Growing Together

Trace how development shapes choices at every age

SS24.P.9 "Describe cognitive, physical, and social development across the human lifespan, citing theories of Carol Gilligan, Erik H. Erikson, Jean Piaget, and Lawrence Kohlberg."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline physical changes, circle examples of thinking, and draw a box around social or moral choices linked to a named theorist.

A Repair Day for Every Age

1. On Saturday, a neighborhood library hosts a bicycle repair day. Two-year-old Nia explores a loose bell by shaking it, while eight-year-old Omar sorts bike parts by size and tests which gears fit together. Sixteen-year-old Luz considers whether a different gear ratio might make a hill easier, even before trying it. These differences illustrate Jean Piaget's account of cognitive development: young children learn through actions, school-age children reason well about concrete objects, and many adolescents can reason about possibilities. Physical development matters too. Nia's coordination is growing, Luz has gained strength during puberty, and older visitors may need brighter light to see small screws.

2. At the same repair table, Omar wants to master tightening a bolt without help. Luz wonders whether she belongs with the mechanics or the artists who paint bike frames. Their questions echo Erik H. Erikson's psychosocial theory: children often work toward competence, while adolescents explore identity. A parent, Malik, teaches a new volunteer how to patch a tire, finding purpose in helping the next generation. Malik shows Erikson's idea of generativity in adulthood. An older neighbor, Ms. Chen, tells stories about the bicycles she once built and considers what she values about her life. Erikson called this later-life task integrity.

3. A dispute starts when there is one donated helmet and two children need it. Luz argues that a fair rule should give the helmet to the child whose ride is longest. Malik asks each child's caregiver about other safe options and suggests borrowing a second helmet before anyone rides. Lawrence Kohlberg studied how moral reasoning can focus on rules, social order, and principles of justice. Carol Gilligan emphasized a different perspective: attending to relationships, care, and responsibilities to particular people. These theories describe ways of reasoning, not fixed labels for boys or girls. Across a lifetime, new abilities and social roles can change how people handle the same problem.

2 ANSWER WITH EVIDENCE

Use the passage

1. Compare how Nia, Omar, and Luz learn at the repair day. How do Piaget's ideas explain their different actions?

2. How do Omar's and Malik's goals show different social tasks in Erikson's theory?

3. Compare Luz's and Malik's responses to the helmet problem using Kohlberg's and Gilligan's ideas.

4. How do physical changes and Erikson's social tasks both shape the experiences of adolescents and older adults at the repair day?

3 YOUR TURN

Your own words

Invent a scene at a community cooking class with a child, a teenager, and an older adult. In 90 to 115 words, describe cognitive, physical, and social development across their ages, and use ideas from Piaget, Erikson, Kohlberg, and Gilligan to explain their actions.

Growing Together

PART 1 · READ AND MARK

Underline physical changes, circle examples of thinking, and draw a box around social or moral choices linked to a named theorist. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Compare how Nia, Omar, and Luz learn at the repair day. How do Piaget's ideas explain their different actions?	**Nia learns by shaking the bell, Omar reasons with bike parts he can handle, and Luz considers a possible gear change before testing it. These actions match the progression in thinking described by Piaget.**
2	How do Omar's and Malik's goals show different social tasks in Erikson's theory?	**Omar works toward competence by trying to tighten a bolt himself. Malik finds purpose in teaching a younger volunteer, showing generativity.**
3	Compare Luz's and Malik's responses to the helmet problem using Kohlberg's and Gilligan's ideas.	**Luz proposes a general fair rule, reflecting the justice reasoning Kohlberg studied. Malik considers the children's particular needs and relationships, reflecting Gilligan's care perspective.**
4	How do physical changes and Erikson's social tasks both shape the experiences of adolescents and older adults at the repair day?	**Luz has gained strength during puberty and is exploring her identity. Older visitors may need brighter light for small screws, while Ms. Chen reflects on her life, an example of Erikson's later-life task of integrity.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At a community cooking class, seven-year-old Ava measures flour with cups and notices that two half cups fill one full cup. Piaget's theory helps explain her reasoning with objects she can handle. Fifteen-year-old Ben imagines how to double a recipe before measuring, showing another kind of reasoning Piaget described. Ben is also deciding whether cooking feels like part of his identity, an Erikson task. Older adult Rosa uses a larger-print recipe because small type is harder for her to see. When supplies run low, Ben proposes an equal-share rule, a justice concern Kohlberg studied. Rosa asks who has food allergies before dividing ingredients, reflecting the care perspective Gilligan emphasized.

Accept other accurate links between passage details and the named theories. Do not require students to assign a fixed Piaget or Kohlberg stage to a person based on one action.