

**Title:** Socialization

**Lesson Author:** Gina Rumbolo, Tommy George

**Key Words:** sociology, gender gap, expectations, behaviors

**Grade Level:** 9-12 (Sociology elective course)

**Time Allotted:** 60 minutes

<b>Rationale/ Purpose (so what?)</b>
Adolescence is a very important time in a person's development of their identity. Therefore, students should understand and be conscious of the factors that influence their identity and how they live while also being sensitive to the way others have developed their identities.

**Key Concept(s) include definition:**

Socialization: The process through which people learn the expectations of society.

Agents of socialization: Those who pass on social expectations.

Identity: How one sees themselves.

Roles: Expected behaviors associated with a given status in society.

<b>NCSS Standard(s)</b>
<b>SOL Information (As written in the Virginia SOL "Curriculum Framework" for the grade level)</b>
<p><b>NCSS Theme (s) with indicators:</b></p> <p><b>1. Individual Development and Identity</b></p> <ul style="list-style-type: none"> <li>a. assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;</li> <li>b. enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;</li> </ul>

- c. have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;

**SOL:**

There are no SOL guidelines for Sociology since it is an elective.

**Guiding Question(s):**

-How do we know what the social expectations of society are and how do they affect us?

**Assessment Tool(s):**

- Class discussions/oral response
- Written response to questions that are to be written in student notebooks
- Written response to news article
- Closure/writing prompt

**Background: How does this lesson fit into a unit of study? Looking backwards, looking forwards**

Backwards: Culture

Forwards: Society and Social Interaction

**Lesson Objective(s):**

Students will be able to:

1. Identify agents of socialization and how they affect their understanding of social expectations.
2. Identify and explain what factors can cause the socialization process to differ from individual to individual.
3. Identify and explain gender roles.
4. Identify and analyze the affects of gender roles.

**Historical Source(s): (include copies in materials section)**

-Article on gender pay gap (Material F)

**Additional Materials/Resources: (include copies in materials section)**

- Just Do It slide (Material A)
- Vocabulary slide (Material B)
- Agents of socialization slide (Material C)
- What makes socialization different for different people slide (Material D)
- Gender roles slide (Material E)

**Procedure/Process:**

**JUST DO IT! The "Hook":** (A high-interest activity that introduces new content with connections to students' prior knowledge. Between 1-5 minutes (Could also introduce the days guiding question)

<p><b>Obj #</b> See above.</p>	<p><b>Processing Activity and Procedure -include directions, question frames, assignment detail to be given to students (these should all be made into explicit materials (e.g. see material A), and time estimates</b></p>	<p><b>Check for Evidence of Understanding</b> -Either Formal or Informal- (Checks Essential Knowledge and Skills)</p>
<p>Just do it.</p>	<p>In order to connect socialization to students personal</p>	<p>Written and verbal response.</p>

	<p>experiences and build on their prior knowledge students will be asked the following questions: In life one person can take on many roles. Within those roles are expected behaviors. When you came into school today, you took on the role of a student. What expectations are involved with being a student? If you are able to identify expectations, how did you come to know what those expected behaviors are? (5 minutes) This will be displayed on a slide. See Material A. Responses should be shared with the class and written in student notebooks.</p>	
Transition:	<p>What you just discussed is called socialization. The term socialization refers to the process through which people learn the expectations of a society. It is the basis for identity or how one defines themselves. The things that influence socialization are called agents of socialization. Let's see if there are any things that I listed that you guys might not have thought of. (Definitions of these terms can be found on Material B)</p>	
Objective #1	<p>Students will identify agents of socialization and how they affect their understanding of social expectations by looking at agents in their own lives. Compare student responses to the ones the teacher has. Put up the slide that lists agents of socialization and directions. In their notebooks, students should write down how they think each agent has influenced their own socialization process or understanding of expectations. Students will share responses with the class. (10 minutes) See Material C.</p>	<p>Written and verbal response.</p>
Transition:	<p>Many of you have shared with us what has influenced your socialization process. After hearing those responses let's look at how socialization varies or stays the same from person to person.</p>	
Objective #2	<p>Put up directions on a slide from Material D. Students will identify and explain what factors can cause the socialization process to differ from individual to individual by examining the following questions: Is the socialization experience the same for everyone? What can make it different? Answers should be discussed with the class as a whole. Possible answers race, gender, class, attractiveness, personality. (5 minutes)</p>	<p>Oral response</p>

Transition:	Let's take one of the factors that you mentioned and examine its underlying roles.	
Objective #3	In order to help students identify and explain gender roles they will be asked to make a list in their notebook as we discuss in class the difference in gender roles. See Material E for slide. What are females supposed to be like? What are typical males supposed to be like? (5 minutes)	Oral response.
Transition:	Now that we have discussed what we think the gender roles are for people in the U.S., let's read an article that demonstrates the possible affects of gender roles.	
Objective #4	To help students identify and analyze the affects of gender roles they will read the article about the gender pay gap (Material F) and then write a response (at least 5-7 sentences) to the following question: What specific gender roles are at work in this article? What are the implications of those roles?	Oral response.

### **Closure/Writing Prompt:**

We have a number of roles and expectations that we follow on a daily basis. With so many expectations some might argue that socialization is a form of social control because people are brought into conformity with dominant social expectations. Do you agree or disagree and why? Does socialization eliminate individuality? If not, what gives us uniqueness?

## **Material A:**

### **Just Do It**

- In life one person can take on many roles. Within those roles are expected behaviors. When you came into school today, you took on the role of a student. What expectations are involved with being a student? If you are able to identify expectations, how did you come to know what those expected behaviors are?

## **Material B:**

### **Socialization**

- Socialization = process through which people learn the expectations of a society.
- It is the basis for identity or how one defines themselves.
- Agents of socialization=those who pass on social expectations

### **Material C:**

#### Agents of Socialization

- Family
- Media
- Peers
- Religion
- Sports
- School

#### Directions:

In your notebook, write down how you think each agent has influenced your own socialization or understanding of social expectations.

**Material D:**

Directions:

In your notebook write down the answers to these questions:

1. Is the socialization experience the same for everyone?
2. What can make it different?

**Material E:**

**Gender Roles**

\*What are women supposed to be like? How are they supposed to act, look, dress, etc? What type jobs are they supposed to have?

\*What are men supposed to be like? How are they supposed to act, look, dress, etc? What type of jobs are they supposed to have?

## Material F:

**\*\*Question to keep in mind:** What gender roles or expectations are at work in this article? What are the implications of those roles?\*\*\*

### Workplace gender gap

Women and men: Payday

December 12, 2000

Web posted at: 5:46 p.m. EST (2246 GMT)

By Larry Keller

CNN.com/career Senior Writer

(CNN) - On this, there is no argument: Women earn less than men in the United States work force.

But what it means is subject to debate.

On average, for every dollar a man earned, a woman made 73 cents in 1998 -- the most recent year for which U.S. Census data is available. At that rate, the average 25-year-old working woman will lose more than \$523,000 to unequal pay during her working life, according to the AFL-CIO.

**"We're not saying government should evaluate all jobs and decide who gets paid what. But within companies or enterprises, jobs are evaluated all the time. We just want to take the discrimination out of the pay scales."**

— Karen Nussbaum, AFL-CIO's Working Women

And since women are paid less now, they'll have fewer savings and smaller pensions than men later on, says the labor organization.

Organized labor says the disparity is even wider for African-American women and Latina women. The AFL-CIO reports that the former make 67 cents and the latter 58 cents for each male-earned dollar.

## **Opposing views**

Not so fast, say observers at the nonprofit, nonpartisan Washington-based Employment Policy Foundation. It has published a book titled "A Closer Look at Comparable Worth" by economist Anita U. Hattiangadi and attorney Amy M. Habib. In the authors' view, the gender pay gap has been exaggerated.

Citing the national census data is pointless, the foundation's analysts say, because it doesn't take into account factors that affect wages -- age, education and experience.

"The way that number is calculated," says DJ Nordquist, a foundation spokeswoman, "it's basically throwing everybody into the same pool. It's essentially comparing apples and kumquats. It's comparing, for instance, a 22-year-old female college graduate to a 55-year-old male who's had 30 years of work experience.

"We feel that it's a red herring," she says. "It's been pushed by special interest groups that believe government should be setting the wage law for the rest of us. We think the free market does a pretty good job of setting wages."

Not really, counters Karen Nussbaum, director of the AFL-CIO's Working Women department. "We're not saying government should evaluate all jobs and decide who gets paid what," she says. "But within companies or enterprises, jobs are evaluated all the time. We just want to take the discrimination out of the pay scales."

Vicky Lovell, study director for the Institute for Women's Policy Research -- also based in Washington -- agrees with Nordquist that the 73-cents figure isn't an accurate reflection of the pay gap between men and women. But she thinks the chasm is wider than Nordquist portrays it.

When certain factors are taken into account, Lovell says -- factors including different jobs and industries dominated by one gender; the disparate rates of union membership and years of work experience; education and training -- women still earn 12 cents less on the dollar than men, Lovell says.

What accounts for this remaining difference is subject to speculation. "That 12 percent could include an element due to discrimination, or maybe it's due to some sort of productivity difference between men and women that we can't measure," Lovell says.

### **Interpreting numbers**

In fact, there's no wage disparity at all among full-time workers between the ages of 21 and 35 who live alone, the Employment Policy Foundation's people say. What's more, the pay gap is only 3 percent among full-time employees who are married but childless, the foundation's information says.

Nordquist says that's because women in dual-earner couples with children still bear most of the child-rearing responsibility and tend to work fewer hours than their husbands, Nordquist says.

**"The question is how do we interpret the fact that women don't have as much occupational choice as men do? Men can choose to have children and choose to be admitted to the work force because they've already established that women will be doing the caring work, relieving them of the work-family conflict. Society has narrowed women's choices in a way that it hasn't narrowed men's choices."**

— Vicky Lovell, Institute for Women's Policy Research

"I think one of the best ways to address the pay gap is to start looking at the roles people play in the family," she says. "Until men work the same amount (at home) as their wives -- or work less (at their jobs) -- there's always going to be this issue."

A study co-authored by Phyllis Moen, a Cornell University professor of sociology and human development, found that men do in fact usually work longer hours outside the home than their wives in dual-earner couples. That study also found working couples without children saying they have more satisfying family lives than their counterparts with kids.

"The way we see this," says the AFL-CIO's Nussbaum, "is, yes -- if you're right out of school with a college education and no children, then you can earn somewhat near what men earn. But the fact is, the pay gap has always increased with age."

And Lovell says, "The question is how do we interpret the fact that women don't have as much occupational choice as men do? Men can choose to have children and choose to be admitted to the workforce because they've already established that women will be doing the caring work, relieving them of the work-family conflict.

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### **Self-censorship issues**

The Employment Policy Foundation's Nordquist says one reason women's pay is lower than men's is that women are more apt to be liberal arts majors who go into lower-paying jobs -- while men are inclined to choose engineering and computer-science courses and pursue higher-paying careers.

But others argue that these aren't examples of poor career choices by women, but of careers dominated by men -- a subtle form of discrimination that undervalues women and some of the work they do.

**Regarding the 73-cents-to-the-dollar figure as a comparison of women's and men's earnings: "The way that number is calculated, it's basically throwing everybody into the same pool. It's essentially comparing apples and kumquats. It's comparing, for instance, a 22-year-old female college graduate to a 55-year-old male who's had 30 years of work experience. We feel that it's a red herring. It's been pushed by special interest groups that believe government should be setting the wage law for the rest of us. We think the free market does a pretty good job of setting wages."**

— DJ Nordquist, Employment Policy Foundation

"Who does the work is a big part of why women earn less," labor's Nussbaum says. "You can look at it from two very different types of jobs -- child-care worker and parking-lot attendant. Guess who earns more? Parking-lot attendants. That work is valued more by our society than a child-care worker."

It may be self-censorship we're seeing here, however, Women's Policy Research institute's Lovell says: a tendency for many women to steer clear of some high-income jobs dominated by men because of a perception that they'll be treated badly by their male colleagues.

So, for example, a woman who wants to be a neurosurgeon may opt to be a registered nurse instead because she's more accepted in that lower-paying, female-dominated job, Lovell says. "Women may adapt their career choices in response to this knowledge that they're not going to be as successful in the same work as a man would be."

Yet women are making inroads into fields that were once the exclusive domain of men, Nordquist says. There are four times as many female attorneys today as in 1975, and twice as many doctors, she says.

She also cites foundation research showing that women ages 35 to 44 with psychology degrees and working as social scientists earn 101 percent as much as their male colleagues. Women with engineering degrees between the ages of 33 and 44 make 95 percent as much as their male counterparts, she says.

"There is still a wage gap in every single job classification except one or two," Nussbaum counters. "There still is discrimination in pay in equal jobs."

If so, women have a remedy, Nordquist says. Equal pay for equal work is the law under the Equal Pay Act of 1963 and Title VII of the Civil Rights Act.

"If a woman finds herself in that situation, she should get a lawyer and sue her employer," Nordquist says. "Plenty of women do."

Maybe, but litigation is time-consuming and expensive and a woman filing suit won't likely have the same financial resources her employer will have to press the issue, Lovell counters.

Instead, she says, what's needed are better funding for the Equal Employment Opportunity Commission (EEOC) and federal compliance programs; passage of comparable-worth legislation; child-care subsidies; better family-leave policies; and increases to minimum wage and earned-income tax credits.

These things, according to Lovell, would go a long way toward shrinking the gender wage gap -- however wide it is.

**Teacher Notes (Reflections/clarifications/explanations):**

Some of the agents of socialization may be difficult for students to talk about. Gender issues may also cause controversy. Teachers should be prepared to diffuse any situations regarding student comments. Teachers should also prepare the students for the lesson by discussing respect issues.