life can be disrupted.	<ul style="list-style-type: none">● Recommended Activity: Derive an anchor chart as a class of everything the students know about the different types, roles, and rituals of the family first based on the Harry Potter Series and then on personal experience● Functionalist view of Family● Conflict view of Family● Symbolic Interactionist view of Family● Recommended Project: In-class Family Tree Project and presentation; Students must create a family tree for a major character within the series. The trunk of the tree must include a description or explanation of the effects of the family as a whole on that specific character while the leaves or branches of the tree must include the sociological significance of the character.

Education	<p>(15) Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:</p> <p>(A) explain functionalist, conflict, and interactionist theories of education;</p> <p>(B) argue and defend some current issues in American education;</p>	<ul style="list-style-type: none"> ● Recommended Activity: Derive an anchor chart as a class of everything the students know about education and its effects within society ● Functionalist view of education ● Conflict view of education ● Symbolic Interactionist view of education ● The relationship between education and social mobility ● Recommended Activity: Derive an anchor chart as a class of everything students know about inequality within the education systems ● Discuss inequality within education through the aspects of teacher expectations, tracking, educational segregation, testing, funding, and technology; Recommended Activity: Include Professor Umbridge as an understanding of the negative effects of unrealistic teacher expectations, testing, and funding. ● Recommended Project: Design your own school system of witchcraft and wizardry that caters to the problems discussed throughout the section
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Religion	<p>(D) analyze the functions of society and the basic societal needs that religion serves; and</p> <p>(E) compare and contrast distinctive features of religion in the United States with religion in other societies.</p>	<ul style="list-style-type: none"> ● Derive an anchor chart of what students know about religion and its role in society; Come up with a definition ● Functionalist view of religion ● Conflict view of religion ● Symbolic Interactionist view of religion ● Recommended Activity: Show clip of the Story of the Three Brothers from Harry Potter and the Deathly Hallows Part One and discuss how the Deathly Hallows might be a religion and how that religion influences the behavior of its believers ● Discuss different religions around the world today - brief explanations of their teachings ● Discuss the influence of religion and social and political attitudes and behavior ● Recommended Activity: Group project on the role of religion in Harry Potter or in daily (muggle) life
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Government and Economics	<p>(14) Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:</p> <p>(A) define and differentiate between the economic models of free enterprise and socialism and how they impact society;</p> <p>(B) define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens;</p>	<ul style="list-style-type: none"> ● Recommended Activity: Derive an anchor chart of what students know about government, economics, and their role in society ● Functionalist view of government ● Functionalist view of economics ● Conflict view of government ● Conflict view of economics ● Symbolic Interactionist view of government ● Symbolic Interactionist view of economics ● Introduce and discuss different government and economic structures around the world (military comes into play here) ● Discuss the government and economic structure within Britain's wizarding world ● Recommended Activity: Students must write a personal essay answering the questions: How does the Ministry of Magic impact Harry and those around him? And How does your government impact you?
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Health		<ul style="list-style-type: none"> ● Recommended Activity: Derive an anchor chart of what students know about health and health care and their roles in society ● Functionalist view of health care ● Conflict view of health care ● Symbolic Interactionist view of health care ● Recommended Activity: discuss the multiple roles of St. Mungo's in the wizarding world ● Inequality within health care in America and all over the rest of the world ● Recommended Activity: discuss the differences between St. Mungo's and American Muggle health care ● Required Project: Letter to Rowling; Write a letter to Rowling asking her to start a foundation with the purpose of improving health care (choose a specific country or area in which you would like to focus). Pull from your understanding of health care in both the wizarding world and the muggle world and lay out your plan for improved health care in both communities and how she, her money, her influence, and her characters can help.
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Unit 4: Social Inequality

The fourth unit of the curriculum focuses on around social inequality. As this topic is often seen as the bread and butter of sociology, the areas of inequality are broken down for more detailed study. The realms of inequality include social class and social stratification, race and ethnicity, gender, and age. The final section of the unit tests the student's knowledge of inequality in the realms discussed with an application to the United States of America. At the conclusion of the unit the student should be able to

demonstrate mastery of social inequality, stereotypes, socioeconomic status, social mobility, and the intersectionality of race, class, gender, and age.

Topic	TEKS	Activity/Assessment
Social Class & Social Stratification	<p>(10) Social inequality. The student understands the nature of social stratification in society. The student is expected to:</p> <p>(A) analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each;</p> <p>(B) define poverty and its components and analyze poverty's impact on the individual and society;</p> <p>(C) contrast theories of social stratification; and</p> <p>(D) recognize and examine global stratification and inequality.</p>	<ul style="list-style-type: none"> ● Recommended Activity: Begin an understanding of socioeconomic status and social stratification through a discussion over the differences between Weasley's and the Malfoy's way of life ● Required Activity: Derive an understanding and a measurement of social class through examining the magical families in the Harry Potter stories as well as the families in the hometown of the students. ● Derive the definitions of inequality, poverty, socioeconomic status, social mobility, caste, stratification ● Understand the benefits of high socioeconomic status ● Understand the stressors of low socioeconomic status ● Discuss caste system in India; compare this system to economic class in America and the wizarding world ● Discuss the ramifications of poverty around the world

Race & Ethnicity	<p>(11) Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:</p> <p>(A) define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;</p> <p>(B) contrast the terms discrimination, prejudice, and bias;</p> <p>(C) discuss the ramifications of stereotyping;</p>	<ul style="list-style-type: none"> ● Recommended Activity: Race and Ethnicity in Harry Potter as a class discussion or short paper ● Definitions: race, ethnicity, stereotype, discrimination, prejudice, bias, social construct ● Recommended Activity: Show the “Magic is Might” clip from Harry Potter and the Deathly Hallows Part One and discuss how Voldemort differentiates between the dominant and lesser groups in society? Have you seen similar actions taken in world history? (social construction of race) ● Recommended Project: Compare Voldemort and Donald Trump in a short in class essay ● Discuss the concept of Institutionalized Racism ● Recommended Activity: In groups, answer the question, Who was working in the Ministry of Magic when Voldemort rose to power again? ● Understand the consequences of racial stratification
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Gender	(12) Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to: (A) analyze how gender roles affect the opportunities available to men and women in society;	<ul style="list-style-type: none"> • Definitions: sex, gender, sexual identity, sexual orientation, LGBTQIA • Recommended Activity: Locate and discuss females in the series who are placed in Magical education, ministry, and sports; What is the ratio of women to men in these areas? • Females in (muggle) education, government, and sports • Recommended Activity: Hold a class debate over the question: Are gender roles the way of the universe or a social construction • Gender as more than just male and female / sexual identity • Gender inequality in the workplace and the home
Age	(B) analyze the effects of an aging society;	<ul style="list-style-type: none"> • Recommended Activity: Show clip from Goblet of Fire discussing how some think that the headmaster is out of touch as a result of his age • Age discrimination and stratification • How other cultures treat their elderly as compared to how Americans treat their elderly
Application to the United States	(D) analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian; and (E) explain instances of institutional racism in American society.	<ul style="list-style-type: none"> • Stereotypes and their effects • Relationship between wealth / income inequality and social mobility / status attainment in America • Recommended Activity: Intersectionality writing assignment: how are the different realms of social inequality related?

Assessment		<p>Concepts to be tested:</p> <ul style="list-style-type: none"> ● Definitions: inequality, poverty, socio-economic status, social mobility, caste, stratification, race, ethnicity, stereotype, discrimination, prejudice, bias, social construct, sex, gender, sexual identity, sexual orientation, and ageism ● Benefits of high social status ● Stressors of low social status ● Realities of social mobility ● Institutionalized racism and its effects ● Consequences of social stratification of every kind ● Gender roles across the world and their respective effects ● Treatment of the elderly across the world
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Unit 5: Modernization

The final unit of the course consolidates all of the previous information presented to introduce the effects and applications of sociology, specifically under the umbrellas of modernization, collective behavior, and social movements. With each concept students should derive their own definition, identify examples within the Harry Potter series, identify examples in history or their own daily lives, and either present, write, or discuss their findings. The unit will conclude with a capstone project for the entire course.

Topic	TEKS	Activity/Assessment
Moderniza- tion	<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p> <p>(A) compare and contrast various types of collective behavior and social movements and how they affect society;</p> <p>(B) discuss theories that have been developed to explain collective behavior and social movements; and</p>	<ul style="list-style-type: none"> ● Derive the definition of Modernization ● Recommended Activity: As a class come up with examples of the lack of modernization in the Harry Potter series ● Recommended Activity: As a class come up with examples of modernization within the Harry Potter series ● The influence of modern technology ● How technology has changed society throughout history ● Recommended Activity: have students answer the questions, what do you think modernization looks like in this day and age? What examples do we see in our daily lives?
	<p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.</p>	

Collective Behavior	<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p> <p>(A) compare and contrast various types of collective behavior and social movements and how they affect society;</p> <p>(B) discuss theories that have been developed to explain collective behavior and social movements; and</p>	<ul style="list-style-type: none"> ● Derive a definition of collective behavior ● Recommended Activity: refer back to the lesson on group influence and discuss how group influence, especially through the behavior of the death eaters, applies within collective behavior ● Recommended Activity: As a class come up with examples of collective behavior within the Harry Potter series ● Recommended Activity: As a class come up with examples of collective behavior in history ● Recommended Writing Assignment: write about an example of collective behavior you've witnessed in your own life
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Social Movements	<p>(18) Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:</p> <p>(A) compare and contrast various types of collective behavior and social movements and how they affect society;</p> <p>(B) discuss theories that have been developed to explain collective behavior and social movements; and</p> <p>(C) illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.</p>	<ul style="list-style-type: none"> ● Recommended Activity: watch clips from the Order of the Phoenix introducing the order as well as the development of the DA to exemplify social movements within the Harry Potter series ● Derive a definition of Social Movement ● Major social movements in history (including but not limited to the civil rights movement, the Arab spring, and the women's rights movement) ● Recommended Discussion: how have social movements shaped the world we know today? ● Recommended In Class Project: make a movie about a social movement (from history, current events, or fiction)
Assessment		<p>Concepts to be tested:</p> <ul style="list-style-type: none"> ● Definitions: modernization, collective behavior, social movement ● The influence of technology ● Group influence ● Civil Rights Movement ● Arab Spring ● Women's Rights Movement

Final Project		<ul style="list-style-type: none"> ● Recommended Capstone Project: Refer back to the Glasses Activity from unit one to reinforce the idea that students now have their own sociological views of the world. Have students create their own Lens Project of how they understand the world in which they live that incorporates aspects and concepts from every section within the course. Introduce this project on the very first day of class.
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