Sociology Unit Six: Socialization Within the Group

Elaborated Unit Focus
This unit is designed to introduce students to the factors that socialize the individual. Students will demonstrate their knowledge of the various aspects of socialization including: the importance of socialization, socialization as a cultural process, socialization and self, agents of socialization, and the process of socialization. Student activities will focus on how socialization affects the individual using observation, experimentation, and analysis. By the end of the unit students should demonstrate that they understand the impact of socialization as a cultural process. Students will appreciate the effects of the process of socialization on the individual and on society, knowing that the self is socially constructed. Using the theme of Beliefs and Ideals, students will examine cultural factors, such as family, media, etc. that socially shape the individual. Students will analyze how individuals are socialized within the context of various cultures. Drawing upon the theme of Individuals, Groups, and Institutions students will examine the role the individual plays in society. Students will also analyze how the group socializes the individual and how the various social institutions play an important role in socialization. Students will examine the effects that gender, race, and the peer group have on the process of socialization. Incorporating the theme of Time, Change, and Continuity students will analyze the process of socialization, as well as the major theories over time. Students will examine the impact that the various stages of socialization have on the individual.

Standards/Elements
SSSacSC1: Students will explain the process of socialization.
   a. Identify and describe the roles and responsibilities of an individual in society.
   b. Analyze the individual development theories of Cooley and Mead.
   c. Identify and evaluate the stages of socialization; include childhood, adolescence, adulthood, and death/dying.
   d. Evaluate the factors that socialize the individual; include family, peers, education, media, and religion.
   e. Analyze how individuals are socialized by gender and race/ethnicity.

Enduring Understandings/Essential Questions
Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.
   • How do we learn the social “rules” of society?
   • How do beliefs and ideas affect the “rules” of a society?
   • Why is socialization a cultural process?
   • Why does symbolic interactionism help us understand socialization?
   • How does socialization differ from culture to culture?
   • In what ways is socialization the same from culture to culture?
**Time, Change, and Continuity:** Students will understand that while change occurs over time, there is continuity to the basic structure of a society.

- How do you define your “social self”?
- Why do girls play with dolls and boys play with trucks?
- What role does our family play in who we are socially?
- How does socialization progress through our life stages?
- Why is the social stage of adolescence typical of western cultures only?

**Individuals, Groups, and Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- What would happen to an individual if they were isolated from society?
- Why is nature important?
- Why is nurture important?
- How does the school socialize the individual?
- How do peers socialize the individual?
- How does religion socialize the individual?
- What role does the media play in the development of our social self?

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**Balanced Assessment Plan**

**Note:** The Balanced Assessment Plan included in this unit is presented as a series of suggested activities. It is not that the expected that teacher would completes all of these activities for a successful unit. These activities provide for a formative assessment of student understanding for specific standards/elements. In line with the idea of Understanding by Design, the Balanced Assessment Plan represents what students are to be able to do. The instruction to prepare students for the task is to be determined by the teacher.

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<tr>
<th>Description of Assessment</th>
<th>Standards Addressed</th>
<th>Type of Assessment</th>
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| **Socially I Am…**        | SSSoc.SC1a, e      | *Dialogue and discussion*  
| Students will be given five minutes to quickly create a list of 20 responses to “Socially I Am ________”. On a piece of notebook paper, have students write “Socially I am _______” and number from 1 to 20. Encourage them to work quickly, as what comes to mind first is usually the most in-depth and honest. (It may be helpful to project the online stopwatch for a countdown the students can see. It can be found at www.on-linestopwatch.com). Once students complete their list, ask them to pick the five statements that “represent them the best”. For each statement, have the students think about how they became that way. Students can also begin to relate how they became that way with beliefs and ideals they hold. This will help them to see how beliefs and ideals impact our lives. Ask students if the overall answers | |
|                           |                    | *Constructed Response*  
|                           |                    | *Self-Assessment*       |
that girls have are very different from the answers the boys have… is there a difference socially? Open up a class discussion making an initial list of what and who socializes us. This is a good unit preview activity.

**Introduction to Socialization Virtual Exploration**
The link below provides an excellent introduction to theories of social behavior. The virtual exploration includes Harry Harlow’s study of social interaction in monkeys, Jean Piaget’s work with cognitive development, and Ruth Benedict’s study of culture on social development. The virtual exploration is an individual activity, so access to the school media center or computer lab will be needed. It can be given as a project outside of class if desired, as there is a link at the end that allows the student to email results to his/her teacher.

http://www.wadsworth.com/sociology_d/virtual_explorations/C.html

**My Looking Glass Self**
Students will apply Charles Horton Cooley’s concept of the Looking Glass Self to themselves. Students will first be asked to draw their own handheld looking glass/mirror on a sheet of notebook paper. It may be helpful for the teacher to actually bring in a handheld mirror or have access to a picture of one.

Next, tell the students that their self-concept is the image that they have of themselves which separates them from other people. In their looking glass/mirror, have them write down five ways they imagine they appear to others (this is Step One of the LGS). Next, have them imagine how others react or see their “imagined” appearance and write this outside of the mirror (Step Two of the LGS). Finally, have students re-evaluate themselves using a combination of their perceived image of self and the image that others have of them, this is our Looking Glass Self.

Discuss with students that this is a three stage process that is life long. The result of the process is either a positive or negative self evaluation.

Some modifications/expansions of this activity include:
*See if any students will give you permission to read what they have written in their looking glass/mirror (Step One). Do not tell the class who’s you are reading and see if the other students can guess who is being described. Does the group view the individual the same as the individual views themselves?
*The teacher may want to give the students a list of certain situations that most of us have experienced and have them apply the stages of the Looking Glass Self to these situations. For example: Playing a game or being on a team and losing, or misbehaving as a small child.
Nature vs. Nurture: The Study of Genie, the feral child.
On a graffiti board, write the following: “What makes us human?” (A graffiti board is just a piece of butcher paper that is posted at the front of the room for students to anonymously write responses that can later be discussed as a class. The responses can be anything… one word, a sentence, a picture, a symbol, or even another question. There is a web link in unit resources on page 9). On another graffiti board, write “What would you expect a 13 year old to be like socially?” Discuss as a class.

Go back to the graffiti board titled “What makes us human?” and write nature or nurture beside each based on a whole class discussion. This should lead to a good discussion of the link between socialization and the Enduring Understandings, specifically Individuals, Groups, and Institutions.

Introduce Genie, the 13 year old feral child who was found in 1979 as having little or no social contact by showing the students the BBC Horizon video available on Science Tube at: http://scicetube.magnify.net/video/BBC-Horizon-Genie-deprived-gir-7 (There are six segments. This is part one. Teacher can decide if he/she wishes to show all six parts or selected parts).

As students watched the video, have them come up with three higher level thinking/Bloom’s Taxonomy questions to ask at a Socratic Seminar following the video. Questions can be specific to Genie, about the nature vs. nurture debate in general, or about ethics in sociological research. Have students answer their own questions. It may help for the teacher to post Bloom’s on the internet so that they can develop thought provoking/ higher level questions. The following website may be used: http://www.teach-nology.com/workheets/time_savers/bloom/

Guidelines for Socratic Seminar are as follows Note: there are many versions of this activity. To see other examples go to the following website: http://www.webenglishteacher.com/socratic.html

Socratic Seminar Activity

• Divide class in half. Arrange desks so that half form a circle in the middle of the room. One group will start as the inner circle (students posing questions and discussing), while the other group is the outer circle (students listening and taking notes). Students will switch after about 20 minutes, giving all students the opportunity to be in and out of the circle.
• Circle is student centered for open debate. Students decide who asks first question, who speaks, etc
• **Inner Circle Student Responsibilities** (Students who are actively debating)
  - Preparation (prepared, student generated higher level thinking questions.)
  - Participation (students actively ask and answer questions)
  - Active Listening (accurately paraphrases, questions, supports, disagrees, and defends thoughts)
  - Sensitivity/ Good Manners (criticizes ideas, NOT people and graciously accepts criticism)
• **Outer Circle Student Responsibilities** (Students who are silent, but are actively listening and taking notes)
  - Participation (students actively take notes on what is being said in the inner circle… this can be ideas they liked or disagreed with and questions they now have).
  - Active Listening (students do not interrupt the students in the inner circle, they are able to “talk back” by taking notes).
When the Seminar is finished and all students have had a chance to be in the inner and outer circles, the teacher may want to open up the discussion to the whole class allowing unanswered outer circle questions to be answered.

Grading: Have students turn in both their higher level questions with answers and the notes they took while in the outer circle. If teacher requires verbal participation, he/she can write down names of students speaking and add this to grade accordingly.

**Agents of Socialization Poster Project.**

Students will work in groups to create a poster for each agent of socialization to be posted around the room and referred to frequently during the unit.

Teacher will assign groups, one for each of the following agents of socialization

- Family (nuclear and extended)
- Primary School (K-5)
- Secondary School (6-12)
- Religion
- Media (abstract socialization)
- Peer Groups
- Cartoons (abstract socialization)
- Community/Country
- Sports

Give each group a piece of butcher paper and creative supplies such as markers, colored pencils, cut up magazines, etc.

Have each group create a poster which includes the following:

- Name of their agent of socialization at the top.
- The groups own definition of socialization.
- An image or graphic that symbolizes their agent of socialization.
- A description of HOW this agent socializes us.
- An example of life long social lessons learned.
- Whether or not it is an abstract or personal form of socialization.
- Stage(s) of life affected by this agent of socialization.

When finished each group will come up and present their poster to the class. Posters will then be posted around the room for future reference.

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<tr>
<th>SSSocSC1</th>
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<tbody>
<tr>
<td><em>Constructed Response.</em></td>
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<tr>
<td><em>Informal observation and discussion.</em></td>
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Performance Task for Unit Six

“A DAY IN THE LIFE”...
A Journal of observations documenting socialization in everyday life.

Enduring Understandings:
Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.
Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

“A DAY IN THE LIFE”...
A Journal of observations documenting socialization in everyday life.

Exactly how are we socialized? How does socialization affect our everyday life?
You will answer these questions over the course of one week by observing the forces of socialization in action. You will research three areas of socialization and compile your research findings in a journal that you will hand in as described below.

As a sociologist you will need to OVERANALYZE!!!
Use your sociological imagination and think outside of the box.

Observation Step One: The Family
At home:
• Keep a daily log of observations of your parent(s) or guardian. Each day think of a one way you were consciously socialized by them and one way you were unconsciously socialized. If you have brothers and sisters, you may want to watch how they are socialized by the family. In your log, write the date, description of unconscious and conscious socialization example, who was doing the “socializing” and the effect that each had on the individual.

In public:
• Look for three instances outside of your home (the store, a sporting event, etc) of parents socializing their children. Think of what we have discussed in class, for example: a dad telling his son to say thank you. For each of the three observations, write a brief paragraph detailing when and where the observation took place, the socialization process observed, the social lesson learned, and whether or not the socialization was conscious or unconscious.

Observation Step Two: Childhood
Children’s Books
• Find two books written for young children. Go to the media center or public library if needed; or you may know someone with young children.
• For your two books complete the handout that follows for each book (handout can be found below)
Toys, toys, toys!
- Either go to the toy section of a store or go online to view advertisements for children’s toys.
- List five observations about the toy’s intended for boys and those intended for girls. Write your observations down in your journal.

Pulling it all together
- Using the information you gathered about the children’s books and children’s toys, answer ALL of the following questions in detail using specific details from your observations and put your answers in your journal…
  - How are boys socialized?
  - How are girls socialized?
  - What future impact does this have on each gender?
  - Think even further… draw a Venn Diagram comparing your ethnicity to another of your choice. What commonalities do you see in terms of socialization (list these in the middle of the two circles) and what differences do you see (list these in the two main circles).

Observation Step Three: The Peer Group
Free From Authority!
- Peer groups are important socially because they provide a sense of social self-direction and a sense of belonging that is free from authority figures. Choose one of your peer groups and complete the following and place in your journal:
  - Include either a drawing or a photograph of your peer group along with names and length of time that you have known the individual.
  - How was your peer group formed? What brought you together?
  - Look for an instance of peer social pressure and describe it in detail. Was it a positive or negative force? Explain.
  - List five ways in which your peer group has molded you socially… in other words…socialized you.
  - Answer the question: Which has the greatest effect on you today, your family or your peer group? Defend your answer.

Pulling it Together: Enduring Understandings
At the beginning of this exercise, you were given three Enduring Understandings that relate to socialization. Now that you have researched and observed socialization, pick one of the three EU’s and write a brief paragraph explaining how your research was able to “connect” socialization to the EU that you chose.

**PUT ALL OF THE ABOVE TOGETHER, PUT YOUR NAME ON IT, AND CALL YOURSELF A SOCIOLOGIST!!!!**
CHILDREN’S STORY GENDER ANALYSIS FORM

What is the title of the book? ____________________________________________

What year was the book written or first published? _______________________

Does the title contain any type of gender identity? ______________. If yes, explain…

Is the main character male or female? ________________________________

How are the girls portrayed?
(Consider the following…  Action: Are they active or acted upon?
Role: What is their purpose in the story/ what do they “do”?
Descriptors: Are they sweet, conforming, naïve, etc.
Goals: How do they achieve their goals? With help? On their own?
Hobbies: What are they involved in? Is anything gender atypical?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How are the boys portrayed?
(Consider the following…  Action: Are they active or acted upon?
Role: What is their purpose in the story/ what do they “do”?
Descriptors: Are they strong, adventurous, independent, etc.
Goals: How do they achieve their goals? With help? On their own?
Hobbies: What are they involved in? Is anything gender atypical?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Describe the overall lesson that the book conveys: ____________________________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Summary of Findings

Summarize your findings regarding children’s stories and gender socialization below. Be very detailed and use all of the information that you have gathered. Compare and contrast stories if needed and use specific examples. Go above and beyond… full credit will be given for a detailed and through analysis. Be prepared to share your observations with the class.
*** Note concerning rubrics: Performance tasks are accompanied by two rubrics: a content rubric and a process rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The process rubric focuses on the product of the performance task. It is intended that the CONTENT rubric is weighted more heavily when assigning a grade to the students.

### Content Rubric for Performance Task

<table>
<thead>
<tr>
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<th>1 Below Standard</th>
<th>2 Needs Improvement</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standard</th>
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<tbody>
<tr>
<td><strong>Student defines the role of family in socializing the individual and evaluates the factors involved in socialization by the individual’s family.</strong></td>
<td>Student correctly identifies the factors associated with the effect of family on socialization, but no specific examples are given or applied.</td>
<td>Student correctly identifies the factors associated with the effect of family on socialization, and gives examples, but fails to apply this understanding specifically to support conscious or unconscious socialization and the social lessons learned.</td>
<td>Student correctly identifies the factors associated with the effect of family on socialization. Gives evidence to support conclusions including conscious and unconscious. Examples given are detailed in terms of social lesson learned.</td>
<td>Everything in 3 PLUS examples that compare and contrast family to other agents of socialization or examples that compare and contrast conscious and unconscious socialization analyzing which has the greater effect on the individual. Connection to EU’s is detailed and explained well. Draws well supported conclusions about role of family in socialization process.</td>
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<tr>
<td><strong>Student will define the role that socialization plays in childhood as well as analyze how the affects of this early socialization can have life long consequences. Student will also compare and contrast the ways males and females are socialized in terms of gender</strong></td>
<td>Student correctly explains one or two of the concepts in level 2.</td>
<td>Student analyzes children’s stories and toys and gives a general explanation of how they socialize us as children. Student illustrates observations for males and females, but fails to connect the differences OR the life long outcomes/ consequences.</td>
<td>Student uses higher level thinking to analyze children’s stories and toys to explain how we are socialized as children. Student accurately illustrates the differences he/she found when observing the stories and toys and explains how this differs for males and females and identifies the life long outcomes/ consequences.</td>
<td>Everything in 3 PLUS gives specific real world examples of gender socialization. Connection to EU’s is well thought out and descriptive. Draws well supported conclusions about role of childhood in socialization process.</td>
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<tr>
<td><strong>Student defines the role the peer group plays in socializing the individual. Students will compare the peer group to other agents of socialization while evaluating the unique influence the peer group has.</strong></td>
<td>Student gives a general overview of the peer group, but analysis does not go any further.</td>
<td>Student correctly defines peer group and analyzes peer pressure, but fails to connect the peer groups important role and unique role in socialization and/or does not adequately compare the peer group to family.</td>
<td>Student correctly defines the peer group and describes and analyzes peer pressure as a positive or negative force. Student explains the role that the peer group has played in socialization and compares the peer group to the family.</td>
<td>Everything in 3 PLUS specific examples to support the role the peer group has played in socialization and/or compares the peer group to agents of socialization in addition to the family. Draws well supported conclusions about role of peer groups in the socialization process.</td>
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## Product Rubric

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<tbody>
<tr>
<td>Pride in Work</td>
<td>Journal seems hastily done. Is out of order and writing is at times illegible.</td>
<td>Journal is somewhat organized, but the order of observations is incorrect. Entries are handwritten hastily.</td>
<td>Journal is organized and in order. Entries are very neatly written or typed.</td>
<td>Journal has a cover sheet and is organized and in exact order. Entries are typed and student has used tables to document findings.</td>
</tr>
<tr>
<td>Use sociological terminology and analysis.</td>
<td>Student does not use any vocabulary learned in class. Observations are short and lack detail.</td>
<td>Student attempts to use vocabulary on 1-2 occasions. Analysis and observations are somewhat detailed.</td>
<td>Student uses vocabulary learned in class on more than two occasions. Analysis and observations are detailed and descriptive.</td>
<td>Student uses vocabulary learned in class throughout journal. Student has overanalyzed using great detail and description.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>There are more than 5 spelling and/or grammatical errors in the journal subtracting substantially from the work overall.</td>
<td>Spelling and/or grammatical errors are contained in the journal (3-5) and subtract somewhat from the overall work.</td>
<td>Spelling and/or grammatical errors are minimal (2 or less) and do not subtract from the students overall work.</td>
<td>There are no spelling or grammatical errors.</td>
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## Resources for Unit

- [www.on-linestopwatch.com](http://www.on-linestopwatch.com)
  - Used in “Socially I am _________” activity, but is also helpful for Socratic Seminar and other group work.

  - Virtual Exploration link that serves as the introductory activity for the unit. Student can either print out their completed work if done at school, or can have work emailed directly to teacher.

  - How to use graffiti boards in the classroom.

- [http://scienctube.magnify.net/video/BBC-Horizon-Genie-deprived-gir-7](http://scienctube.magnify.net/video/BBC-Horizon-Genie-deprived-gir-7)
  - Science Tube link for the Genie video segments. There are 6 segments in all. It is recommended that the teacher preview the segments to determine which ones he/she will show.
http://www.teach-nology.com/worksheets/time_savers/bloom/

- Outline of Bloom’s Taxonomy for students to use when formulating questions for Socratic Seminar.

http://www.webenglishteacher.com/socratic.html

- Good websites for varying the Socratic Seminar. Variations include having a “hot seat”, using more than two large groups, etc.