Finding Your Place

How group experiences shape identity and behavior

SS24.S.4b "Illustrate and explain key concepts and goals of socialization, including self-concept, looking-glass self, significant others, and role-taking."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two moments when Leila's view of herself changes, circle one action that shows her considering someone else's viewpoint, and number two pantry rules. These marks will help you trace how Leila learns to take part in the group.

A First Shift at the Pantry

1 Socialization is the process of learning how to live with other people. It helps us learn shared rules, practice roles, and form a sense of who we are. That sense is called self-concept: the beliefs we hold about our abilities, qualities, and place in groups. The looking-glass self describes how our guesses about other people's views can shape those beliefs. Significant others are people whose opinions matter especially strongly to us, such as close family members or trusted mentors. Role-taking means imagining another person's viewpoint so we can adjust what we do. These processes can change as we enter new settings.

2 At her first shift at a neighborhood food pantry, Leila sorts donated cans. She thinks the experienced volunteers see her as too slow, though none has said so. She starts thinking, "I am not good at helping here." Later, her aunt, who has guided her for years, notices that Leila checks expiration dates carefully and thanks her for protecting visitors. Leila begins to see care and attention as strengths. She still has to learn the pantry's shared routine: volunteers ask before moving supplies and keep visitors' choices private. Watching others follow these rules helps Leila take part without embarrassing anyone.

3 On Saturday, Leila notices that a visitor pauses beside the canned vegetables. Instead of pointing out what she thinks the visitor should choose, Leila wonders how it would feel to shop while strangers watched. She steps back and quietly explains which shelves are available. At the end of the shift, the team invites Leila to show a new volunteer where donations belong. Leila feels more capable, but she also knows one mistake would not erase her careful work. Her changing view of herself grows from imagined judgments, a trusted person's response, and practice with the group's expectations.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does Leila's first thought about the experienced volunteers illustrate the looking-glass self, even though no one speaks to her?

2. How does Leila's aunt affect her self-concept, and why does the aunt's opinion carry special weight?

3. Whose viewpoint does Leila imagine at the shelves, and how does it change what she does?

4. Explain how learning the pantry's two rules helps Leila meet a goal of socialization.

3 YOUR TURN

Your own words

Write five or six sentences about a made-up student joining a group other than a food pantry. Show an imagined judgment shaping the student's self-concept, feedback from a significant other, role-taking that changes an action, and one group rule the student learns.

ANSWER KEY

Finding Your Place

HIGH SCHOOL · SS24.S.4b

PART 1 · READ AND MARK

Underline two moments when Leila's view of herself changes, circle one action that shows her considering someone else's viewpoint, and number two pantry rules. These marks will help you trace how Leila learns to take part in the group. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does Leila's first thought about the experienced volunteers illustrate the looking-glass self, even though no one speaks to her?	**Leila guesses that the volunteers see her as too slow, and that imagined judgment makes her think she is not good at helping.**
2	How does Leila's aunt affect her self-concept, and why does the aunt's opinion carry special weight?	**Her aunt praises her careful work, so Leila begins to see care and attention as strengths. The aunt's opinion matters because she has guided Leila for years.**
3	Whose viewpoint does Leila imagine at the shelves, and how does it change what she does?	**She imagines how the visitor might feel shopping while strangers watch. She steps back and quietly explains which shelves are available instead of directing the visitor's choice.**
4	Explain how learning the pantry's two rules helps Leila meet a goal of socialization.	**Asking before moving supplies helps Leila work with the other volunteers. Keeping visitors' choices private helps her treat visitors respectfully. Both rules help her take part in the group.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At her first robotics meeting, Eva worries that her teammates think she is clumsy after she drops a tool. She starts to see herself as someone who cannot build things. Her older cousin, whose advice she trusts, tells her that mistakes are part of learning and praises her careful questions. Eva imagines how a teammate would feel if she grabbed parts without asking, so she checks first. She learns the club rule to return tools to the supply shelf. By the next meeting, Eva sees herself as a careful teammate who can improve.

Accept reasonable interpretations supported by details in the passage. For the open task, look for all four requested elements and a clear connection between each experience and the student's behavior or self-concept.