

# Unit #4: Socialization and the Individual

Content Area: **Social Studies**  
Course(s): **Sociology**  
Time Period: **First Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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This unit focuses on examining why socialization is so important to human development. The dynamics of socialization will be explained and the focal point will be on the positive and negative actions during the socialization process. The agents of socialization will be discovered and ranked. A re-socialization process will be appraised and redesigned to meet the needs of the future. Sociological theories of human development will be put to the test.

## STAGE 1- DESIRED RESULTS

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### The College, Career, and Civic Life (C3) Framework for Social Studies

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**D2.Soc.11.9-12.** Analyze the influence of the primary agents of socialization and why they are influential.

## Essential Questions

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- What role does socialization play in an individual?
- What happens when children do not have an environment suitable for positive socialization?
- How do individuals create a sense of self?
- By what means and practices does socialization begin?
- Who experiences re-socialization and why?
- How much of our personality comes from heredity and how much comes from the environment you grow up in?
- Why is being a social being so important in our development?
- What are the main psychological theories on human development?
- What are the primary driving forces behind the socialization process?

- Is the process of socialization the same for everyone?
- Does socialization ever end?

## **Enduring Understanding**

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- Socialization is a lifelong process through which individuals attain their self-identity and grasp the physical, mental and social skills needed for survival in society.
- Individuals are born with certain traits but some of their personality is based off of their surroundings.
- Social contact is a must to help develop an individual's awareness of being a separate person and identity.
- Cooley's idea of the self-concept is created by the way we see ourselves through the perceptions of others.
- Mead suggests that we develop a self-concept through role taking and learning the rules of social interaction.
- Freud's self comes from how we balance the actions of the id, ego, and superego.
- Erikson believes we create a sense of self through psychosocial stages of development.
- Piaget created four cognitive stages of social development: sensorimotor, preoperational, concrete operational and formal operational.
- Kohlberg and Gilligan have opposing views on moral development and its' role in creating a social person.
- The agents of socialization are family, school, peer groups, media and the workplace.
- The re-socialization process can be very hard and complicated.
- The socialization process is not the same for everyone due to many socio-economic influences.
- Socialization continues throughout your whole life.

## **Students will know...**

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### I. Key Ideas / Concepts

- Theories of Socialization
- Freud and the psychoanalytic perspective vs. Erikson Social learning theory
- Cooley, Mead and symbolic interaction
- Agents of Socialization

- Socialization over the Life Course
- Rites of passage
- Adult socialization
- Conversion
- Resocialization
- Socialization in the Future

## II. Possible Misunderstandings

## III. Key Terms and Content Vocabulary

### **Students will be able to...**

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- Define socialization and discuss why it is important for human beings.
- Validate both the “nature” and “nurture” components of a person’s social development.
- Prove that social contact is a necessity for humans to grow as social beings.
- Discover that socialization never ends and that it is not universal due to many socio-economic factors.
- Debate Kohlberg’s and Gilligan’s views on moral development.
- Rank the primary agents of socialization in order of importance to today’s society and compare that with rankings of past decades.
- Create a digital media campaign on the re-socialization of certain members in society.
- Grade the effectiveness of Freud, Erikson, and others on their views on developing a social being.
- Compile a study on the social development of a famous person.

## **STAGE 2- EVIDENCE OF LEARNING**

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### **Authentic Assessments**

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- Students will conduct a media campaign on the re-socialization of certain members in society.
- Students will create a journal of current events and discuss how Erikson or Freud may react to these same events.
- Students will debate whether Freud or Erikson describes the socialization process the best.

- Students will construct a study of a celebrity based on a theory of socialization.
- Students will analyze the impact of each member of socialization on teenagers based on a school wide survey.

## **Traditional / Benchmark Assessments**

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- Unit test on the socialization of a child.
- Peer evaluations of celebrity analysis based on Freud or Erikson.
- Problem Solving Activity: The students will develop a model for parents to follow on how to develop a socially sound personality.
- Essay Test: The students will argue for or against the need for medicine or specific drugs in Freud's studies based on article reviews.
- Oral Examination: The students will teach other students in other classrooms the ways of Freud or Erikson .

## **Formative Assessment During Lesson**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz

- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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**Introducing the Unit:** Video segments focusing on different aspects of life conflicts and development.

**Development of Main Concepts:** Using the video segments the class will discuss and further research aspects of life and development of personality

**Exploring the Main Ideas:** Students will psychoanalyze themselves.

**Mastering the Content:** Students will psychoanalyze a celebrity via the methods of Freud or Erikson.

**Assessing the Learning:** At the end of the unit a review will be given. This can be done as a lecture or as a game. (Jeopardy style with class in teams and extra credit being awarded to the winning team) Then a formal exam is to be issued and graded.

### **Modifications/Differentiation of Instruction**

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Enter specific modifications for:

ELL

Special Needs

Reaching Level

Challenge

### **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook

- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

### **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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## **Vertical Integration- Discipline Mapping**

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### **Additional Materials**

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#### **Articles:**

<http://www.haverford.edu/psych/ddavis/p109g/freud.psa.html>

[http://psychology.about.com/library/bl\\_psychosocial\\_summary.htm](http://psychology.about.com/library/bl_psychosocial_summary.htm)

[http://www.support4change.com/index.php?option=com\\_content&view=article&id=47&Itemid=108](http://www.support4change.com/index.php?option=com_content&view=article&id=47&Itemid=108)

#### **Activity:**

<http://www.asanet.org/introsociology/StudentResources/Exercise%20Resources/Ex20stmnttest38.html>

**Sociology in Our Times Edition 5 [Diana Kendall](#)**

