Who Shapes Us?

Compare how social groups teach roles, rules, and values.

S.3.5 "Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each agent of socialization, circle a detail showing what it teaches or controls, and number two places where the passage compares agents.

A Day, a Job, and a New Role

1 At age six, Nia learned to greet visitors by watching her family, who also taught her which chores everyone shared. At recess, her play group made up a space mission and took turns being captain. Those games let children try roles and practice cooperation without much adult direction. By ninth grade, Nia's peer group, friends close to her age, influenced what music she liked and whether she spoke up in class. School had a different kind of authority: teachers set deadlines and graded work. Nia learned to follow shared rules and explain ideas to people outside her family.

2 On the bus, Nia saw short videos that made expensive clothes seem necessary for fitting in. Mass media can spread ideas to large audiences, but Nia could question those messages rather than accept them. At her weekend grocery job, a supervisor expected her to arrive on time, handle customers politely, and check her work. Unlike her friends, the supervisor could change her shifts. At a religious community gathering, Nia helped prepare meals for neighbors and heard teachings about service. Religion can connect beliefs with duties and a sense of belonging. People who do not join a religious group may learn these values elsewhere.

3 Years later, Nia's cousin joined the military and lived at a base for basic training. Unlike Nia's grocery job, this total institution controlled much of his daily schedule, living space, clothing, and contact with the outside world. He practiced new routines and learned to respond to commands as part of a unit. This is re-socialization: learning new norms and roles that replace or change earlier habits. Family, peers, and media still mattered to him, but the training program had far more control over his day. Its strong rules helped prepare him for military duties while limiting personal choice during training.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do Nia's play group and peer group influence her in different ways?

2. How does school's authority differ from family's influence in Nia's experience?

3. What different messages do mass media and Nia's religious community offer? How could Nia respond to the media message?

4. Why can basic training reshape the cousin's habits more than Nia's job can reshape hers? Explain how re-socialization happens there.

3 YOUR TURN

Your own words

Invent a teen facing a new habit or decision not described in the passage. In four to five sentences, name two agents from the reading, show how each might shape the teen's choice, and judge which would have more influence on that choice and why.

Who Shapes Us?

PART 1 · READ AND MARK

Underline each agent of socialization, circle a detail showing what it teaches or controls, and number two places where the passage compares agents. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do Nia's play group and peer group influence her in different ways?	**The play group lets her try roles and practice cooperation through games. Her peer group influences her tastes and whether she speaks up in class.**
2	How does school's authority differ from family's influence in Nia's experience?	**Nia learns habits and shared chores by watching her family. At school, teachers set deadlines and grade her work.**
3	What different messages do mass media and Nia's religious community offer? How could Nia respond to the media message?	**The videos suggest expensive clothes are needed to fit in, while the religious community teaches service to neighbors. Nia can question the videos' message.**
4	Why can basic training reshape the cousin's habits more than Nia's job can reshape hers? Explain how re-socialization happens there.	**Basic training controls much of the cousin's day and living conditions, while Nia's supervisor controls her work shifts. The cousin learns military routines and roles that change earlier habits.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Leah must decide how to spend her free Saturday mornings. Her family expects her to help care for her younger brother, while her peer group invites her to practice skateboarding. Her family would probably have more influence because Leah is responsible for her brother until an adult gets home. She could join her friends later, but their invitation does not cancel her family duty.

Accept other passage-supported comparisons in Part 2. For Part 3, look for two accurately identified agents, distinct influences, and a reasoned judgment about one choice.