

## TYPES OF GROUPS

### Performance Standard 18B.D

Create a chart showing the similarities and differences among examples of primary, secondary, and reference group members accordingly:

- *Knowledge*: Define and give examples of primary, secondary, and reference groups.
- *Reasoning*: Analyze the similarities and differences among primary, secondary, and reference groups.
- *Communication*: Produce a three-column chart and write an explanation that is well-focused, well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. *In order to understand the roles and interactions of individuals and groups in society (18B)*, students should experience sufficient learning opportunities to develop the following skills:
  - Define and identify members of primary, secondary, and reference groups:
    - Primary group-people you are directly related to or caretakers (biological, close and long lasting).
    - Secondary group-temporary and not family like peers and classmates (not as close as primary).
    - Reference group-groups of people we identify with like teachers, students, and baseball team.
  - Differentiate between a primary group, a secondary group, and a reference group.

Note: Define and describe primary group, secondary group, and reference group. Have students brainstorm examples of specific persons that fall into one of the groups listed above. For example, family is a primary group, student council may be a secondary group, and the school basketball team may be a reference group.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask each student to make a three-column chart as follows:
  - Use PRIMARY, SECONDARY, and REFERENCE as the three headings.
  - Cut out pictures from magazines showing at least three examples for each of the three groups. Paste pictures under the appropriate headings. Students should use pictures as guides, but encourage them to expand on and personalize their thoughts. The pictures students use and explain should clearly show that they understand the differences between the three types of groups.
  - Explain differences and similarities between primary, secondary, and reference groups by placing captions next to each picture. Because some people could overlap into two or three columns, students could point out the overlaps.
4. (Optional) Have each student give a brief presentation of his/her chart, explaining the memberships in the groups.
5. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: The identification of members of the three groups was complete and correct; provided 3 or more examples of each group.
  - *Reasoning*: Descriptions on the chart pointed out similarities, differences, and overlaps among the group memberships thoroughly and accurately.
  - *Communication*: The chart and the explanations were well-focused, well-organized, and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

### Time Requirements

- Two class periods

### Resources

- A dictionary, a sociology textbook, or the glossary in the back of the performance descriptors packet
- Magazines and/or Internet
- 12 x 18 construction paper
- Pencil, scissors, and glue
- Social Science Rubric

### ASSESSMENT 18B.D

# Secondary Primary Reference

"Meets"



This crowd is a secondary group because it is temporary and impersonal.



This group belongs in the primary group because it's small they interact over a long time on a direct and personal basis.



This group is a reference group because they are a group with whom individuals identify and whose attitudes and values are adopted.

# Primary

"Exceeds"



I chose this grandma because she would be indirectly related to me by being the mom of my mom's dad.



I chose this mom because she would be indirectly related to me by giving birth to me.



I chose this grandma because he would directly relate to me by being the dad of my mom's dad.

# Secondary



I chose this picture to go on the line because she could be a sister or a teammate.

I chose this because she could be a neighbor or teammate.



I chose those 2 kids because they are friends and they might not be friends forever.



I chose this person because he could be a teammate and he could move to a new town and be on a different team.

# Reference



I chose this artist because you could belong to a group called artist because you are a good drawer.

I chose this band because you can belong to a band because you play the tuba.



I chose these two doctors because they belong to a group called doctors because they help sick people.