

Chapter 4 Project

Purpose

In this chapter, you studied the differences between statuses and roles and the issues that can be associated with them. You also learned about Erving Goffman's concept of dramaturgy. In this project, we will be combining statuses, roles, and dramaturgy in some role-play. **The purpose of this project is to increase your ability to recognize different roles and statuses that you encounter every day.**

Directions

Part 1

All students will separate into groups of four. Each group will be given a relationship (a type of interdependent interaction) from the instructor. Once the relationship is given, your group will write a five- to seven-minute script that highlights the given relationship.

Do not mention what the relationship is in the script. For example, if the relationship was child/parent, at no time could the child say "Mom" or "Dad."

Part 2

Once your group has a working script, you will choose two group members to act out the script in front of the class. The other members of the group may participate in minor roles; however, the focus should always remain on the relationship between the two main characters. Props may be used, but the props should be items that can be found in the classroom or are personal items.

Part 3

The group members should practice their lines and get ready to perform.

Part 4

The group members will act out the relationship that was given to them. (Remember, at no time should the relationship be directly stated.) During the performances, the rest of the class will closely observe the interactions and take notes using the following table:

Character's Name	Character's Role	Character's Status	Role Conflict

As you watch each performance, keep in mind the following questions:

- What are the main roles that are being acted out by everyone in the relationship?
- Are the roles associated with achieved or ascribed statuses?
- Did you observe any role strain or conflict?

Part 5

Individually or in your original groups, write a paragraph for each performance that discusses what you observed. Refer to your notes when completing this portion. If you are writing as a group, a consensus must be reached by the group on the roles and statuses of each character before the writing portion can begin. If you are writing individually, follow the same guidelines, but use your own opinions and thoughts to write the paragraphs. After everyone has completed the written portion, the class should divide into its original groups to discuss the findings of each member. Supporting evidence must be given as to why you reached the conclusion you came to.

Finally, each group will present its findings to the class and the conclusion the group reached about each character.

Materials

PowerPoint or other presentation application

Internet access

Checklist

Part 1

- ☐ Five- to seven-minute script
- ☐ No mention of the roles by the characters in the script

Part 2

- ☐ Choose the group's actors
- ☐ Gather any necessary props

Part 3

- ☐ Practice the script and prepare to perform

Part 4

- ☐ Perform the script
- ☐ Take notes during each performance

Part 5

- ☐ Paragraph for each performance with the roles and statuses of each character
 - Supporting details for each conclusion
- ☐ Present final findings to the class

Chapter 4 Writing Assignment

Purpose

In this chapter, you have studied different types of societies that exist in the world. **The purpose of this writing assignment is to gain further understanding of the differences and similarities of two different types of societies that exist today and how each society affects its individuals.**

Directions

You will examine a modern industrial society and a modern agricultural society. You may choose any society and country that you wish for the assignment. Before you begin writing your paper, you must submit your choices to your instructor for approval. You will write a paper that compares the two societies while focusing on their similarities and differences.

1. Choose two different modern-day societies, one industrial and one agricultural.
2. Submit your choices to your instructor for approval.
3. Take notes on each society, making note of similarities and differences between the two societies.
4. Write three- to four-pages in APA style and with citations.

Helpful Hints

- In your introduction, summarize why you have chosen the two societies. Include background information on each society, such as location,

population, main religious beliefs, and any other information you might find important.

- In your body paragraphs, use your notes to explain the similarities and differences between the societies. Demonstrate how one society has more organic solidarity than the other society that has more mechanical solidarity.
- In your conclusion, summarize your thoughts about each society and why they might be equal or unequal in advantages and disadvantages.
- Use terms and concepts that you learned in the chapter.
- Question yourself about areas for further research.
- Proofread your paper for clarity, spelling, and grammar.

Requirements

- APA style and format
 - 11-point Calibri, Arial, or Georgia or 12-point Times New Roman
 - 1-inch margins
 - All text is left aligned.
 - Double-spacing between lines
 - Single-spacing between sentences
- Citations when necessary using APA style

Materials

Word processing program, internet access

Checklist

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| ☐ Includes two different societies, one industrial and one agricultural | ☐ Includes similarities of the societies |
| ☐ Approval given by instructor | ☐ Includes differences of the societies <ul style="list-style-type: none"> • Demonstrates the distinctions between mechanical and organic solidarity societies |
| ☐ Three to four pages | |
| ☐ APA style and citations | ☐ Includes a conclusion with a final evaluation if one society has more advantages than the other |
| ☐ Includes background information on each society | |