Who Am I Here?

Trace how group expectations and responses shape a sense of self.

S.2.2 "Explain the process of the social construction of the self, including the ways individuals are socialized by culture, such as sanctions."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two workshop expectations, circle one approving response and one correcting response, and number three statements of Leila's self-image in the order they appear. Use your marks to trace how her interactions with others shape the way she sees herself.

Finding a Place in the Workshop

1. On Saturdays, Leila joins a neighborhood bicycle repair workshop. At first, she calls herself "someone who breaks things," so she watches instead of touching the tools. The workshop has shared expectations: people explain each step, ask before using another person's tools, and treat mistakes as chances to learn. These habits are part of the group's culture, not rules Leila was born knowing. She notices that experienced volunteers describe themselves as problem solvers, even when a repair takes several tries. By observing them and trying small tasks, she learns what being a workshop member involves.

2. One afternoon, Leila asks why a wheel rubs against its brake. A volunteer says, "Good question," and invites her to test the brake. That approval is a positive sanction, a response that rewards behavior the group values. Later, Leila grabs a wrench without asking. Another volunteer calmly asks her to return it and request permission first. That correction is a negative sanction, a response that discourages behavior the group rejects. Neither response changes Leila overnight. As she receives feedback and adjusts her actions, she starts to think of herself as a learner rather than a nuisance.

3. After several weeks, Leila volunteers to teach a newcomer how to check tire pressure. The newcomer follows her directions and thanks her for making the task seem possible. Seeing herself through that interaction, Leila starts to describe herself as a patient teacher rather than someone who breaks things. At school, she still hesitates to speak during science labs, where classmates sometimes rush ahead without explaining their ideas. Her sense of self is shaped through interactions in both settings, but it is not fixed by either one. She can question a group's expectations and decide which habits to carry into another setting.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the workshop's shared expectations help Leila learn what it means to belong to the group?

2. How does each volunteer's response to Leila's actions work as a sanction? Explain what behavior each response encourages or discourages.

3. Why does teaching the newcomer change how Leila describes herself?

4. How does Leila's experience at school show that her sense of self can vary across groups without being fixed by them?

3 YOUR TURN

Your own words

Invent a student joining a new group other than a bicycle workshop or science lab. In 4 to 5 sentences, show a group expectation, a specific approving or correcting response to the student's action, and how that interaction changes or challenges the student's view of themself.

Who Am I Here?

PART 1 · READ AND MARK

Underline two workshop expectations, circle one approving response and one correcting response, and number three statements of Leila's self-image in the order they appear. Use your marks to trace how her interactions with others shape the way she sees herself. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the workshop's shared expectations help Leila learn what it means to belong to the group?	**She observes volunteers explaining steps, asking before using tools, and treating mistakes as chances to learn. She then tries small tasks and learns how a workshop member acts.**
2	How does each volunteer's response to Leila's actions work as a sanction? Explain what behavior each response encourages or discourages.	**Praise for Leila's question is a positive sanction that encourages asking questions. The request to return the wrench is a negative sanction that discourages taking tools without permission.**
3	Why does teaching the newcomer change how Leila describes herself?	**The newcomer follows Leila's directions and thanks her. Through that interaction, Leila comes to see herself as a patient teacher.**
4	How does Leila's experience at school show that her sense of self can vary across groups without being fixed by them?	**She sees herself as a teacher in the workshop but still hesitates to speak during school labs. Interactions in each setting shape her self-image, yet she can choose which group habits to keep.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

When Darius joins the school newspaper, he learns that reporters check a claim with more than one source. He interviews two people for his first article, and the editor thanks him for making the story more reliable. The praise encourages him to check his facts again for his next article. Darius begins to see himself as a careful reporter, even though he had thought he was too impatient for the job.

Accept accurate explanations that connect a group expectation or response to Leila's actions and self-image. For the open task, the response should show how interaction with the new group shapes, but does not simply declare, the student's view of themself.