The Patched Jacket

How groups and relationships shape everyday choices

SS24.S.4 "Explain how values and norms influence individual behavior.* 4a Describe ways in which cultures differ, change, and resist change, including countercultures, subcultures, and ethnocentric beliefs..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB As you read, underline a value or norm that affects Lina's choices and circle the agents of socialization. Write 1 beside evidence of cultural change and 2 beside evidence of resistance to change.

What a Jacket Can Show

1. At Cedar High, new clothes often signal a fresh start. Some students praise a new outfit, while others tease a classmate who wears the same jacket for years. These reactions reveal a norm, an expected way to act, tied to a value, the belief that looking current matters. Lina's family values making things last, so she patches a torn jacket instead of replacing it. At first, she hides the patch to avoid teasing. When a classmate asks how she made it, she begins wearing it openly. The same choice can feel risky or admirable depending on whose expectations a person considers.

2. A sewing club at Cedar High has its own subculture: members trade techniques and celebrate repairs while still joining school life. A smaller group calls itself the No-New-Clothes Collective. Its members refuse to buy new clothing for a year and publicly challenge the wider habit of treating shopping as entertainment. That challenge makes the collective a counterculture, not just a group with a shared interest. When Lina's cousin calls patched clothes "backward" because his family buys new clothes, he judges another practice by his own culture's standards, an ethnocentric belief. More students try repairs, but some resist change and keep praising only new purchases.

3. Lina learns more than sewing. Her mother teaches her to save money and fabric; a teacher invites her to explain repairs in class; friends praise her skill; online videos show stitching methods. Family, school, peers, and media are agents of socialization because each shapes what she knows and does. Her mother and teacher are significant others whose opinions matter to her, but her friends' reactions most strongly affect what she wears at school. Lina imagines classmates seeing her as resourceful, then begins to see herself that way. This looking-glass self shapes her self-concept. By considering how a new student might feel wearing a patch, she practices role-taking.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do Lina's family value and a norm at Cedar High pull her in different directions? Identify one sign that the school's culture is changing or resisting change.

2. Why is the No-New-Clothes Collective a counterculture rather than only a subculture? Why is Lina's cousin's comment ethnocentric?

3. How do Lina's significant others and her looking-glass self shape her self-concept? How does she practice role-taking?

4. Name the four agents of socialization in Lina's story. Which one most affects what she wears to school, according to the passage?

3 YOUR TURN

Your own words

Imagine a school where students usually buy bottled water and you start a refill group with three friends. In 5 to 7 sentences, explain a value and norm behind the usual behavior, whether your group is a subculture or counterculture and why, and how two agents of socialization could affect one student's actions or self-concept.

The Patched Jacket

PART 1 · READ AND MARK

As you read, underline a value or norm that affects Lina's choices and circle the agents of socialization. Write 1 beside evidence of cultural change and 2 beside evidence of resistance to change. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do Lina's family value and a norm at Cedar High pull her in different directions? Identify one sign that the school's culture is changing or resisting change.	**Her family values making things last, so she repairs her jacket. The school norm favors new clothes, so she first hides the patch. More students trying repairs shows change.**
2	Why is the No-New-Clothes Collective a counterculture rather than only a subculture? Why is Lina's cousin's comment ethnocentric?	**The collective publicly challenges the wider habit of buying new clothes, while the sewing club mainly shares an interest. The cousin judges patched clothing by his own family's practice of buying new clothes.**
3	How do Lina's significant others and her looking-glass self shape her self-concept? How does she practice role-taking?	**Her mother's and teacher's opinions matter to her. She imagines classmates seeing her as resourceful and begins to see herself that way. She practices role-taking by considering how a new student might feel wearing a patch.**
4	Name the four agents of socialization in Lina's story. Which one most affects what she wears to school, according to the passage?	**The agents are family, school, peers, and media. Peers have the strongest effect on what Lina wears to school because her friends' reactions matter most for that choice.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At our school, convenience is a value, and buying bottled water every day is a norm. My friends and I organize a refill group that asks students to stop buying disposable bottles. Because we actively challenge the school's usual practice, our group acts as a counterculture. My older sister teaches me to carry a reusable bottle, while friends praise me when I remember it. Their reactions make me see myself as someone who keeps my promises. School announcements about refill stations could also make carrying a reusable bottle feel normal.

Accept either cultural change or resistance in question 1 if the student cites evidence from the passage. For Your Turn, accept subculture if the group shares a practice without challenging the wider norm, or counterculture if it actively challenges that norm.