Beyond the Rivalry

Trace how social influences shape choices and relationships.

PS.5 "Examine social influences on mental processes and behavior, as well as the human personality. Explain how attitudes, biases, and beliefs affect behavior and relationships with others. Examine various types of social influence..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two social influences and circle the behaviors they affect. Number each influence and its matching behavior with the same number to show the connection.

The Food Drive

1. At a school food drive, students from two homerooms competed to collect the most cans. Maya assumed the other homeroom was selfish because one student had refused to lend her class a cart. She ignored that the cart was already full. Her belief made her turn down an offer to share storage space, and the groups stopped talking. When Maya later learned why the cart was unavailable, she apologized. Her earlier judgment was a bias: she treated one person's action as proof of what an entire group was like. That assumption damaged a relationship before she checked the facts.

2. During lunch, a student leader asked classmates to donate. Instead of saying only that her homeroom wanted to win, she explained that the local pantry had fewer supplies than usual and named foods it needed. Several students brought cans the next day because the request connected their choices to a need they cared about. Another student, Leo, noticed that newcomers to the drive did not know where to leave donations. He showed them the bins, even though helping took time away from his own collecting. His kindness made the newcomers feel welcome; competition had not forced anyone to treat rivals badly.

3. Leo often felt alert in busy crowds and needed quiet breaks, a tendency that may reflect part of his biology. At home, his family practiced greeting new neighbors, and he had learned to notice when people felt left out. Both his temperament and his experiences shaped how he acted at the drive: he stepped aside to recharge, then returned to help. Maya, meanwhile, invited students from both homerooms to sort donations together. Working toward a shared goal gave them chances to see one another as individuals. Their growing trust came from repeated contact, not from simply wearing the same class colors.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Maya's assumption about the other homeroom affect the relationship between the groups?

2. Why did the student leader's request persuade several classmates to bring cans?

3. How did Leo's choice to help the newcomers affect them, and what did helping cost him?

4. How did Leo's temperament and family experiences both shape his actions at the drive?

3 YOUR TURN

Your own words

Invent a situation at a school play rehearsal in which an assumption about a group affects a relationship and a persuasive message changes someone's behavior. In four or five sentences, explain both links and show how one character's temperament and a learned habit combine to shape a choice.

Beyond the Rivalry

PART 1 · READ AND MARK

Underline two social influences and circle the behaviors they affect. Number each influence and its matching behavior with the same number to show the connection. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Maya's assumption about the other homeroom affect the relationship between the groups?	**She rejected an offer to share storage space, and the groups stopped talking.**
2	Why did the student leader's request persuade several classmates to bring cans?	**She described the pantry's need and named useful foods, connecting donations to a need the students cared about.**
3	How did Leo's choice to help the newcomers affect them, and what did helping cost him?	**His help made them feel welcome, but it took time away from his own collecting.**
4	How did Leo's temperament and family experiences both shape his actions at the drive?	**He needed a quiet break from the busy crowd, then returned to help newcomers. His family's practice of greeting neighbors had taught him to notice people who felt left out.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At play rehearsal, Nina assumed the lighting crew never listened because one cue came late. She stopped asking them questions, and the crews grew frustrated with each other. When a lighting student explained that checking cues together would prevent mistakes, Nina agreed to a joint practice. Nina tends to feel overwhelmed by noise, so she asked to review the cues in a quiet room first. Her habit of checking details with teammates helped her return and work with the crew.

For the marking job, accept any two passage-supported links between a social influence and a behavior. For Your Turn, accept other plausible rehearsal situations if the response explains both social influences and connects temperament and experience to a choice.