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## SCOPE AND SEQUENCE

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<th>CHAPTER</th>
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| **1 SOCIOLOGY: How We Become Who We Are** | • Understand and practice different reading strategies  
• Preview the content of a text by looking at the titles and images  
• Use the headings to create an outline of important points  
• Create questions to prepare for the reading  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Use dictionary entries to choose the correct meaning of words for the context  
• Recognize how font styles can aid in understanding new words  
• Understand and use synonyms, antonyms, word roots, and word forms  
• Recognize and use collocations  
• Use the vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| **Theme:** Is all or part of our personality set at birth? What factors influence our personality as we grow from infants to adults? | **Reading One:** Becoming a Person (a textbook excerpt)  
**Reading Two:** The Birth of Personality (a textbook excerpt)  
**Reading Three:** Agents of Socialization (a textbook excerpt) | |
| **2 ART HISTORY: Origins of Modern Art** | • Understand and practice different reading strategies  
• Use visuals to enhance understanding  
• Paraphrase to aid comprehension  
• Highlight important information  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Categorize words by their usage  
• Use dictionary entries to choose the correct meaning of words for the context  
• Understand and learn the different meanings of words  
• Understand and use synonyms, antonyms, and word forms  
• Recognize and use collocations  
• Use the vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| **Theme:** Art movements in the 19th and 20th centuries: Impressionism, Post-Impressionism, and Abstract Expressionism | **Reading One:** Breaking with Tradition: the Beginnings of Impressionism (an online article)  
**Reading Two:** Post-Impressionism (a textbook excerpt)  
**Reading Three:** Abstract Expressionism (a textbook excerpt) | |
| **3 ANTHROPOLOGY: The Study of Human Cultures** | • Understand and practice different reading strategies  
• Create a concept map to organize what you read  
• Use textual clues to aid comprehension  
• Recognize point of view to better understand the message of a text  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Use dictionary entries to choose the correct meaning of words for the context  
• Understand and use synonyms, idioms, and word forms  
• Understand and learn content-specific vocabulary  
• Use the vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities |
| **Theme:** Universal components of human societies; foraging vs. horticultural societies; the personal perspective of a Native American | **Reading One:** The Challenge of Defining Culture (a textbook excerpt)  
**Reading Two:** The Nature of Foraging and Horticultural Societies (a textbook excerpt)  
**Reading Three:** Night Flying Woman: An Ojibway Narrative (an oral history narrated in a book) | |
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<th>NOTE-TAKING/GRAMMAR</th>
<th>CRITICAL THINKING</th>
<th>SPEAKING/Writing</th>
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<tbody>
<tr>
<td>- Fill in an outline</td>
<td>- Express your opinions and support them with examples from the text or from your own experience and culture</td>
<td>- In a small group, consider the nature of foraging and horticultural societies, and discuss Ojibway values and the behaviors that reflect those values in light of these two types of societies</td>
</tr>
<tr>
<td>- Create a chart to summarize information from a text</td>
<td>- Analyze and evaluate information</td>
<td>- Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>- GRAMMAR: One as an impersonal pronoun</td>
<td>- Infer information not explicit in a text</td>
<td>- Write a three-paragraph essay in which you use personal experience to explain the expression <em>Culture is what makes us strangers when we are away from home.</em></td>
</tr>
<tr>
<td>- Chart the differences between two ideas in a reading</td>
<td>- Draw conclusions</td>
<td>- In a small group, discuss the ways that people's personalities are continuously changing and adjusting to events</td>
</tr>
<tr>
<td>- Consolidate information from several readings</td>
<td>- Make connections between ideas</td>
<td>- Discuss the factors that contribute to the development of each person's distinctive personality</td>
</tr>
<tr>
<td>- GRAMMAR: Recognize referents</td>
<td>- Synthesize information and ideas</td>
<td>- In a small group discuss what might happen at a job when a person fails to successfully socialize</td>
</tr>
<tr>
<td>- Write notes from headings and subheadings</td>
<td>- Express your opinions and support them with examples from the text or from your own experience and culture</td>
<td>- Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>- Create a chart to compare different ideas in a text</td>
<td>- Infer information not explicit in a text</td>
<td>- Write a short composition describing what it means to become human</td>
</tr>
<tr>
<td>- GRAMMAR: Understand and use gerunds</td>
<td>- Draw conclusions</td>
<td>- In a small group, discuss the ways that people's personalities are continuously changing and adjusting to events</td>
</tr>
<tr>
<td>- Express your opinions and support them with examples from the text or from your own experience and culture</td>
<td>- Hypothesize about someone else's point of view</td>
<td>- Discuss the factors that contribute to the development of each person's distinctive personality</td>
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<tr>
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<td>- Make connections between ideas</td>
<td>- In a small group discuss what might happen at a job when a person fails to successfully socialize</td>
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<td>- Synthesize information and ideas</td>
<td>- Choose one of the topics and write a paragraph or two about it</td>
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<tr>
<td>- Draw conclusions</td>
<td>- Identify the writer's point of view</td>
<td>- Write a short composition describing what it means to become human</td>
</tr>
<tr>
<td>- Make connections between ideas</td>
<td>- Find relevance in the 19th century culture of the Ojibway in today's world</td>
<td>- In a small group, discuss the ways that people's personalities are continuously changing and adjusting to events</td>
</tr>
<tr>
<td>- Synthesize information and ideas</td>
<td>- Hypothesize about the reasons why rules of reciprocity differ between foraging and horticultural societies</td>
<td>- Discuss the factors that contribute to the development of each person's distinctive personality</td>
</tr>
<tr>
<td>- In a small group, consider the nature of foraging and horticultural societies, and discuss Ojibway values and the behaviors that reflect those values in light of these two types of societies</td>
<td>- Make connections between information in the text and your own culture</td>
<td>- Choose one of the topics and write a paragraph or two about it</td>
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<td>- Synthesize information and ideas</td>
<td>- Identify the writer's point of view</td>
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<td>- Identify the writer's point of view</td>
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| **4 SCIENCE: Human Achievements over Time** | - Understand and practice different reading strategies  
- Use the information in a text box to understand a difficult concept  
- Skim for the main idea by reading topic sentences  
- Use visuals to understand terms and concepts  
- Identify the main ideas of a text  
- Understand the details that support the main ideas | - Guess the meaning of words from the context  
- Use dictionary entries to choose the correct meaning of words for the context  
- Understand and use word forms, synonyms, idioms, and roots  
- Understand and learn the different meanings of words  
- Recognize and use collocations  
- Use the vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
- Use this vocabulary in the After You Read speaking and writing activities |
| **Theme:** What technological innovations have been created over the past 1,000 years? What effect have these innovations had on our everyday lives? | **Reading One:** A Great Human Endeavor: Building the Gothic Cathedrals (a book excerpt)  
**Reading Two:** From Stone to Satellite: Finding Our Way (an online article)  
**Reading Three:** Reaching for the Stars: The 100-Year Starship Project (an online article) | |
| **5 POLITICAL SCIENCE: Managing Hard Times** | - Understand and practice different reading strategies  
- Analyze graphs to understand statistics  
- Predict content from the first paragraph  
- Paraphrase to clarify the main ideas  
- Identify the main ideas of a text  
- Understand the details that support the main ideas | - Guess the meaning of words from the context  
- Use dictionary entries to choose the correct meaning of words for the context  
- Understand and use synonyms, word forms, prefixes, and idioms  
- Recognize and learn collocations  
- Use the vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
- Use this vocabulary in the After You Read speaking and writing activities |
| **Theme:** How does a government respond to an economic crisis? What government policies best help a country and its people recover from economic depression? | **Reading One:** The Great Depression: A Nation in Crisis (a book excerpt)  
**Reading Two:** The Works Progress Administration and the Federal Arts Project (a book excerpt)  
**Reading Three:** An Artist's Perspective on the Federal Arts Project (a book excerpt) | |
| **6 HEALTH SCIENCES: Medical Mysteries Solved** | - Understand and practice different reading strategies  
- Read the last paragraph first to get an overview  
- Identify tone and point of view  
- Draw inferences  
- Identify the main ideas of a text  
- Understand the details that support the main ideas | - Guess the meaning of words from the context  
- Understand and use prefixes, suffixes, phrasal verbs, idioms, word forms, and synonyms  
- Categorize words  
- Understand and learn content-specific vocabulary  
- Use the vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
- Use this vocabulary in the After You Read speaking and writing activities |
| **Theme:** Medical research and discoveries that have vastly improved the health and lives of people around the world | **Reading One:** Solving a Deadly Puzzle (a magazine article)  
**Reading Two:** Imprisoned without a Trial: The Story of Typhoid Mary (an online article)  
**Reading Three:** The Discovery of a Miracle Drug (an online article) | |
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<tr>
<td>• Organize information chronologically</td>
<td>• Express your opinions and support them with examples from the text or from your experience and culture</td>
<td>• Debate the question, “Do you think the endeavors of building Gothic cathedrals, developing navigational technology, and pursuing the 100-year starship project are worthwhile pursuits?”</td>
</tr>
<tr>
<td>• List problems and solutions identified in the text</td>
<td>• Analyze and evaluate information</td>
<td>• Discuss in a small group the meaning of the statement, <em>Necessity is the mother of invention</em>. Consider its relevance to the innovations described</td>
</tr>
<tr>
<td>• GRAMMAR: How to use parallel structure for emphasis</td>
<td>• Infer information not explicit in a text</td>
<td>• In a small group, discuss what you consider the greatest human achievement ever attempted</td>
</tr>
<tr>
<td>• Create a timeline</td>
<td>• Draw conclusions</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>• Make lists</td>
<td>• Hypothesize about someone else’s point of view</td>
<td>• Write a three-paragraph essay in which you describe a major scientific breakthrough from the distant or recent past</td>
</tr>
<tr>
<td>• GRAMMAR: Use adverb clauses to show time relationships</td>
<td>• Make connections between ideas</td>
<td>• Write a narrative in which you imagine you are a young person who is out of work during the Great Depression, and your efforts to find work and to live</td>
</tr>
<tr>
<td>• Create a flowchart</td>
<td>• Synthesize information and ideas</td>
<td>• In a small group, discuss whether artists who were paid by the Federal Arts Project should have been able to keep or to sell their work</td>
</tr>
<tr>
<td>• Create a chain of events</td>
<td>• Find similarities and differences between the policies of two presidents in response to the Great Depression</td>
<td>• Choose one of the topics and write three paragraphs about it</td>
</tr>
<tr>
<td>• GRAMMAR: Understand the use of the passive voice</td>
<td>• Make connections between a president’s policies and the perspective of an artist</td>
<td>• Set up a panel discussion to debate the two sides of the issue of Mary Mallon’s forced seclusion</td>
</tr>
<tr>
<td>• Express your opinions and support them with examples from the text or from your own experience and culture</td>
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<td>• In a small group, discuss what major changes in medical practices resulted from the work of Dr. Snow and Dr. Fleming</td>
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<tr>
<td>• Analyze and evaluate information</td>
<td>• Draw conclusions</td>
<td>• Choose one of the topics and write three paragraphs about it</td>
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<td>• Infer information not explicit in a text</td>
<td>• Hypothesize about someone else’s point of view</td>
<td>• Write a three-paragraph paper on a health threat that exists today</td>
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<tr>
<td>• Draw conclusions</td>
<td>• Make connections between ideas</td>
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<tr>
<td>• Synthesize information and ideas</td>
<td>• Distinguish fact from opinion</td>
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<tr>
<td>• Find similarities and differences between the policies of two presidents in response to the Great Depression</td>
<td>• Decide the advantages and disadvantages to using a compass and to using a GPS system</td>
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<td>• Make connections between a president’s policies and the perspective of an artist</td>
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<td><strong>7</strong></td>
<td><strong>LITERATURE:</strong> Storytelling through Poetry</td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>Theme: A story through poetry of a thoughtless act that has lifelong consequences and that teaches a moral for all time</td>
<td>• Understand and practice different reading strategies</td>
<td>• Guess the meaning of words from the context</td>
</tr>
<tr>
<td><strong>Reading One:</strong> Themes and Characters in <em>The Rime of the Ancient Mariner</em> (an online article)</td>
<td>• Understand literary terms</td>
<td>• Understand and use prefixes, word forms, and synonyms</td>
</tr>
<tr>
<td><strong>Reading Two:</strong> <em>The Rime of the Ancient Mariner</em> (a poem)</td>
<td>• Identify allegorical references to understand symbolism</td>
<td>• Understand and learn the unfamiliar meanings of familiar words</td>
</tr>
<tr>
<td><strong>Reading Three:</strong> <em>The Rime of the Ancient Mariner</em> (continued) (a poem)</td>
<td>• Paraphrase poetry to ease comprehension</td>
<td>• Understand literary meanings of words</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>HISTORY:</strong> Encountering New Worlds</td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>Theme: The causes and effects of exploration and conquest on peoples over the course of history.</td>
<td>• Identify the main ideas of a text</td>
<td>• Categorize words within themes</td>
</tr>
<tr>
<td><strong>Reading One:</strong> <em>Europe on the Eve of Conquest</em> (a textbook excerpt)</td>
<td>• Understand the details that support the main ideas</td>
<td>• Use the vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</td>
</tr>
<tr>
<td><strong>Reading Two:</strong> <em>Native American Histories before the Conquest</em> (a textbook excerpt)</td>
<td>• Guess the meaning of words from the context</td>
<td>• Use this vocabulary in the After You Read speaking and writing activities</td>
</tr>
<tr>
<td><strong>Reading Three:</strong> <em>West Africa at the Time of European Exploration</em> (a textbook excerpt)</td>
<td>• Make connections between sentences</td>
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<td>• Draw inferences</td>
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<td>• Summarize to remember the main points of a text</td>
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<td>• Identify the main ideas of a text</td>
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<td>• Understand the details that support the main ideas</td>
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<tr>
<td>Create a literary semantic web&lt;br&gt;Make double entry notes&lt;br&gt;GRAMMAR: Identifying verb forms and word order that are no longer in use</td>
<td>Express your opinions and support them with examples from the text or from your own experience and culture&lt;br&gt;Analyze and evaluate information&lt;br&gt;Infer information not explicit in a text&lt;br&gt;Draw conclusions&lt;br&gt;Hypothesize about someone else’s point of view&lt;br&gt;Make connections between ideas&lt;br&gt;Synthesize information and ideas&lt;br&gt;Analyze a poem using literary terms&lt;br&gt;Find connections between the mariner’s rash act and the historical context of the poem’s author&lt;br&gt;Consider the moral of the poem and whether the mariner’s penance was just</td>
<td>Discuss in a small group the symbolism of the expression <em>having an albatross around one’s neck</em>&lt;br&gt;In a small group, discuss the deeper meaning of sections of the poem&lt;br&gt;Choose one of the topics and write a short essay about it&lt;br&gt;Write a three-paragraph paper in which you focus on one of the themes in the poem</td>
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<tr>
<td>Create an outline&lt;br&gt;Create a semantic map&lt;br&gt;GRAMMAR: How to use the adverb “even”</td>
<td>Express your opinions and support them with examples from the text or from your own experience and culture&lt;br&gt;Analyze and evaluate information&lt;br&gt;Infer information not explicit in a text&lt;br&gt;Draw conclusions&lt;br&gt;Hypothesize about factors that might have facilitated Europe’s ability to engage in exploration prior to the 15th century&lt;br&gt;Make connections between ideas</td>
<td>Discuss in a small group the similarities and differences between the European’s experiences with Native Americans and West Africans&lt;br&gt;In a small group discuss how the experiences of the Europeans might have been different if the Europeans’ diseases had had the same effect in Africa that they did in North America&lt;br&gt;Choose one of the topics and write three or four paragraphs about it&lt;br&gt;Write a three-paragraph paper to summarize the readings and to give your opinion</td>
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### 9 BUSINESS: Ethical Issues

**Theme:** The importance of ethical behavior in the business world; how companies can foster ethical behavior at all levels of a firm

**Reading One:**
*Promoting Ethics in the Workplace* (a textbook excerpt)

**Reading Two:**
*Ethical Reasoning* (a textbook excerpt)

**Reading Three:**
*Should Mary Buy Her Bonus?* (an online article)

- Understand and practice different reading strategies
- Prepare for a test by anticipating questions
- Predict answers to questions
- Scan a text for specific information
- Identify the main ideas of a text
- Understand the details that support the main ideas

**Vocabulary**
- Guess the meaning of words from the context
- Use advanced vocabulary to accurately convey meaning and vary style
- Use dictionary entries to choose the correct meaning of words for the context
- Recognize and learn collocations
- Understand and learn the different meanings of words
- Understand and use synonyms, word forms, and idioms
- Understand and learn preposition combinations with adjectives
- Use the vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter
- Use this vocabulary in the After You Read speaking and writing activities

### 10 MIGRATION STUDIES: In Search of a New Life

**Theme:** What factors influence or force people to permanently relocate from one area or country to another? What stories do people have to tell about their personal experiences moving to a new, unknown land?

**Reading One:**
*Human Migration* (a textbook excerpt)

**Reading Two:**
*The Westward Journey: A Personal Perspective* (a book excerpt)

**Reading Three:**
*Wooden Trunk from Buchenwald* (a book excerpt)

- Understand and practice different reading strategies
- Skim for the main idea by reading topic sentences
- Draw inferences
- Respond to a text
- Identify the main ideas of a text
- Understand the details that support the main ideas

**Vocabulary**
- Guess the meaning of words from the context
- Understand and learn the different meanings of words
- Use dictionary entries to choose the correct meaning of words for the context
- Understand and use suffixes, word forms, synonyms, and phrasal verbs
- Sort words by category
- Recognize and learn collocations
- Use the vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter
- Use this vocabulary in the After You Read speaking and writing activities
<table>
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<th>CRITICAL THINKING</th>
<th>SPEAKING/WRITING</th>
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<tr>
<td>Write a summary for studying</td>
<td>Express your opinions and support them with examples from the text or from your own experience and culture</td>
<td>Form a panel to create a code of ethics for a hypothetical new company</td>
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<tr>
<td>Summarize the argument</td>
<td>Analyze and evaluate information</td>
<td>Discuss in a small group alternate ethical choices Mary might have made</td>
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<td>GRAMMAR: Recognize transition words</td>
<td>Infer information not explicit in a text</td>
<td>In a small group, compare and contrast information between readings</td>
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<td>Create a timeline</td>
<td>Draw conclusions</td>
<td>Choose one of the topics and write a short essay about it</td>
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<tr>
<td>Fill out an organizer</td>
<td>Make connections between ideas</td>
<td>Write a four-paragraph paper to summarize the reading</td>
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<td>GRAMMAR: Recognize the words that indicate contrast</td>
<td>Synthesize information and ideas</td>
<td>Discuss in a small group what factors might account for the frequency with which Americans relocate</td>
</tr>
<tr>
<td>Express your opinions and support them with examples from the text or from your own experience and culture</td>
<td>Find correlations between the ideas of two thinkers through the lens of another thinker</td>
<td>In a small group discuss what push and pull factors influenced the people in the readings to relocate</td>
</tr>
<tr>
<td>Analyze and evaluate information</td>
<td>Infer information not explicit in a text</td>
<td>Write personal responses to quotes you select from a journal</td>
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<tr>
<td>Draw conclusions</td>
<td>Draw conclusions</td>
<td>Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>Hypothesize about someone else’s point of view</td>
<td>Make connections between ideas</td>
<td>Write a four-paragraph essay about migration</td>
</tr>
<tr>
<td>Make connections between ideas</td>
<td>Synthesize information and ideas</td>
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<tr>
<td>Find reasons to account for apparent contradictions in a person’s descriptions of his or her experiences</td>
<td>Identify similarities between the experiences of the people in the readings and people today</td>
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<tr>
<td>Identify similarities between the experiences of the people in the readings and people today</td>
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OBJECTIVES

To read academic texts, you need to master certain skills.

In this chapter, you will:

- Preview a text and activate background knowledge
- Use headings to create an outline and fill in the outline with details from the text
- Create questions from the title and headings of a text to increase understanding
- Guess the meaning of words from the context
- Use dictionary entries to learn different meanings of words
- Use one as an impersonal pronoun
- Understand and use synonyms, antonyms, font styles, collocations, roots, and different word forms
- Create a chart and write notes to summarize information from a text

SOCIOLOGY: the scientific study of human society and human group behavior. The focus of sociology is the individual in interaction with others or as he or she moves in the social environment.
Consider These Questions

Discuss the questions in a small group. Share your answers with the class.

1. How do you describe people’s personalities? Write descriptions in the word web.

2. Work alone. In your journal or on a piece of paper, write a description of your personality. Some questions to think about: Are you shy? outgoing? cautious? reckless? Do you tend to be solitary? Are you group-oriented? Were you born this way, or did your personality develop as you grew up? Share your description with your group.

3. As we grow up, we learn what is normal (that is, acceptable) behavior in our society. We develop specific values, too. Who teaches us these behaviors and values?

READING ONE: Becoming a Person

A Warm-Up

Discuss the questions with a partner.

1. What does it mean to become a person?

2. In what ways do humans change as they grow from babies to adults?

3. Do babies have personalities?
Reading Strategy

Previewing

Previewing refers to preparing for the content of a reading. You can do so by considering the title of the chapter or reading, looking at the photographs in the chapter, thinking about what you may already know about the topic, and asking yourself questions to activate your background knowledge. For example, when you read the title, you may ask, How does an infant become a person?

Work with a partner. Discuss the answers to the questions.

1. Consider the title of the reading.
   a. How does an infant become a person?
   b. What factors influence our personality as we grow up?

2. Look at the photograph below.
   a. Where are these babies? How old are they?
   b. Can you tell which ones are boys and which are girls?
   c. What else can you tell about babies at this age?

Now read the text and keep in mind the questions and answers you discussed.

Becoming a Person

By John A. Perry and Erna K. Perry

1. If one were to look into a hospital nursery almost anywhere in the world, the picture would be similar: rows of cribs or baskets containing infants of indeterminate gender, some of whom are squirming and crying while others are sleeping peacefully. A closer look will reveal differences in appearance, but at first glance, all the babies look very much alike. Should one meet the same babies 20 years later, the differences among them would no doubt be dramatically obvious: not only would these individuals be distinctive in looks, but also, if engaged in conversation, they would display a variety of attitudes, opinions, beliefs, and values. Moreover, they would differ in the manner in which they expressed them.

2. The infants we met in the hospital have been subjected to two unavoidable processes. One is maturation, or the physical development of the body, which proceeds at approximately the same rate for everyone. The other is socialization, or the process of becoming human, learning societal norms and values while developing a personality unique to each individual.

Work with a partner. Identify one or two facts in the reading that explain how humans change as they grow.
**A Main Ideas**

1. Check (✓) the statements that best express the main ideas in the reading. Discuss your answers with a partner.

   - a. At birth, infants look and act in very similar ways, but they change considerably as they grow up.
   - b. All infants are placed in cribs or baskets in a hospital nursery.
   - c. Although infants look similar, they display many different attitudes, opinions, beliefs, and values.
   - d. Individuals develop different attitudes, opinions, beliefs, and values as they grow up.
   - e. There are unavoidable processes that all humans are subjected to as they grow and develop.
   - f. Over time, infants grow up and develop their own personalities.

2. Check (✓) all the answers that apply. According to the text, all human beings normally

   - a. learn to speak a language.
   - b. learn about their society.
   - c. mature physically at the same time.
   - d. have the same values as everyone in their society.
   - e. develop a distinctive personality.
   - f. become normal men or women.
   - g. grow physically.

**B Close Reading**

Read the quotes from the reading. Circle the statement that best explains each quote. Discuss your answers with a partner.

1. “Should one meet the same babies 20 years later, the differences among them would no doubt be dramatically obvious: not only would these individuals be distinctive in looks. . . .” *(paragraph 1)*

   - a. One must meet the same babies 20 years later to see the obvious differences between them.
   - b. If one meets the same babies 20 years later, the differences between them would be very easy to see.
   - c. It is a good idea to meet the same babies 20 years later to see the obvious differences between them.
2. “If engaged in conversation, they would display a variety of attitudes, opinions, beliefs, and values. Moreover, they would differ in the manner in which they expressed them.” (paragraph 1)

By the time they are 20 years old, these individuals would

a. argue about their attitudes, opinions, beliefs, and values in the same way.

b. learn attitudes, opinions, beliefs, and values in different ways.

c. have different attitudes, opinions, beliefs, and values and express these in different ways.

3. “The other [unavoidable process] is socialization, or the process of becoming human, learning societal norms and values while developing a personality unique to each individual.” (paragraph 2)

a. Each individual develops a personality unlike anyone else’s.

b. Each individual avoids becoming an individual through socialization.

VOCABULARY

A Synonyms

We can build our vocabulary by learning the meanings of unfamiliar words and connecting them with their synonyms.

**Example:**

If one were to look into a hospital nursery almost anywhere in the world, the picture would be similar: rows of cribs or baskets containing infants of indeterminate gender.

Given a choice of words—unknown, uncertain, obscure, clear—by comparing the words we can figure out that unknown, uncertain, and obscure are synonyms of indeterminate, but that clear is not.

Cross out the word or phrase that is not a synonym for the word in bold. Compare answers with a partner.

1. distinctive 
   - unlike
   - dissimilar
   - different
   - identical

2. manner 
   - situation
   - way
   - style
   - form

3. norms 
   - standards
   - models
   - patterns
   - ceremonies

4. proceed 
   - advance
   - delay
   - progress
   - go along

5. appearance 
   - semblance
   - look
   - attitude
   - aspect
Using the Dictionary

Words can have many different meanings. We need to consider the context in order to understand vocabulary words. Even simple or familiar words can have several very different meanings, depending on the context.

Read the dictionary entries and the sentences that follow. Then match the number of the definition with the appropriate sentence. Compare answers with a partner.

**engage v.** 1 to do or take part in an activity 2 to arrange to employ someone 3 to make one part fit into another part of a machine 4 to begin to fight with an enemy

1.

2. a. The Sociology Department is changing its computer systems and programs. The department chair is engaging a computer expert to help with the new equipment and software.

2. b. During the war, the generals engaged the opposing army in a fight for control of an important bridge.

2. c. If engaged in conversation, they would display a variety of attitudes, opinions, beliefs, and values.

2. d. The old equipment in the laboratory needs repair. The gears are not engaging the motor in a special apparatus.

**dramatic adj.** 1 exciting and impressive 2 connected with drama or the theater 3 showing a lot of emotion in a way that makes other people notice

2.

2. a. The boy felt he was a member of the school community when he was given a dramatic role in the school play.

2. b. Sometimes children become very dramatic when they don’t get something they want.

2. c. Children sometimes make a dramatic entrance when they come home from school, to get attention from a family member.
Using Font Styles to Aid in Understanding Vocabulary

Font styles such as *italics* call attention to important vocabulary. These words are often defined or explained or have synonyms in the same sentence or a sentence nearby. When you see italicized words, look in the nearby text for help in understanding them.

Read the sentences from the reading that contain the words below. Then write the definition of each word. Compare answers with a partner.

1. maturation: ____________________________
2. socialization: __________________________

GRAMMAR FOR READING

**One as an Impersonal Pronoun**

*One* can be used in different ways within a text. As a *pronoun*, *one* is used in formal English *in place of the informal you*. *One* refers to anyone or to people in general. The more common use of *one* is as a *number* to refer to the first thing in a list of two or more. When used in this way, sometimes it is followed by the phrase “the other,” referring to the second thing in the list.

Read the sentences from the reading. Decide how *one* is being used in each sentence. Then circle the correct answer. Discuss your answers with a partner.

1. If *one* were to look into a hospital nursery almost anywhere in the world, the picture would be similar: rows of cribs or baskets containing infants of indeterminate gender, some of whom are squirming and crying while others are sleeping peacefully.
   a. impersonal pronoun
   b. number

2. Should *one* meet the same babies 20 years later, the differences among them would no doubt be dramatically obvious.
   a. impersonal pronoun
   b. number

3. *One* is maturation, or the physical development of the body, which proceeds at approximately the same rate for everyone.
   a. impersonal pronoun
   b. number
CRITICAL THINKING

Discuss the questions in a small group. Be prepared to share your answers with the class.

1. First, work alone and write in your journal. Think about how you became the way you are. Where did your attitudes, opinions, beliefs, and values come from? How did you learn the norms and values of society? Then discuss your responses with your group.

2. The writer states that all human beings are subjected to the same two processes: maturation and socialization. Do you think these two processes are independent of each other or interdependent? In other words, does one influence the other as we grow up? Discuss your answers.

READING TWO: The Birth of Personality

A Warm-Up

Discuss the questions in a small group. Share your answers with the class.

1. Write a definition of the term personality.

2. Do you think that personality develops after we are born, or are we born with a personality?

B Reading Strategy

Using Headings to Create an Outline

Creating an outline of a reading using the headings helps you focus on the most important points in each section. Keep in mind that the first paragraph of a text usually does not have a heading because it serves as the introduction.

Look at the reading and use the headings to create an outline of it.

The Birth of Personality

I. Introduction

II. _______________________________________________________

III. _______________________________________________________

IV. _______________________________________________________
The question may be asked whether it is necessary to become human, whether in fact people are not born human. The answer seems to be that one must learn from others to become human. That is, the infant is basically a creature capable of a few bodily functions but little more. Infants who have been left alone without any human companionship, even if their biological needs are attended to, either die or fail to develop normally. It is only in the process of relating to others of our species and learning from them that we become unique individuals with distinctive personalities who fit into a particular social structure.

**Personality**

It is frequently said of a person that he or she either has a nice personality or no personality at all. The first description is only partial and vague, and the second one is impossible, for every person has a personality. People tend to use the term personality imprecisely.

**Personality** may be defined as a complex and dynamic system that includes all of an individual's fairly consistent behavioral and emotional traits—actions, habits, attitudes, beliefs, values, goals, and so on. It is, of course, an abstract term. It is dynamic because personality continually changes and adjusts to events that affect the person or in accordance with how the person perceives these events. Personality may also be seen as a circular system: while the roles people fill in society affect their personalities, personalities also influence the way roles are seen and accomplished. Finally, personalities are distinctive because each individual is born with a specific set of inherited traits and potentials and then has experiences that are exclusively his or her own. Even identical twins, with the same biological heredity, may display personality differences based on different life experiences.

**A Social Product on a Biological Basis**

The study of personality has involved a number of scientists—psychologists, sociologists, anthropologists, and ethologists (scientists who study animal behavior in natural surroundings). Much of the research concerns, first, the issue of what proportion of personality is made up of inherited traits and what proportion consists of learned behavior—are people predominantly biological or predominantly cultural creatures?

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Unfortunately, no easy answer can be given. Research to date seems to indicate that personality development occurs as a consequence of the interplay of biological inheritance, physical environment, culture, group experience, and personal experience.

The biological inheritance that all humans share is one that, in some respects, predisposes them toward accepting learning from others, in the process of which they acquire a personality. Humans lack strong instincts; thus, to a great extent they must learn how to act to their best advantage. (While they lack instincts, humans do have biological drives, such as hunger or thirst. These drives are perceived as tensions or discomforts in the organism that must be relieved. How best to relieve the discomfort is the function of culture, which represents the accumulated learning of countless preceding generations of people.)

**Universal Human Needs**

Biology is also responsible for the universal human need for social and physical contact, which humans share with a number of animals and which may be interpreted as a need to receive and give love. It has been shown repeatedly that infants deprived of loving human contact—for example, those badly neglected—do not develop normally, either physically or mentally. Some fail to thrive and die in infancy. Others grow up to be mentally or otherwise damaged. Although the reasons are not clearly understood, it seems that absence of body contact and stimulation in infancy inhibits the development of higher learning functions. In this need, humans are not alone: our close biological cousins, members of the ape family, show a need for similar closeness and body contact. In a well-known experiment involving rhesus monkeys, researchers found that rhesus infants separated from their biological mothers preferred a soft and cuddly “mother” made of terrycloth, even though she did not feed them, to a surrogate, or substitute, mother made of wire from which they did receive food. The infants ran to the soft “mother” in times of stress and preferred to spend most of their time near “her.”
**A  Main Ideas**

Read each question. Circle the correct answer. Compare answers with a partner.

1. What is the main idea of the reading?
   a. Every human is born with a unique personality, but we lose it if we do not have contact with others.
   b. Infants who have little or no human contact never develop normally, either physically or mentally.
   c. All humans have a need for contact with others, and personality development depends on learning from other humans.

2. At what point in a human’s life does an individual’s personality change?
   a. An individual’s personality never changes after the person becomes an adult.
   b. An individual’s personality changes throughout the person’s life.
   c. An individual’s personality changes only if the person has a role in society.

3. What is the focus of the research mentioned in paragraph 4?
   a. whether people’s personalities are formed mainly by biology or by external factors
   b. whether people, who are mainly biological, are affected by culture
   c. whether it is better to be affected by biology or by our physical environment

**B  Close Reading**

Read the quotes from the reading. Circle the statement that best explains each quote. Discuss your answers with a partner.

1. “It is only in the process of relating to others of our species and learning from them that we become unique individuals with distinctive personalities who fit into a particular social structure.” (paragraph 1)
   a. Humans need to be with other species to understand their own uniqueness.
   b. Humans need to be with other humans in order to learn how to be human and become unique.
   c. Only when humans develop distinct personalities, can they can fit into society.

2. “Personality may be defined as a complex and dynamic system that includes all of an individual’s fairly consistent behavioral and emotional traits—actions, habits, attitudes, beliefs, values, goals, and so on.” (paragraph 3)
   a. An individual’s personality is a very complex system and is difficult to define.
   b. An individual’s personality encompasses all the thoughts and behaviors of that person.
   c. An individual’s personality can be judged by how consistently he or she behaves.

(continued on next page)
3. “The study of personality has involved a number of scientists—psychologists, sociologists, anthropologists, and ethologists (scientists who study animal behavior in natural surroundings).” (paragraph 4)
   a. Personality is so complex that few scientists are able to understand it.
   b. The study of personality is relevant to animal scientists.
   c. There are many scientific approaches to studying personality.

4. “The biological inheritance that all humans share is one that, in some respects, predisposes them toward accepting learning from others, in the process of which they acquire a personality. Humans lack strong instincts; thus, to a great extent they must learn how to act to their best advantage.” (paragraph 5)
   a. Human biology predisposes us to developing a personality.
   b. Human instinct allows us to act to our best advantage.
   c. Humans are predisposed to learn from others because they lack instinct.

5. “Biology is also responsible for the universal human need for social and physical contact, which humans share with a number of animals and which may be interpreted as a need to receive and give love.” (paragraph 6)
   a. Unlike other animals, all humans need social and physical contact.
   b. Like some other animals, humans need social and physical contact.
   c. Humans and animals learn to need social and physical contact.

6. “In a well-known experiment involving rhesus monkeys, researchers found that rhesus infants, separated from their biological mothers, preferred a soft and cuddly ‘mother’ made of terrycloth, even though she did not feed them, to a surrogate, or substitute, mother made of wire from which they did receive food. The infants ran to the soft ‘mother’ in times of stress and preferred to spend most of their time near ‘her.’” (paragraph 6)
   a. The baby rhesus monkeys needed comfortable physical contact when stressed.
   b. The baby rhesus monkeys needed food when stressed.
   c. The baby rhesus monkeys were stressed by the wire objects.
Looking up every unfamiliar word in the dictionary is not an effective way to read. Guessing the meaning of unfamiliar words from the rest of the sentence or paragraph (the context) is more effective and saves time.

**Example:**

“Humans do have biological drives, such as hunger or thirst. These drives are perceived as tensions or discomforts in the organism that must be relieved.”

We can understand from the sentence that humans have basic needs, such as hunger or thirst that must be satisfied in order to survive. Therefore, we can guess that a **drive** is a strong natural need.

Read each quote from the reading. Try to guess the meaning of the word in bold from the context. Write the clues that helped you guess and your guess. Then consult a dictionary and write the definition.

1. “Personality may be defined as a complex and dynamic system that includes all of an individual’s fairly consistent behavioral and emotional **traits**—actions, habits, attitudes, beliefs, values, goals, and so on.” *(paragraph 3)*
   
   **Clues:** behavioral, emotional
   
   **Guess:** characteristics
   
   **Dictionary:** a particular quality in someone’s character

2. “It is **dynamic** because personality continually changes and adjusts to events that affect the person or in accordance with how the person perceives these events.” *(paragraph 3)*
   
   **Clues:**
   
   **Guess:**
   
   **Dictionary:**

3. “Much of the research concerns, first, the issue of what proportion of personality is made up of inherited traits and what proportion consists of learned behavior—are people **predominantly** biological or **predominantly** cultural creatures?” *(paragraph 4)*
   
   **Clues:**
   
   **Guess:**
   
   **Dictionary:**

(continued on next page)
4. “[Biological drives] drives are perceived as tensions or discomforts in the organism that must be relieved. How best to relieve the discomfort is the function of culture.” (paragraph 5)

Clues: ____________________________

Guess: ____________________________

Dictionary: ____________________________

5. “It has been shown repeatedly that infants deprived of loving human contact—for example, those badly neglected—do not develop normally, either physically or mentally.” (paragraph 6)

Clues: ____________________________

Guess: ____________________________

Dictionary: ____________________________

6. “Although the reasons are not clearly understood, it seems that absence of body contact and stimulation in infancy inhibits the development of higher learning functions.” (paragraph 6)

Clues: ____________________________

Guess: ____________________________

Dictionary: ____________________________

7. “Rhesus infants separated from their biological mothers, preferred a soft and cuddly ‘mother’ made of terrycloth, even though she did not feed them, to a surrogate, or substitute, mother made of wire from which they did receive food.” (paragraph 6)

Clues: ____________________________

Guess: ____________________________

Dictionary: ____________________________
Learning words and their **antonyms** helps you build your vocabulary. For example, if you learn *hot/cold* or *young/old* together, you are more likely to remember them.

Match each word with its antonym. Compare answers with a partner.

1. predispose  
   a. aggravate
2. dynamic  
   b. averse
3. inhibit  
   c. help
4. predominantly  
   d. minimally
5. relieve  
   e. unchanging

Complete each sentence with the correct vocabulary word or its antonym. Compare answers with a partner.

1. The administration is trying to attract more female students to the college, which currently has a **predominantly** male population.
2. Doctors recommend that injured patients get plenty of rest because physical activity could __________ an injury.
3. It is a good idea to start reading to children at an early age. It can really __________ the development of their vocabulary.
4. Being overweight can __________ an individual to serious health problems such as diabetes and high blood pressure.
5. Big cities are usually __________ and exciting; however, they are stressful for people who have a hard time with change and growth.
In the **sciences and social sciences**, people often create terms using **Greek and Latin roots**. In this way, the terms can be easily understood by scientists who speak different languages.

- **anthropo**- means “man, human”
- **bacteria**- refers to tiny living organisms with a single cell
- **bio**- relates to living things
- **immuno**- relates to the body’s ability to fight disease
- **psycho**- refers to the mind
- **socio**- relates to society

- **-ology** means “the study of”
- **-ologist** indicates a person who studies a subject professionally

When you know the meanings of these roots, you can understand the names of certain subjects and professions.

**Example:** Anthropologist combines **anthropo**- and **-ologist**. Using what we know about the roots, we can determine that an anthropologist is someone who studies people.

Complete each sentence with the correct term from the box. Compare answers with a partner.

<table>
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<th>anthropology</th>
<th>biologist</th>
<th>immunology</th>
<th>sociologist</th>
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<tr>
<td>bacteriologist</td>
<td>biology</td>
<td>immunologist</td>
<td>psychology</td>
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</tbody>
</table>

1. A(n) **immunologist** is someone who studies the prevention of disease and how the body reacts to disease.

2. ___________ is the study of the human mind.

3. ___________ is the scientific study of people, their societies, cultures, languages, and so on.

4. A(n) ___________ studies the behavior of people in groups.

5. A(n) ___________ is a scientist who studies living things.

6. ___________ is the study of single-celled living organisms.
## The Birth of Personality

### I. Introduction

A. **need to learn from others to become human**

B. 

C. 

### II. Personality

A. 

B. 

C. 

D. 

E. 

### III. A Social Product on a Biological Basis

A. 

B. 

C. 

### IV. Universal Human Needs

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CRITICAL THINKING

Discuss the questions in a small group. Be prepared to share your answers with the class.

1. The reading states that infants who have been left alone without any human companionship, even if their biological needs are attended to, either die or fail to develop normally. Why do you think this is so?

2. According to the reading, our personalities are dynamic, continuously changing and adjusting to events, depending on how the events affect us and how we perceive them. Can we also consciously change our personalities ourselves? Explain your answer.

3. Make a list of the roles you fill in society. For example, you are a student, a classmate, a son or a daughter. You may also be a wife or a husband, a coworker, and so on.

   ________________  ________________  ________________  

   ________________  ________________  ________________  

   ________________  ________________  ________________  

4. Select two of the roles you listed. How does each role affect how you respond to a particular situation? For example, if you are a student and a son/daughter, and you do not do well on an exam, how does your role as student and as a son/daughter affect the way you perceive your poor grade and the way you behave? If you are also a parent, how would your behavior change if your son/daughter reported a poor grade?

LINKING READINGS ONE AND TWO

Discuss the questions in a small group. Be prepared to share your answers with the class.

1. Reading One introduces the concept of socialization as “the process of becoming human, learning societal norms and values while developing a personality unique to each individual.” In Reading Two, what factors contribute to the development of each person’s distinctive personality?

2. In Reading Two, we learn that humans have a universal need for social and physical contact. What processes did you learn about in Reading One that might be affected by an infant’s lack of human contact?

3. How is it that children raised in the same family, within the same society, grow up to “display a variety of attitudes, opinions, beliefs, and values”? Use information from Readings One and Two to support your response.
A  Warm-Up

Consider the title of the reading. Work in a small group. Use the questions to guide your discussion. Share your answers with the class.

1. What agents, or causes, of socialization help transform human infants into human beings capable of functioning in society? In a small group, create a list of agents.

   - parents
   - ____________________________
   - ____________________________
   - ____________________________

2. As a class, write all the agents you have listed on the board. Then arrange them in order of importance as agents of socialization. Which one do you think has the most influence? The second most influence?

   - ____________________________
   - ____________________________
   - ____________________________

B  Reading Strategy

Creating Questions to Increase Understanding

Use **titles and headings** to help you prepare for reading a text by **changing them into questions**. For example, change the title “Agents of Socialization” into a question:

*What are some agents of socialization?*

After you read the text, you will be asked to answer the questions you created.

Go through the reading and write questions for each heading. Write a new question for the title. Compare questions with a partner.

**Title:**

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________

Now read the text. As you read, underline the answers to the questions you wrote for the title and each heading.
Specific people, groups, and organizations are chiefly responsible for transforming a raw bundle of tissues and nerves into a functioning human being, knowledgeable in the ways of society, competent in enough skills to survive and sometimes to thrive and excel in the society, and with features and traits familiar to others yet still recognizably unique.

**The Family**

The foremost socializers are the people who raise the newborn. Barring unusual circumstances, in most societies these people are generally the infant’s parents. Thus, most socialization occurs within the family. The role of the family in socialization is crucial. First, the family influences the child in its earliest stage of development, when the child is most receptive. It meets all of the child’s needs, both physical and emotional. It is a constant influence because most people maintain family relationships from infancy into adulthood. The family is also a primary group, and the personal and emotional ties are conducive to effective socialization. The family, finally, provides the new individual with his or her first identity, as the infant is born into a particular racial group, religion, and social class.

Although parents try to teach, guide, influence, and control the behavior of their children, the latter are not merely clay in parental hands. Socialization, in fact, is reciprocal. The way infants look and act has a bearing on how parents feel and act toward them. And even the most helpless infant can initiate interaction simply by crying. Infants who obtain a positive response to the crying—who are picked up, cuddled, and comforted—receive a different view of the world and their position in it than infants whose crying is ignored.

Parental behavior varies in each family. It also has been shown to vary according to social class and even to race and ethnicity. For instance, in African-American families and among Afro-Caribbean immigrants, child rearing appears to be the responsibility of a wider range of relatives than among white families. In addition, because of the changing nature of the family, many children are being reared by single parents or in households that combine children from previous marriages or by same-sex parents. As a result, socialization experiences are varied.

**The School**

Second to the family, the school acts as a powerful agent of socialization. It is the first formal agency charged with the task of socializing children and represents the first link, or connection, to the wider society. In school, children must learn not only basic skills needed in the society but also the hidden curriculum of how to cope successfully in a competitive
environment. American schools have often been hotbeds of controversy (e.g., school prayer, the decline in standards), probably because they are recognized as being such important socializing agents.

Many children are becoming acquainted with a type of school much earlier than children did in the past. Day care centers have become necessities as increasing numbers of women have joined the workforce. Such centers are by no means sufficiently numerous to meet the demand, nor are they free from controversy. Many Americans are against them on the basis that a child's own mother is the best socializing agent for the child. This has not always been found to be true: many women are, in fact, better mothers when their lives are focused on things other than house and family exclusively. In addition, research has shown that when children from stable families attend high-quality day care centers (in which the ratio of staff to children is one to three for infants and no higher than one to six for toddlers), their intellectual development is neither helped nor hindered to any great extent, though their ability to interact with others is increased.

The Peer Group

Of increasing importance in American society, where school-age children spend more time with their friends than they do with their parents, is the peer group. Socialization within the peer group takes place informally and unintentionally. In addition, activities within the peer group tend to be strictly pleasurable, unlike those in school and in the family, which involve work as well as fun. Membership is voluntary, again unlike the situation in the family or school, and members treat each other as equals without having to answer to those higher in authority. All these factors explain the attraction of the peer group and its great influence on the individual. Finally, the peer group offers a source of identification: adolescents especially turn to their peers to learn what kinds of people they are.

The Media

One of the most powerful sources of socialization, equaling the socializing influence of the peer group and in many instances surpassing that of school and family, is the influence of the mass media. Newspapers, magazines, radio, the Internet, and most especially television have infiltrated every American home to the point where characters from the innumerable TV shows are much more familiar to people, especially to children, than any other heroes or villains past or present. The amount of time spent watching television and the quality of the entertainment presented (centering on sex and violence) have been blamed for inciting criminal and delinquent behavior as well as for the decreasing level of taste and general knowledge of the population. However, no simple cause-and-effect relationships have ever been unfailingly established, although there are definite factors pointing to the negative influence of television as a socializing agent.

Occupational Groups

The role of occupational groups or organizations as socializing agents cannot be ignored. The experience provided by such groups is termed
specialized or occupational socialization, and it consists, basically, of training to fit a particular occupational role: that of clergyman or labor-union public relations official or corporate executive. The successfully socialized individual eventually displays personality traits that reflect the needs of the occupational role: conformity, cooperation, team orientation, and so on.

With a partner, compare the answers you underlined. Discuss how writing questions and then identifying answers to the questions helped you understand the text.

COMPREHENSION

A Main Ideas

Match each socializing agent with the correct description. Compare answers with a partner.

<table>
<thead>
<tr>
<th></th>
<th>1. the family</th>
<th>a. organizes informal activities, which tend to be strictly pleasurable, and members treat each other as equals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. the school</td>
<td>b. influences certain personality traits that reflect the needs of the job, for example, conformity, cooperation, and team orientation</td>
</tr>
<tr>
<td></td>
<td>3. the peer group</td>
<td>c. influences the child in its earliest stage of development, meets all of the child’s physical and emotional needs, and is a constant influence</td>
</tr>
<tr>
<td></td>
<td>4. the media</td>
<td>d. teaches basic skills needed in the society as well as the hidden curriculum of how to cope successfully in a competitive environment</td>
</tr>
<tr>
<td></td>
<td>5. occupational groups</td>
<td>e. introduces characters and situations that some say incite criminal and delinquent behavior</td>
</tr>
</tbody>
</table>

B Close Reading

Read the quotes from the reading. Circle the statement that best explains each quote. Discuss your answers with a partner.

1. “[The family] meets all of the child’s needs, both physical and emotional.” (paragraph 2)
   a. When we are children, we are entirely dependent on our family.
   b. When we are children, we meet all the members of our family.
   c. When we are children, we have certain specific needs.
2. “Parental behavior varies in each family. It also has been shown to vary according to social class and even to race and ethnicity. In addition, many children are being reared by single parents or in households that combine children from previous marriages or by same-sex parents. As a result, socialization experiences are varied.” (paragraph 4)
   a. Socialization among families is usually very similar.
   b. Socialization within families differs from family to family.
   c. Socialization is better among some families than among others.

3. “Second to the family, the school acts as a powerful agent of socialization. It is the first formal agency charged with the task of socializing children and represents the first link, or connection, to the wider society.” (paragraph 5)
   a. The school is the most important agent of socialization.
   b. The school is the second most important agent of socialization.
   c. The school connects families and children.

4. “Day care centers have become necessities as increasing numbers of women have joined the workforce. Such centers are by no means sufficiently numerous to meet the demand.” (paragraph 6)
   a. There are increasing numbers of women who work in day care centers, but not enough day care centers to meet the need.
   b. There are definitely sufficient day care centers to meet the demand as more and more women join the workforce.
   c. There are definitely not sufficient day care centers to meet the demand.

5. “One of the most powerful sources of socialization, equaling the socializing influence of the peer group and in many instances surpassing that of school and family, is the influence of the mass media.” (paragraph 8)
   a. The socializing influence of mass media is equal to the socializing influence of the school.
   b. The socializing influence of mass media is equal to the socializing influence of the family.
   c. The socializing influence of mass media is equal to the socializing influence of the peer group.

6. “The role of occupational groups or organizations as socializing agents cannot be ignored. . . . The successfully socialized individual eventually displays personality traits that reflect the needs of the occupational role: conformity, cooperation, team orientation, and so on.” (paragraph 9)

   When a person is socialized into a particular occupation, that individual
   a. develops the characteristics that the role requires
   b. displays the characteristics of conformity and cooperation
   c. becomes a team member in that particular occupation
Collocations refer to word partners or words that are often used together. These pairs of words appear in texts often and sound natural together.

*Changing, emotional, and wider* appear in the reading. Each of these words has several collections.

**Examples:**
- changing attitudes  
- changing circumstances  
- changing needs  
- changing world  
- wider audience  
- wider context  
- wider implications  
- wider range

Complete each sentence with the appropriate collocation from the box above. Compare answers with a partner.

1. Because the children were used to being in plays in their classroom, they were comfortable performing for a(n) ______ wider audience ______ when they performed before the entire school population.

2. Most people know that sad experiences can deeply affect them. However, they often don’t realize the ________________ of positive experiences.

3. We live in a(n) ________________. Technological advances, improvements in medical care, and societal changes are all happening at a faster and faster pace.

4. Even as adults, people mature, gain experience, and develop ________________ about other people and the world around them.

5. The new law seems to be very clear and simple, but it has ________________ for society as a whole.

6. When someone experiences a crisis in his or her life, such as the illness of a loved one, ________________ becomes very important.
7. As children grow up, parents respond to their _________________.
   Older children can feed and dress themselves, but they still require assistance
   with their homework.

8. The ________________ that children form with their parents and
   siblings are a critical part of their socialization.

9. After family and school, children move on to the ________________
   of peer groups and occupational groups.

**B  Synonyms**

Read the sentences from the reading. Match each word or phrase in bold with its
synonym in the box below. Compare answers with a partner.

1. Even the most helpless infant can **initiate** interaction simply by crying.
2. The amount of time spent watching television and the quality of the
   entertainment presented (centering on sex and violence) have been blamed
   for **inciting** criminal and delinquent behavior.
3. Specific people, groups, and organizations are chiefly responsible for
   transforming a raw bundle of tissues and nerves into a **functioning** human
   being, knowledgeable in the ways of society.
4. Socialization within the peer group takes place informally and **unintentionally**.
5. American schools have often been hotbeds of **controversy** (e.g., school
   prayer, the decline in standards), probably because they are recognized as
   being such important socializing agents.
6. When children from stable families attend high-quality day care centers
   (in which the ratio of staff to children is one to three for infants and no
   higher than one to six for toddlers), their intellectual development is neither
   helped nor **hindered** to any great extent.

<table>
<thead>
<tr>
<th>a. accidentally</th>
<th>b. begin</th>
<th>c. dispute</th>
<th>d. impeded</th>
<th>e. operating</th>
<th>f. triggering</th>
</tr>
</thead>
</table>

Sociology: How We Become Who We Are  25
### Word Forms

Fill in the chart with the correct word forms. Use a dictionary if necessary. An X indicates there is no form in that category.

<table>
<thead>
<tr>
<th></th>
<th><strong>NOUN</strong></th>
<th><strong>VERB</strong></th>
<th><strong>ADJECTIVE</strong></th>
<th><strong>ADVERB</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>acquainted</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>conformity</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td>controversy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td>emotional</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td>receptive</td>
<td></td>
</tr>
</tbody>
</table>

Complete the sentences with the correct form of one of the words above. Be sure to use the correct tense of the verbs and the singular or plural form of the nouns. Compare answers with a partner.

1. The students in the beginning-level English class represent a variety of ___________ backgrounds.

2. Depending on their experiences, humans may feel a variety of different ______________ throughout the day.

3. The university psychology professor has been caught up in a major ______________ over the results of his recent research. His findings have angered many people.

4. Most colleges hold an orientation for new students. College personnel ______________ the students with the school and its facilities.

5. When people enter the armed forces, they ______________ to very strict rules.

6. The speaker was pleased by the crowd’s ______________. They were very interested in listening to what he had to say.
Complete the chart to organize the detailed information in the reading. Compare answers with a partner.

<table>
<thead>
<tr>
<th>Agent</th>
<th>What This Agent Provides the Individual</th>
<th>How This Agent Influences the Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>the family</td>
<td>It provides for all the child’s physical and emotional needs.</td>
<td>It helps form the child’s first identity, the child’s view of the world, and the child’s position in it.</td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the peer group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>occupational group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**

Discuss the questions in a small group. Be prepared to share your answers with the class.

1. The reading presents a few examples of how school can help connect children to the wider society. What additional examples can you think of?

2. The reading states that the mass media may sometimes surpass the family as a socializing influence. How might this powerful source of socialization be used in a positive manner?

3. What might happen at a job when one person fails to successfully socialize? What kinds of problems might arise?
AFTER YOU READ

BRINGING IT ALL TOGETHER

Discuss the questions in a small group. Then share your group’s answers with the class. Use the vocabulary you studied in the chapter (for a complete list, go to page 29).

1. Reading One defines socialization as the process of learning the norms and values of society as an individual grows up. Work in a small group. Select a specific value, such as honesty, respect for others, or punctuality. Discuss how each of you learned this value. Describe when you exhibit this value. Are your experiences in learning this value and the way you exhibit this value the same for everyone in the group? Why or why not?

2. According to Reading Two, “Research to date seems to indicate that personality development occurs as a consequence of the interplay of biological inheritance, physical environment, culture, group experience, and personal experience.” How might the interaction of these factors have affected an aspect of your personality?

3. Reading Two points out the human need for social and physical contact, and that it may be interpreted as a need to receive and give love. Review the agents of socialization you read about in Reading Three. Do all these agents help fulfill this need to receive and give love? If so, in what ways? If not, why not?

WRITING ACTIVITY

Write a short composition in which you describe what it means to become human. In the first paragraph, write what human beings experience as they become human. In the second paragraph, describe what influences human beings in their process of becoming human. In the third paragraph, tell a brief anecdote (story) about one of your own experiences in becoming human.

DISCUSSION AND WRITING TOPICS

Discuss these topics in a small group. Choose one of them and write a paragraph or two about it. Use the vocabulary from the chapter.

1. The media are a very powerful source of socialization today. Think of recent or past events in the news where the media have had a powerful influence on people’s actions. Select one event and write about how the media influenced people to act in a certain way.

2. According to Reading Three, “Socialization, in fact, is reciprocal. The way infants look and act has a bearing on how parents feel and act toward them.” Write about specific ways that infants behave that influence how their parents feel and respond to them. Provide examples from your own experiences and observations.

3. We all develop unique personalities as we grow up. Even identical twins who grow up together develop distinctive personalities. How does this happen?
### Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>anthropologist</td>
<td>engage in</td>
<td>acquainted</td>
<td>dramatically*</td>
</tr>
<tr>
<td>appearance</td>
<td>incite</td>
<td>(with)</td>
<td>predominantly*</td>
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<tr>
<td>changing nature</td>
<td>hinder</td>
<td>distinctive*</td>
<td>unintentionally*</td>
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<tr>
<td>conformity*</td>
<td>inhibit*</td>
<td>dynamic*</td>
<td></td>
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<tr>
<td>controversy*</td>
<td>initiate*</td>
<td>functioning*</td>
<td></td>
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<td>drive</td>
<td>neglect</td>
<td>indeterminate</td>
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<td>emotional ties</td>
<td>predispose</td>
<td>receptive</td>
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<tr>
<td>ethnicity*</td>
<td>proceed*</td>
<td>surrogate</td>
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<td>manner</td>
<td>relieve</td>
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<td>maturation*</td>
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<td>norms*</td>
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<td>socialization</td>
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<td>trait</td>
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<td>wider range</td>
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<tr>
<td>wider society</td>
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</tbody>
</table>

* = AWL (Academic Word List) item

### Self-Assessment

In this chapter you learned to:
- Preview a text and activate background knowledge
- Use headings to create an outline and fill in the outline with details from the text
- Create questions from the title and headings of a text to increase understanding
- Guess the meaning of words from the context
- Use dictionary entries to learn different meanings of words
- Use one as an impersonal pronoun
- Understand and use synonyms, antonyms, font styles, collocations, roots, and different word forms
- Create a chart and write notes to summarize information from a text

What can you do well? ✅
What do you need to practice more? 🚫