

Chapter Culminating Activity – Agents of Socialization

Questionnaire Activity → due Monday, November 3, 2014

Over time, people become socialized, developing personality traits and a sense of self. Students will have an opportunity to examine the impact of the agents (family, mass media, peer groups, school) on developing behavior. In this culminating activity, your group will develop a set of appropriate interview questions, design a questionnaire, conduct interviews, and create a detailed report of the findings.

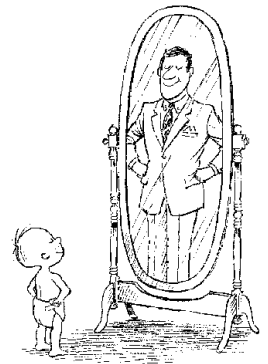
Research Question – Your group needs to create a question that is focused and relevant.

Sample leading questions for research:

- Are some agents more important at different stages of life?
- What is the impact of these agents on people?
- Are these agents necessary for a human to be well socialized?

Part A – Questions

- Your questions have to be simple, easy to understand and focused on your research question. In groups of 5 maximum, brainstorm a list of questions (at least 30)
- Vary the types of questions.
- Edit and narrow down the number of questions, picking the best 20 questions.



Part B – Design

- Research each of the four agents of socialization: family, school, peer groups, mass media → look for articles that address how young people are molded or impacted by each. You should find at least one article minimum for each agent of socialization.
- Make your questionnaire user friendly (people like to write as little as possible and take as little time as possible) and make it attractive to look at.
- Create **2 interview questions** for each agent of socialization: family, school, peer groups, mass media) that specifically asks how the interviewee was socialized using those agents.
 - Make sure that when you are creating questions, which you make it in a multiple choice format this way, you can actually tabulate the responses. It is far too difficult to tabulate open ended responses.
- Make a final draft and create at least 30 copies, and interview at least 30 people total amongst your group.
 - Note that more interviews will give you a better response.

Part C – Interviews

- Make a plan to conduct interviews (between classes, during this class, on the internet, on the phone).
 - If you are going to interview a class, you must get written consent from the teacher to interview their class, just a note you can create stating that Mr/Mrs/Ms so and so gives their permission for you to interview their class during your sociology or free period.
- Conduct your interviews – you want to interview as MANY people as possible.

Part D – Presentation

- 5 minute ‘results’ presentation to the class of your findings. You should create a visual presentation – PowerPoint, posters, etc showing your findings.
- You must have an intro slide which shows your hypothesis: Which Agents of Socialization you feel are the most significant and why.
- Discuss your findings from the research you did prior to developing your questions. Cite the Articles and explain how the information inspired your questions either directly or indirectly.

- Your next 8 slides need to show each question asked and the percentages of responses received for each choice option
- Your 11th slide needs to address your overall conclusions: did you prove or disprove your hypothesis?

Part E – Final Report

- Organize the interview information into a final report of no more than two pages maximum double-spaced, with a works cited.
- Report should basically be a written form of your presentation.
- Hand report in to teacher on November 3, 2014.

This looks like a lot of information and work – that is because it is, so get started ASAP.

You will be in the library for **Thursday, October 23, 2014 and Friday, October 24, 2014.**

HSP3M1 Forces Unit:

Rubric for Report and Presentation

| Criteria | I/R | Level One | Level Two | Level Three | Level Four |
|---|-----|---|--|---|---|
| Knowledge and Understanding / 4 | | 1 point | 2 points | 3 points | 4 points |
| <ul style="list-style-type: none"> • Knowledge of ISU topic • Understands elements of report (correct structure; divided using titles and subtitles; indentations) | | <ul style="list-style-type: none"> • limited knowledge is shown in report • there are a number of errors in report formatting | <ul style="list-style-type: none"> • some knowledge is shown in report • there are some errors in report formatting | <ul style="list-style-type: none"> • considerable knowledge is shown in report • there are only minor errors in report formatting | <ul style="list-style-type: none"> • thorough knowledge is shown in report • there are no errors in report formatting |
| Thinking and Inquiry /4 | | 1 point | 2 points | 3 points | 4 points |
| <ul style="list-style-type: none"> • Demonstrates an ability to select, organize, and interpret information (conclusions are drawn) • Presentation engages the audience • Visual aids support and enhance learning • Fills the required time | | <ul style="list-style-type: none"> • limited thinking skills are evident in the report • audience is not engaged during presentation • there are few visual aids or they do not support learning • presentation is less than 2 minutes | <ul style="list-style-type: none"> • some thinking skills are evident in the report • audience is somewhat engaged during presentation • there are some visual aids or they do not effectively support learning • presentation is between 3-4 minutes | <ul style="list-style-type: none"> • considerable thinking skills are evident in the report • audience is engaged during presentation • there are visual aids that generally support learning • presentation is at least 5 minutes | <ul style="list-style-type: none"> • effective thinking skills are clearly evident in the report • audience is very engaged during presentation • there are visual aids that significantly support learning • presentation is 5+ minutes |
| Communication /4 | | 1 point | 2 points | 3 points | 4 points |
| <ul style="list-style-type: none"> • Incorporates visuals (charts, graphs, diagrams) to support results • Follows APA style (title page, page numbering and formatting) • Communicates effectively for a presentation (loud voice and enunciation, free of slang, eye contact maintained) | | <ul style="list-style-type: none"> • there are no visual aids in the report • there are many errors in APA formatting • Weak communication skills shown in presentation; information is read | <ul style="list-style-type: none"> • there are some visual aids in the report that unclearly support results • there are some errors in APA formatting • Some errors in communication skills shown in presentation; information is partially read | <ul style="list-style-type: none"> • there are visual aids in the report • there are only minor errors in APA formatting • Good communication skills shown in presentation; information is not read | <ul style="list-style-type: none"> • there are visual aids in the report which clearly enhance the report • there are no errors in APA formatting • Excellent communication skills shown in presentation; information is not read |
| Application /4 | | 1 point | 2 points | 3 points | 4 points |
| <ul style="list-style-type: none"> • Able to draw conclusions between respondents and course content | | <ul style="list-style-type: none"> • Weak conclusions are drawn | <ul style="list-style-type: none"> • Some conclusions are drawn | <ul style="list-style-type: none"> • Considerable conclusions are drawn | <ul style="list-style-type: none"> • Thoughtful conclusions are drawn |

Bold denotes criteria for the presentation

Category Marks: KU _____ TI _____ C _____ A _____ Overall _____ out of 12 = _____%

