



Dr. Blosa Science

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Comprehension story 18

Read the passage below and answer the questions that follow, using your own words wherever possible.

Socialization continues throughout life. After childhood one continues to enter new groups to attain new statuses, to learn new roles and thereby to elaborate one's ways of participating in society. A freshman is socialized into the patterns of a college, an immigrant into life of a new country, a recruit into the army, a new resident into the suburb, a new patient into a hospital ward and a bride into a life of marriage. 05

In some respects later socialization is continuous with that of childhood, in other respects discontinuous. In earlier respects like in the home, at school, with the peer group and through the mass media children acquire 'the native language'. They learn to speak and write. Having developed this foundation in early socialization, they later acquire the capacity to issue commands to an army platoon, to preach sermons or write love letters, shopping list, legal briefs, newspaper articles or sales reports. They thus learn to use their native language in new and specialized ways consonant with the particular adult statuses they attain and expectations of their adult roles. Further, the general symbolic capacities that children begin to develop in infancy as they begin to acquire their human nature eventuate in their being able also to use special non-verbal systems. They can learn to read music or blue prints or computer print-out or for that matter, tea leaves, smoke signals or tart of cards. 10 15

Children's symbolic capacities are not merely cognitive in nature. These capacities combine with sentiments in particular ways so that children can come to cherish people with whom they have never actually interacted. Thus the Popes, Presidents, Prime ministers and other leaders in the sense that they 20

represent causes and ideas to which someone is committed also represent aspects of that person's self. They are symbols of oneself (or parts of oneself) which strengthen the attachment to nation, church, political party or social movement. This ability to so utilize others as symbols does not arise for the first time in adulthood. It is essentially a development from a refinement of capacity that first showed itself when the child was attracted to role models outside the family. The child's imagining himself or herself as police officer, heroic rescuer or star athlete is the precursors. 25

Other examples of continuity readily come to mind. In early games of childhood; children learn to pursue a goal within a framework of rules. Their later ability to play chess or tennis or even behave as expected in a bureaucratized office is built on earlier experiences with such games as hide and seeks. The later rules are more elaborate, but the orientation to rules is refinement of the childhood orientation. 30 35

Other basic elements of the adult socialization process are also similar to those in childhood. There are socializing agents who teach, serve as models and invite participation. Through their ability to offer gratification and deprivation they induce co-operation and learning, and they endeavor to prevent disruptive deviance. The persons being socialized, on their part through observation, participation and role taking, learn and internalize new expectations and develop new self-conceptions. 40

The continuities in socialization from childhood to adulthood are significant because adulthood is rooted in childhood. But there is also reason to believe that childhood socialization sets limits to what may be accomplished through adult socialization, even though we are not yet able to define those limits with any precision. The human organism has great plasticity, but that plasticity is not infinite. For example, it would appear virtually impossible for a person brought up in a rural slum who never advanced past grade five, at age twenty five, prepare for and successfully follow a professional career. This degree of discontinuity between childhood and adult socialization seems insurmountable. 45 50

Although certain aspects and certain kinds of adult socialization presuppose continuity with childhood socialization, it is nevertheless equally true

that adult socialization, even the ordinary course of events, is often discontinuous from that of childhood.

Although there is no doubt that adolescents are in the process of becoming more independent of their parents and, consequently, are more responsive to their peers than they were at younger ages, and although their interests and values may differ from those ostensibly emphasized by the High school, it does not follow that adolescent socialization is peer-dominated and little influenced by adult values and norms. In reviewing Coleman's study, Bennett Berger argues that most of the adolescent values and interests noted by Coleman are more accurately understood as derivative from adults. For example, High school athletics depend greatly on support by parents and local booster organizations. Further, parents are concerned about popularity and prestige.

Questions

- (a) Suggest a suitable title for the passage (02 marks)
- (b) Explain what the author means by
- (i) "... they endeavor to prevent disruptive deviance" (line 39) (03 marks)
 - (ii) "the human organism has great plasticity ..." (line 46) (03 marks)
- (c) In not more than 100 words, give a summary how socialization is continuous process (12marks)
- (d) Explain the meaning of the following words and phrases as used in the passage, using you own words wherever possible
- (i) Peer group (line 06) (02 marks)
 - (ii) consonant (line 14) (02 marks)
 - (iii) symbolic capacities (line 15) (02 marks)
 - (iv) eventuate (line 16) (02 marks)
 - (v) refinement (line 27) (02 marks)
 - (vi) childhood orientation (line 34-35) (02 marks)
 - (vii) internalize (line 41) (02 marks)
 - (viii) precision (line 45) (02 marks)
 - (ix) responsive to their peer (line 56-57) (02 marks)
 - (x) booster organization (line 63) (02 marks)
- (20 marks)

Spellings, Punctuation and Grammatical Expression (SPGE) (10 marks)

Suggested answers

- (a) Suggest a suitable title for the passage (02 marks)
Socialization
The role of socialization in human development
- (b) Explain what the author means by
- (i) "... they endeavor to prevent disruptive deviance" (line 39) (03 marks)
It means socializing agents enforce conformance to the rules or acceptable norm or socializing agents prevent nonconformity from the acceptable norms
- (ii) "the human organism has great plasticity ..." (line 46) (03 marks)
The human being has high flexibility/adaptability to new circumstances
- (c) In not more than 100 words, give a summary how socialization is continuous process (12marks)
A SUMMARY HOW SOCIALIZATION IS A CONTINUOUS PROCESS
Socialization is a continuous process because the native languages learnt at early age at home, at school, with peers and through media is later continues to be applicable in communication processes such as preaching, teaching and writing; cognitive capacity to cherish role models is the basis for our attachments to the nation, political parties or social movements while the ability to obey and follow rules gained through simple games like hide and seek, is a foundation for adherence to rules of complex games like chess and to fit in bureaucratic systems.
- (d) Explain the meaning of the following words and phrases as used in the passage, using you own words wherever possible
- (i) Peer group (line 06) (02 marks)
Age mates
- (ii) consonant (line 14) (02 marks)
in agreement with
- (iii) symbolic capacities (line 15) (02 marks)
representative abilities/faculties
- (iv) eventuate (line 16) (02 marks)
manifest itself/show up
- (v) refinement (line 27) (02 marks)
fine-tuned/improvement

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|--------|--|------------|
| (vi) | childhood orientation (line 34-35)
Response | (02 marks) |
| (vii) | internalize (line 41)
adopt/absorb/conceptualize | (02 marks) |
| (viii) | precision (line 45)
accuracy/exactness | (02 marks) |
| (ix) | responsive to their peer (line 56-57)
easily socialize with their age mates | (02 marks) |
| (x) | booster organization (line 63)
supporting system/groups | (02 marks) |
| | | (20 marks) |

Spellings, Punctuation and Grammatical Expression (SPGE) (10 marks)

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Thanks

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