Unit: Social Organization
Lesson Name – 9.2 Bureaucracies (continued)
Time Frame: Day 2 of 2 / 76 minutes

Expectations:
By the end of this lesson, students will describe the characteristics of a bureaucratic organization. Also, students will compare a bureaucratic and non-bureaucratic organization from the perspectives of at least one of anthropology, psychology, and sociology.

Materials:
- Textbook
- Scheduled appointments with school administration
- Advance organizer, "Perspectives on Bureaucracies"
- Bureaucracies-Interview Worksheet

Procedures:

Introduction (5 minutes)
1. Oral review (question and answer) of previous day's lesson on Formal Organizations and Bureaucracies.
(10 minutes)
2. Brainstorm session in which students will examine the steps in obtaining a driver's license, a loan, and insurance for a new car. This will reinforce the previous day's lesson on the complexity of bureaucracies and their effectiveness.

(20 minutes)
3. Students will be given an advance organizer "Perspectives On Bureaucracies" for the day's notes. Students will take turns reading from pages 287-92 in the textbook and provide their own examples.
(45 minutes)
4. The class will be divided into groups of 4-6 in order to work on Bureaucracies- Interview Worksheet. For this assignment, students will be required to interview either senior office staff or administration about the bureaucratic structure of the organization.   This will be done during the period. (The teacher would have to obtain permission for this and arrange an appointment). Each group member must take notes during the interview and submit a write-up the following day.

Evaluation methods:
-Brainstorm session will allow teacher to determine students' understanding of bureaucracies
-The students' ability to provide their own examples during the completion of the advance organizer will indicate their level of comprehension

-A rubric will be used to evaluate the Bureaucracies-Interview Worksheet

Accommodations for Exceptional Students:
If a student has a speech impairment, the teacher will have him/her read quietly from the text, instead of orally, in order to complete the advance organizer.
The teacher will select the groups so that exceptional students work with "stronger" students to facilitate understanding.

Extension Activities/Enrichment:
Students can write a reflection piece on their opinions of bureaucracies, no more than one page in length. They must include pros/cons and support their stance with examples.

Lesson Notes:

FORMAL ORGANIZATIONS AND BUREAUCRACIES
KEY CONCEPTS

Term	Definition
Formal organizations	
Bureaucracies	
Utilitarian bureaucracies	
Normative bureaucracies	
Coercive bureaucracies	
Stratified	

PERSPECTIVES ON BUREAUCRACIES

Complete the following chart as you read each section of the textbook (pages 287-292). Include the examples given in the text, then think up your own example for each concern about bureaucracies.

	Textbook Example and Explanation	Other Examples
Anthropological Concerns	-employee performance -varied rules and regulations -complexity of bureaucracies -example:	
Psychological Concerns	-job security -staff reductions -workplace control -example:	
Sociological Concerns	-takeovers -departmental differences -example:	

BUREAUCRACIES-INTERVIEW WORKSHEET

Your group will go to the school's main office and interview the office staff member or administrator that your teacher has indicated to you. Ask him/her the following questions and make sure that each group member writes down the answers. The write-up is due in tomorrow's class.

1. Is this bureaucracy utilitarian (a business enterprise operated in order to make a profit for the owners), normative (based on a norm such as helping others or making society a better place), or coercive (force involuntary residence on their clients)?

2. Does this organization have a rigid operational style or flexible working conditions? Explain.

3. Does this organization have a clearly defined management structure? What are the different levels in the hierarchy from the principal on downwards?

4. Do you consider the organization to be impersonal, or personal? Could you call up the principal just to chat?

5. In what ways does this organization run efficiently?

6. In what obvious ways might the organization be made more efficient? What factors might be negatively affecting the efficiency of the organization?

7. Do you enjoy working within a bureaucratic structure in which everything is organized and structured? Is there any down side to working in a bureaucracy?