Foundational Lesson #2: STEEP

By Teach the Future

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Standards

§112.34. Biology, Beginning with School Year 2010-2011 (One Credit). *(Repeated in other subjects)*

(c) Knowledge and skills.

(8) Science concepts. The student knows that taxonomy is a branching classification based on the shared characteristics of organisms and can change as new discoveries are made.

§113.48. Social Studies Research Methods (One-Half Credit), Beginning with School Year 2011-2012.

(c) Knowledge and skills.

(3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:

 (B) apply key social science concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;

(D) relate important events, recurring dilemmas, and persistent issues to topic;

Guiding Questions

- Everything has parts from the smallest atom to the largest galaxy. What are the parts of society?
- How do the parts of society interact (i.e. one part affecting another part) or do they operate independently?

Academic Vocabulary

- Change
- Future
- Attribute

- STEEP
- Social
- Demographic
- Environmental

- Technological
- Economic
- Political
- Cultural

Learning objectives

- Explain the meaning of each of the six STEEP categories

Assessment

- Put examples of change into the STEEP categories
- Given a media source, identify at least two examples of each of the STEEP categories
- Given a set of changes in STEEP categories, identify how changes in one category affect changes in other categories

Pre-requisites

Lesson on the attributes of change

Lesson:	Examples	Checks for Understanding
0 **Opening** Last time, we identified the attributes of change—what makes changes different from each other. Those attributes were – • Source – inbound (world), outbound (ourselves) • Level – the enterprise (individuals, families, organizations, communities, et.), the enterprise's immediate environment, the global environment • Horizon – from very short to very long times • Rates – continuous/incremental, discontinuous/disruptive In this lesson, we will look more closely at the global environment, the larger world outside the individual enterprise. That world is vast so we need to see how it is put together, what its parts are so we can understand changes going on in that environment.		
1 **Engage and Connect:** Everything that exists, except for elementary particles, has parts.	Chairs, windows, computers, whiteboard, floor, lights, etc. Engine, steering wheel, windows, gas tank, bumpers, headlights, etc. Furniture, plumbing, walls, ceiling, roof, windows, rugs, etc.	• List the parts of this classroom? • List the parts of an automobile? • List the parts of a home?
This lesson is about the parts of a human group, from families to all of human society, including organizations, communities, and nations. And most of the parts of a human group are changing all the time and those changes affect the future. Rather than dealing with all that change together, we break society into different parts (six to be exact) so we can identify the changes going on in each one.		Describe the last time the following changed in your family – 1. The number of people 2. Where you lived 3. How many cars you have 4. The jobs your parents have 5. Who decides what to eat 6. Where you went on vacation

Lesson:	Examples	Checks for Understanding
Your family is a group that has parts.		Describe the parts of the historical event using the following questions - 1. Who was involved? 2. Where did it take place? What resources did they use? 3. What machines did they use? 4. How much did it cost? Who paid for it? 5. Who was in charge? 6. What does that event mean in our history?s