Two Kinds of Ties

How groups shape choices during a city heat response

S.4.1 "Evaluate the characteristics of primary and secondary groups, including their influence over the behavior, attitudes, and values of their members."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that show close, lasting ties, and circle two details that show organized, task-based membership. Number one example each of influence on behavior, attitude, and values as 1, 2, and 3.

Leila's Two Commitments

1. When the city asked residents to prepare for summer heat, sixteen-year-old Leila heard two different kinds of advice. At home, her grandmother and brother checked on her every evening and shared stories about neighbors who had helped them during past heat waves. Their bond existed long before the city announcement and would continue after it. Leila began carrying extra water for her brother and came to see checking on neighbors as a personal duty. She could disagree with her family without losing her place at dinner, although their expectations still mattered deeply to her.

2. Leila also joined the city's heat-response team, which recruited volunteers to deliver water and post cooling-center hours. Most members had never met before. They signed up for shifts, followed a coordinator's safety rules, and worked toward the shared goal of reaching residents at risk. After training, Leila stopped sharing unconfirmed cooling-site rumors and instead gave people the city's verified information. She began to trust organized plans more than quick guesses. Membership depended mainly on doing the work, and a volunteer who missed too many shifts could lose a role.

3. One afternoon, Leila's grandmother wanted her to stay home and help a neighbor during a scheduled team shift. Leila called the coordinator, arranged for another volunteer to cover her deliveries, and helped the neighbor. Her family valued personal responsibility to people they knew; the team valued reliable coverage for many residents. Neither connection controlled every decision: Leila tried to honor both. Over time, two teammates became close friends who checked in even when no shift was planned. Their friendships grew personal, but the team's rules still governed its work.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which of Leila's groups better fits a primary group, and which better fits a secondary group? Use one detail about each group to explain your judgment.

2. How did each group influence Leila's behavior? Give one different action from the passage for each group.

3. Compare one influence on Leila's attitude with one influence on her values. Which group shaped each, and how?

4. When the neighbor needed help during Leila's shift, how did the expectations of both groups shape her decision? Explain why neither group alone determined what she did.

3 YOUR TURN

Your own words

Invent a student, a close personal group, and an organized task-based group facing the same decision. In four or five sentences, identify each group, show one specific influence each has on the student's behavior, attitude, or values, and explain how the student handles competing expectations.

Two Kinds of Ties

PART 1 · READ AND MARK

Underline two details that show close, lasting ties, and circle two details that show organized, task-based membership. Number one example each of influence on behavior, attitude, and values as 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which of Leila's groups better fits a primary group, and which better fits a secondary group? Use one detail about each group to explain your judgment.	**Her family is a primary group because its close ties existed before the heat response and will continue after it. The team is a secondary group because members joined to carry out a shared task under a coordinator's rules.**
2	How did each group influence Leila's behavior? Give one different action from the passage for each group.	**Her family influenced her to carry extra water for her brother. Team training led her to share verified cooling-site information instead of unconfirmed rumors.**
3	Compare one influence on Leila's attitude with one influence on her values. Which group shaped each, and how?	**The team shaped her attitude toward organized plans: she trusted them more than quick guesses. Her family shaped her value of checking on neighbors as a personal duty.**
4	When the neighbor needed help during Leila's shift, how did the expectations of both groups shape her decision? Explain why neither group alone determined what she did.	**Leila helped the neighbor, as her family wanted, but arranged for another volunteer to cover her deliveries so the team could still reach residents. Her decision accounted for both groups' expectations.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Mina's cousins are a primary group whose close bond makes her value time at family celebrations. Her debate team is a secondary group that expects members to practice with their partners before a tournament. When a practice overlaps with her cousin's birthday dinner, Mina asks to practice earlier with her partner. She attends the dinner afterward, honoring her family bond without leaving her partner unprepared.

Accept other passage-supported examples of influence, including Leila's decision to help the neighbor or follow the team's safety rules. For the open task, look for accurate group characteristics, a distinct influence from each group, and a plausible response to competing expectations.