Who Shapes Choices?

Read how different groups influence one student's decisions.

SS24.S.4c "Describe the major agents of socialization and evaluate the role that each one plays.*"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each agent of socialization named in the passage, then number one example of how each agent influences Leila. Circle one place where Leila questions or limits an influence.

Planning a Food Drive

1. At the start of ninth grade, Leila signed up to help plan a neighborhood food drive. At home, her grandfather asked whom the drive would reach and why some families might avoid asking for help. Her parents modeled a habit of listening before offering advice. Family is often an early agent of socialization: through daily routines and conversations, relatives pass on values and ways of treating others. Leila carried those habits to the planning meeting, but she did not agree with every family opinion. Family influence can be lasting without deciding every choice a young person makes.

2. In social studies class, Leila learned how to check whether a charity could store fresh food safely. Her teacher also required students to share speaking time, turning a classroom rule into practice with cooperation. Schools socialize students through lessons and through expectations about work, authority, and participation. Later, Leila's friends urged her to collect snacks because classmates would donate them easily. Peers can make a plan feel acceptable and motivate action, especially when belonging matters. Their idea increased donations, but Leila questioned whether snacks met the food bank's stated need for meals.

3. Leila watched short videos claiming that every donated can went straight to a local family. The videos made giving seem simple, but the food bank's website explained that supplies were sorted and shared with several partner sites. Media can spread powerful images and claims to large audiences, yet its messages need checking. At a community center, volunteers showed Leila which foods visitors actually requested and let her practice asking questions respectfully. Community organizations can teach shared norms through participation and contact with people outside one's usual circle. Leila adjusted the drive to include requested staples while still collecting some snacks.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Leila's family influence her approach to the drive? What detail shows a limit to that influence?

2. How did school and peers influence different parts of Leila's plan?

3. What impression did the videos give Leila, and why did that media message need checking?

4. For choosing foods that visitors need, which offered Leila more useful guidance, peers or community center volunteers? Explain using the passage.

3 YOUR TURN

Your own words

Imagine you are planning a welcome event for new students. In four or five sentences, describe how two different agents of socialization could shape your plan, then explain which influence you would rely on more and why.

ANSWER KEY

Who Shapes Choices?

HIGH SCHOOL · SS24.S.4c

PART 1 · READ AND MARK

Underline each agent of socialization named in the passage, then number one example of how each agent influences Leila. Circle one place where Leila questions or limits an influence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Leila's family influence her approach to the drive? What detail shows a limit to that influence?	**Her family modeled listening and thinking about whom the drive would reach. Leila did not agree with every family opinion.**
2	How did school and peers influence different parts of Leila's plan?	**School taught Leila to check food storage and practice sharing speaking time. Peers suggested snacks that classmates would donate easily, which increased donations.**
3	What impression did the videos give Leila, and why did that media message need checking?	**The videos suggested that every donated can went straight to a local family. The food bank's website said supplies were sorted and shared with several partner sites.**
4	For choosing foods that visitors need, which offered Leila more useful guidance, peers or community center volunteers? Explain using the passage.	**The community center volunteers offered more useful guidance because they showed Leila which foods visitors requested. Her peers focused on what classmates would donate easily.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For a welcome event for new students, friends could suggest games that students would want to play. School staff could explain how to make the event accessible and follow school rules. I would rely more on the school for access decisions because the event should include every student. I would still ask peers about games so the event feels inviting.

Accept other evidence-based evaluations when students accurately describe each agent's role and explain a relevant limit or strength. For Your Turn, look for two distinct agents, a plausible influence from each, and a reasoned choice.