

Do Now (5 min)

1-27-11

We have learned how to outline a paragraph.

For what other purpose can that technique be
used?

Outlining: A Note Taking Strategy Too!

Agenda

1. Do Now (5 min)
2. Objectives (3 min)
3. Outlining: A Note Taking Strategy (45 min)
4. Closing (3 min)
5. Participation Grades (5 min)

Objectives (3 min)

- Content (The objectives you'll master today)
- **SWBAT:**
 1. *Take notes on a section of the textbook*
- Language (How you will master the objectives)
- **By:**
 1. *Writing notes using the Color-Coded Outlining Technique*

Outlining: A Note Taking Strategy

SWBAT:

Take notes on a section of the textbook by writing notes using the Color-Coded Outlining Technique

- The color-coded outlining technique we learned on Tuesday can also be used as a method for taking notes...
- The same rules apply, but , you will be

Outlining: A Note Taking Strategy

SWBAT:

Take notes on a section of the textbook by writing notes using the Color-Coded Outlining Technique



Agents of Socialization

Before You Read

Main Idea

There are four primary agents of socialization in the United States: family, peer group, school, and the mass media. In some cases, people may undergo voluntary or involuntary resocialization.

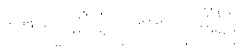
Reading Focus

1. What are the primary agents of socialization in the United States?
2. What are the two kinds of resocialization?

Vocabulary

agents of socialization
peer group
mass media
resocialization
total institution

Use a graphic organizer like this one to take notes on the primary agents of socialization in American society.



This illustration contrasts a beautiful princess with an ugly villainess to highlight the distinction between good and evil.

SOCIOLOGY CLOSE UP

How do fairy tales help to socialize children? According to child psychologist Bruno

Bettelheim, fairy tales are important because they help children master the problems of growing up. They also serve as an introduction to the real world. The message of the tales is that good and bad, virtue and evil exist in everything. Fairy tales also teach children that difficulties in life are unavoidable and must be met head on. Children see the fairy-tale hero confront evil and, through cleverness or bravery, find a way to triumph. By identifying with the hero, children learn socially acceptable behaviors before they are old enough to grasp adult moral issues.

The structure of the fairy tale is ideally suited to the way young children think. Children cannot understand the complexities of the adult world, so situations and people are either right or wrong, good or bad. Fairy tales mimic this simplified view of the world. For example, the witch is bad and ugly. The princess is kind and beautiful. The prince is strong and brave. Good always triumphs over evil.

The subject matter of fairy tales also plays an important role in socialization. Love, fear, death, isolation, and abandonment are all prominent themes. Addressing such subjects allows young children to confront fears they might not be able to express. More than just beloved stories, fairy tales help mold social behavior by providing a way for children to grasp the contradictions of human nature and explore their fears. ▲

Outlining: A Note Taking Strategy

SWBAT:

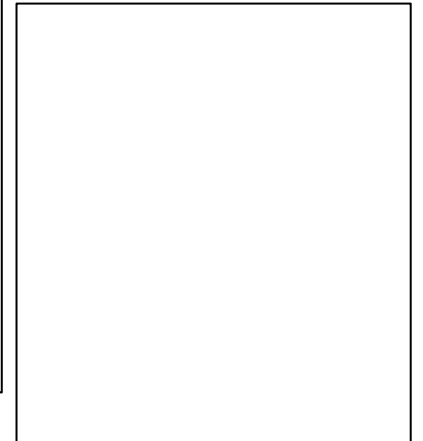
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Primary Agents

The views of Locke, Cooley, and Mead provide theoretical explanations of the socialization process. This section examines some specific forces and situations that shape socialization. Sociologists use the term **agents of socialization** to describe the specific individuals, groups, and institutions that enable socialization to take place. In the United States, the primary agents of socialization include the family, the peer group, the school, and the mass media.

The Family The family is the most important agent of socialization in most societies. It is the principal socializer of young children. Children first interact with others and first learn the values, norms, and beliefs of society through their families.

Socialization in a family setting can be both deliberate and unintended. A father may teach his children about the importance of telling the truth or being considerate of others. A mother may instruct her children on how to spend and save money. These are deliberate, or intended, socialization activities.

There also are unintended socialization activities. Many times these activities have a greater effect on children than do deliberate attempts at socialization. For example, suppose a father explains to his child the importance of being polite. However, the child sees several situations in which the father is impolite. Is the child likely to follow what the father says or what he actually does? Unintended socialization is very common. Parents may take deliberate action to try to influence a child in one direction. However, on numerous occasions they send out unintended messages that push the child in another direction.

Whether deliberate or unconscious, the socialization process differs from family to family, for all families are not the same. The number of children and the number of parents vary from family to family. In addition, one-parent families may be headed by a father or a mother. Also, relationships with other family members—grandparents, uncles, and aunts—may vary. Further, families differ according to the combination of subgroups to which they belong. These subgroups include racial or ethnic group, social class, religious group, and geographic region. For example, one family may be African American, middle class,

Baptist, and live in the South. Another may be Italian American, working class, Catholic, and live in the Midwest. All these differences affect the way a family socializes its children. Thus, socialization produces a society of individuals who share in the patterns of the larger culture but who retain certain unique personality and behavior characteristics.

The Peer Group The family provides many, if not most, of the socialization experiences of early childhood. Infants and very young children are particularly likely to spend almost all of their time in a family setting. As children grow older, forces outside of the family increasingly influence them. In particular, children begin to relate more and more to their peer groups. A **peer group** is a primary group composed of individuals of roughly equal age and similar social characteristics.

Peer groups are particularly influential during the pre-teenage and early teenage years. Indeed, winning peer acceptance is a powerful force in the lives of young people of this age group. Without peer acceptance, they could be labeled as misfits, outsiders, or a similar disparaging term. To win this acceptance, young people willingly adopt the values and standards of the peer group. In essence, they shape themselves into the kind of person they think the group wants them to be.

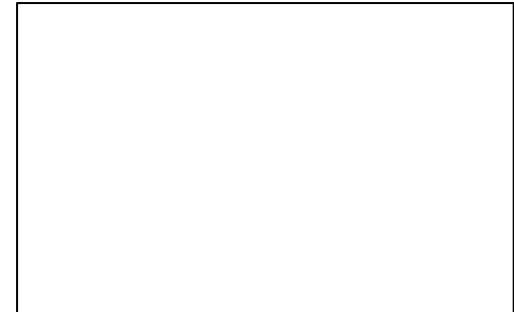
Peer-group socialization is different from socialization within the family. The norms and values imparted by the family usually focus on the larger culture. However, in peer groups the focus is the subculture of the group. Peer-group goals are sometimes at odds with the goals of the larger society. Parents in particular become alarmed if they come to believe that the norms and values of the peer group are more important to their children than those of society as a whole.

The School For most young people, school occupies large amounts of time and attention. Between the ages of 5 and 18, young people spend some 30 weeks a year in school. Therefore, the school plays a major role in socializing individuals. Class activities are planned for the deliberate purpose of teaching basic reading, writing, arithmetic, and other skills. Extracurricular activities, such as school clubs, dances, and athletic events, are intended to also prepare the student for life in society.

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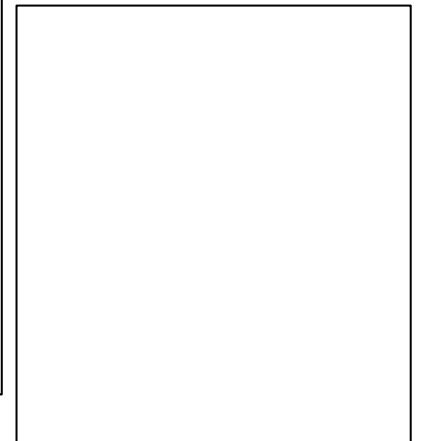


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Closing (3 min)

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Participation Grades (3 min)

- Each day **YOU** will decide the grade you deserve...Though, I reserve the right to change these.
- Your 5-point daily participation grade is based on CLA's core-values:
 - CLA Students are S.M.A.R.T.
 - S = Self-Controlled
 - M = Motivated
 - A = Accountable
 - R = Respectful
 - T = Timely
 - One point for each core-value
 - (5 points possible each day)
- What do you deserve today?