Routes and Rules

How groups shape decisions and change

S.4 "Analyze the effects of social institutions on group behavior over the life course of individuals. Evaluate the characteristics of primary and secondary groups, including their influence over the behavior, attitudes..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one way Maya's family shapes her behavior and one way the council shapes it. Circle the group she uses to judge her ideas, then number three steps that make a claim about other riders seem true.

Who Gets Heard at the Bus Stop?

1. When Maya started high school, her grandmother still asked everyone at dinner to explain one decision they had made that day. Those conversations taught Maya to listen before judging, even when she disagreed. At school, Maya joined a neighborhood bus riders' council organized by the city transit office. Unlike her family, the council brought together people for a specific task: proposing safer bus stops. Members followed meeting rules, gathered comments, and voted on proposals. Maya began speaking more formally at meetings, but she still used her grandmother's habit of asking questions before taking a position.

2. At first, Maya compared her ideas with those of older students on the council, who always checked whether a proposed stop had a safe crossing. She adopted their standard when reviewing her own suggestions. Some council members began calling students who rode a different bus route "the other side" and dismissed their complaints as exaggerations. When one member claimed that riders from that route never came prepared, the chair stopped inviting them to planning sessions. With less access to planning information, those riders brought fewer details to meetings, seeming to confirm the original claim.

3. After riders from both routes described crowded crossings at a public meeting, the transit office changed its planning process. It required the council to invite riders from every route to planning sessions and publish the evidence behind each proposal. With access to the same information, students from the dismissed route brought detailed notes to the next meeting. Maya saw that the earlier judgment reflected unequal opportunities, not a fixed trait of those riders. She also noticed a benefit of the council: working with unfamiliar people helped her test her ideas and persuade adults to consider a safer crossing.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do Maya's family and the council influence her behavior differently? Use one detail about each.

2. Which group does Maya use to judge her own ideas, and what standard does she adopt from them?

3. How does the claim that riders from the other route come unprepared seem to prove itself?

4. What led the transit office to change its process? How did the change affect the earlier judgment about the riders?

3 YOUR TURN

Your own words

Invent a situation at a community garden where a new member joins an established team. In five or six sentences, show how a reference group and an in-group judgment shape the new member's behavior, then show how a rule change could challenge that judgment.

Routes and Rules

PART 1 · READ AND MARK

Underline one way Maya's family shapes her behavior and one way the council shapes it. Circle the group she uses to judge her ideas, then number three steps that make a claim about other riders seem true. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do Maya's family and the council influence her behavior differently? Use one detail about each.	**Family dinners teach Maya to ask questions before judging. The council's meeting rules lead her to speak more formally.**
2	Which group does Maya use to judge her own ideas, and what standard does she adopt from them?	**She compares herself with older council students and adopts their practice of checking whether a proposed stop has a safe crossing.**
3	How does the claim that riders from the other route come unprepared seem to prove itself?	**The claim leads the chair to exclude those riders from planning sessions. With less planning information, they bring fewer details to meetings, which seems to support the claim.**
4	What led the transit office to change its process? How did the change affect the earlier judgment about the riders?	**Riders from both routes described crowded crossings at a public meeting. After the office required equal access to planning sessions, the dismissed riders brought detailed notes, challenging the judgment that they were unprepared.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At a community garden, Nia joins a team that grows vegetables for a food pantry. She measures her progress against experienced gardeners, who record each plant's needs. The regulars assume new members are careless and keep Nia away from the watering schedule. Without that information, she misses a watering day, which seems to support their claim. The garden coordinator then gives every member access to the schedule and pairs newcomers with experienced volunteers. Nia follows the schedule, and the regulars begin to question their assumption.

For Part 3, accept other plausible garden situations if the response identifies a group used for comparison, shows how an in-group judgment affects behavior, and explains how a changed rule could challenge that judgment.