After the Rain

How institutions shape a neighborhood's response

S.7.2 "Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each social institution, circle an action it uses to pass on a value, and number one effect of each institution on a person, group, or organization.

A Neighborhood Responds

1 After heavy rain flooded several streets, students at Harbor High saw muddy water near the bus stop. Their school turned the event into a lesson on local drainage. In science class, students measured where water collected, then shared their findings at an assembly. By teaching students to investigate the problem and report what they found, the school passed on the values of using evidence and taking shared responsibility. One student who had avoided speaking in groups presented her measurements to the assembly. Her classmates began planning a weekend litter pickup to help keep drains clear.

2 At home, several families talked about which neighbors might need help after the storm. The Rivera family brought groceries to an older neighbor whose sidewalk was still muddy. Their children helped carry the bags and heard their parents explain why neighbors should look out for one another. By showing and discussing care for neighbors, families passed on the value of mutual support. Soon, other households joined them to check on residents who could not easily leave home. The block's informal group divided the visits so no one household had to help everyone. The visits also gave isolated residents a way to ask for supplies.

3 Meanwhile, the city council, part of local government, held an open meeting about repairs. Residents described flooded corners, and council members explained how they would prioritize streets with repeated damage. They voted to publish repair plans and invite comments before work began. Through this public process, local government passed on the values of fairness and participation: residents could see the reasons for decisions and speak about them. The neighborhood association, an organization that had requested faster repairs, changed its proposal to include the streets most often flooded. The council's decision gave that group a clearer way to advocate for residents.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the school pass on a value, and what effect did its lesson have on one student?

2. What did the Rivera family do to pass on a value, and how did families' actions affect the group on their block?

3. How did the city council pass on its stated values, and how did its actions affect the neighborhood association?

4. Compare how the school and the city council passed on values. What did each ask people to do?

3 YOUR TURN

Your own words

Imagine a neighborhood facing a long power outage. In four sentences, explain one action a social institution not discussed in the passage, such as the news media, could take, the value it would pass on, and one effect on an individual and one effect on a group or organization.

ANSWER KEY

After the Rain

HIGH SCHOOL · S.7.2

PART 1 · READ AND MARK

Underline each social institution, circle an action it uses to pass on a value, and number one effect of each institution on a person, group, or organization. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the school pass on a value, and what effect did its lesson have on one student?	**The school had students investigate flooding and report their findings, passing on the values of using evidence and shared responsibility. A student who had avoided group speaking presented her measurements at the assembly.**
2	What did the Rivera family do to pass on a value, and how did families' actions affect the group on their block?	**The Rivera family helped a neighbor and explained why neighbors should help one another, passing on mutual support. Other households joined in, and the block's informal group divided up visits.**
3	How did the city council pass on its stated values, and how did its actions affect the neighborhood association?	**The council held an open meeting, explained repair priorities, and invited comments, passing on fairness and participation. The association changed its proposal to include streets with repeated flooding.**
4	Compare how the school and the city council passed on values. What did each ask people to do?	**The school asked students to investigate flooding and share evidence. The council invited residents to describe problems and comment on repair plans.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

During a long power outage, local news media could broadcast verified locations of public charging stations. By checking each location before reporting it, the media would pass on the value of accuracy. One resident could find a working place to charge a phone. A neighborhood group could use the reports to arrange rides to the charging stations.

Accept other passage-supported effects and values when students connect them to a specific institutional action. For Part 3, accept a plausible institution not named in the passage and a clear link between its action, a value, and effects on both an individual and a group or organization.