Who Shapes Our Choices?

Notice how family, religion, and school influence daily life.

6-9.WG.5.1 "Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in regions throughout the world."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one action each shaped by family, religion, and school. Label your underlines F, R, and E to show which institution influences each action.

A Market, a Meal, and a Classroom

1. On a Saturday in Oaxaca, Mexico, a student named Luz helps her aunt at a market stall. Her aunt shows her how to greet customers and count change. Luz watches the younger children while her aunt unloads baskets. In this family, adults expect children to help when they can, and children learn ways to care for others by joining in. Another family in the same city might divide work differently. Family expectations can shape how people spend their time and how they treat neighbors, even within one community.

2. In Dakar, Senegal, some Muslim families adjust their daily routines during Ramadan, a month when many Muslims fast from dawn to sunset. Adults who fast may wait until sunset to eat and then share an evening meal with relatives or neighbors. Children, people who are ill, and others may be exempt from fasting. A local mosque may announce prayer times and collect food for people in need. Religious beliefs and community practices can influence when people eat, gather, pray, and offer help. Not every person in Dakar observes Ramadan.

3. At many schools in Japan, students take turns cleaning their classrooms and shared spaces. A teacher might assign a group to sweep while another group wipes desks. This routine gives students practice caring for places that everyone uses, rather than leaving every task to school staff. Families may also teach children to put shared things away, but homes set different rules. School routines can shape how students act with classmates. Like Luz's family work and the shared meals in Dakar, these routines bring people together through repeated actions.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do Luz's aunt and family responsibilities influence what Luz does at the market?

2. How can religious practices in Dakar shape both daily schedules and help for others?

3. How might the cleaning routine at many schools in Japan shape how students act with classmates?

4. How do Luz's family and the schools described in Japan both encourage young people to care for others? How do the actions differ?

3 YOUR TURN

Your own words

Imagine a community planning a neighborhood festival. In four sentences, explain how two of these institutions, family, religion, or education, might shape what people do there, how their influences work together or differ, and why people in the same community might make different choices.

ANSWER KEY

Who Shapes Our Choices?

GRADES 6-9 · 6-9.WG.5.1

PART 1 · READ AND MARK

Underline one action each shaped by family, religion, and school. Label your underlines F, R, and E to show which institution influences each action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do Luz's aunt and family responsibilities influence what Luz does at the market?	**Her aunt teaches her to greet customers and count change, and Luz helps by watching younger children.**
2	How can religious practices in Dakar shape both daily schedules and help for others?	**People who fast wait until sunset to eat, and a mosque may collect food for people in need.**
3	How might the cleaning routine at many schools in Japan shape how students act with classmates?	**Taking turns cleaning gives students practice working together and caring for shared spaces.**
4	How do Luz's family and the schools described in Japan both encourage young people to care for others? How do the actions differ?	**Both give young people shared responsibilities. Luz helps her aunt and watches younger children at a market, while students clean spaces they use with classmates.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A school might invite students to make signs that show visitors where to recycle. A religious group might serve meals that follow its food traditions. Both efforts could help guests feel welcome, but they guide different actions. Some neighbors might not take part in either activity because people in the same community make different choices.

Accept other passage-supported explanations that connect an institution to a behavior. For the open task, look for two institutions, a comparison of their influences, and recognition that choices can vary within a community.