Who Belongs Here?

How people learn group norms and choose where to participate

S.3.1 "Describe the process of socialization, examining how social groups are composed and why individuals become members of or associate with different social groups."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two ways Maya learns garden norms, circle two reasons people join or stay with a group, and number two details showing how membership in different groups is determined.

Who Joins the Garden?

1. At a vacant lot beside an apartment building, residents have started a community garden. Maya first comes because her grandmother, who lives nearby, asks her to carry tools. Maya belongs to her grandmother's family through kinship. Her grandmother also joins the gardeners, a voluntary group of neighbors of different ages and backgrounds. Some gardeners rent apartments, while others own nearby homes. They do not need the same job or income to work together. Maya soon recognizes two classmates who volunteer there on Saturdays. Their friendship gives her another reason to return, even when her grandmother cannot come.

2. On her first Saturday, Maya picks tomatoes from a bed marked with another person's name. A gardener explains that each household harvests its own bed, while the shared bed is open to all volunteers. Maya apologizes and puts the tomatoes back. Later, she watches older volunteers greet newcomers, divide tools, and ask before changing someone else's planting plan. When she follows those practices, they invite her to help plan the next planting day. Through instructions, observation, and responses to her actions, Maya learns the garden's norms, the shared expectations that guide behavior. This process is socialization.

3. The garden committee meets on weeknights to decide how shared space is used. Any gardener may attend, but voting members must register and attend two meetings first. Maya wants a vote because she cares about keeping a section open for vegetables her grandmother cooks. Her classmate Luis likes helping friends on Saturdays but cannot attend weeknight meetings because he cares for his younger brother. He remains a garden volunteer without joining the committee. Their choices show that shared interests can draw people together, while schedules, responsibilities, and membership rules shape which groups they can join and how they take part.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do kinship and shared activity create different groups in Maya's experience?

2. How does Maya learn what the gardeners expect? Give two ways and an example of each.

3. Why does Maya keep returning to the garden, and why does she want a committee vote? Explain the difference.

4. Why can Luis volunteer but not become a voting committee member under the current rules?

3 YOUR TURN

Your own words

Invent a group at your school or in your community. In four or five sentences, explain who makes up the group, two reasons people might join or associate with it, one way a new member learns its norms, and one factor that might make joining difficult.

ANSWER KEY

Who Belongs Here?

HIGH SCHOOL · S.3.1

PART 1 · READ AND MARK

Underline two ways Maya learns garden norms, circle two reasons people join or stay with a group, and number two details showing how membership in different groups is determined. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do kinship and shared activity create different groups in Maya's experience?	**Kinship connects Maya and her grandmother as family. Shared gardening brings together volunteers of different ages, backgrounds, housing situations, jobs, and incomes.**
2	How does Maya learn what the gardeners expect? Give two ways and an example of each.	**A gardener directly explains which beds volunteers may harvest. Maya also learns by watching volunteers ask before changing someone else's planting plan.**
3	Why does Maya keep returning to the garden, and why does she want a committee vote? Explain the difference.	**Her grandmother first brings her, and seeing classmates gives her a reason to return. She wants a committee vote to help keep space for vegetables her grandmother cooks.**
4	Why can Luis volunteer but not become a voting committee member under the current rules?	**He can help on Saturdays, but voting members must register and attend two weeknight meetings. Luis cannot attend those meetings because he cares for his younger brother.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A neighborhood bike-repair club includes teens and adults who want to fix bicycles. Some join to learn a practical skill, while others come to meet people who enjoy cycling. New members learn to return borrowed tools by watching experienced members and hearing their explanations. A member who leaves a wrench out receives a reminder to put it away. The club meets at 4 p.m., so students with after-school jobs may struggle to attend.

Accept other passage-supported examples of direct instruction, observation, and feedback for question 2. For Your Turn, look for a plausible group composition, two distinct reasons for association, a specific socialization process, and a realistic barrier to joining.