

Generational Dynamics

Comparing and Contrasting the Generations

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Grade Level	11th – 12th Grade
Subject	Social Studies
Course	Sociology

Essential Question

How do stereotypes influence our perceptions of different groups?

Summary

In this lesson, students will explore how social groups, like generations, are defined by different characteristics and stereotypes. In groups, students will jigsaw readings to investigate these characteristics and stereotypes. Students will then create a mood board that represents one of the generations and reflect on their learning by comparing and contrasting different generational groups.

Snapshot

Engage
Students take an introductory "Generations" survey to categorize generational characteristics by reflecting on their own generational identity.

Explore
Students sort images and discuss the reasoning behind their choices in a generational Card Sort activity.

Explain
In Jigsaw groups, students summarize stereotypes and traits of one generation from a reading, then join expert groups to teach each other.

Extend
Based on their learning, students create mood boards and conduct a Gallery Walk to clear up any misconceptions of a generation.

Evaluate
Students compare the values of at least two generational groups and justify their reasoning with evidence.

Standards

Oklahoma Academic Standards (Social Studies: Sociology (9th through 12th grade))

S.4: The student will examine how social groups are composed of people who share common characteristics including interests, beliefs, behaviors, and feelings.
S.4.5: Investigate stereotypes of different groups including gangs, generational groups, immigrants, and the homeless.

Attachments

- Card Sort Cards—Generational Dynamics.docx
- Card Sort Cards—Generational Dynamics.pdf
- Generations Quiz Key—Generational Dynamics.docx
- Generations Quiz Key—Generational Dynamics.pdf
- Generations Quiz—Generational Dynamics - Spanish.docx
- Generations Quiz—Generational Dynamics - Spanish.pdf
- Generations Quiz—Generational Dynamics.docx
- Generations Quiz—Generational Dynamics.pdf
- Jigsaw Reading Packet—Generational Dynamics - Spanish.docx
- Jigsaw Reading Packet—Generational Dynamics - Spanish.pdf
- Jigsaw Reading Packet—Generational Dynamics.docx
- Jigsaw Reading Packet—Generational Dynamics.pdf
- Lesson Slides—Generational Dynamics.pptx
- Note Catcher—Generational Dynamics - Spanish.docx
- Note Catcher—Generational Dynamics - Spanish.pdf
- Note Catcher—Generational Dynamics.docx
- Note Catcher—Generational Dynamics.pdf

Materials

- Generations Quiz (attached; one copy per student)
- Generations Quiz Key (attached; for teacher use)
- Card Sort Cards (attached; one set per partner group)
- Jigsaw Reading Packet (attached; one half-page per student)
- Note Catcher (attached; one per student)
- Sticky notes
- Paper
- Pencils/Pens
- Construction Paper (optional)
- Color pencils/markers (optional)
- Scissors (optional)

Preparing the Lesson

Explore-Card Sort

Prior to the lesson, print copies and cut out the attached Card Sort Cards handout. Citations starting on pages 7-10 do not need to be printed. It is recommended that you print the cards on heavy paper or card stock for durability. The Card Sort Cards handout includes headings that provide the answers. Avoid showing this to students. Mix the cards and place each set of cards in a small plastic bag.

10 minutes

Engage

Introduce the lesson using **slide 1** of the attached **Lesson Slides**. Display **slide 2**, pass out the attached **Generations Quiz,** and ask the students, "Which generation do you belong to?" Make sure to provide them with plenty of time to complete the quiz. Let students know that they may not feel like one of the answers applies exactly to them, but reinforce that they should respond with the answer that *best* represents them.

Display **slide 3** and have the students score their own quizzes by adding up the total number of each response type. Think back to the quizzes in teen magazines.

Move to **slide 4** and share the five generations:

1. Silent Generation
2. Baby Boomers
3. Gen X
4. Millennials
5. Gen Z

Share **slides 5-9** to reveal the results from their quizzes.

Display **slide 10** to share the Essential Question.

Display **slide 11** to go over the lesson's Learning Objectives.

15 minutes

Explore

Display **slide 12** and take time to discuss what a stereotype is and common stereotypes in high school that students can relate to. Transition to **slide 13** and introduce the Card Sort strategy. Ask students to find a partner, or turn to their elbow partner, and then provide each pair a set of **Card Sort Cards.** Explain to students that the deck includes each generation's name and images that could be associated with each period. Instruct students to look through the images and sort them based on what images they think are associated with each generation.

Provide time for pairs to complete the card sort and then compare their responses with another pair and discuss the similarities and differences.

Go through the cards as a class and ask for volunteers to share their reasons for sorting them as they did. Discuss which cards were challenging to categorize and why.

30 minutes

Explain

Pass out the attached **Jigsaw Readings Packet** to each group and a **Note Catcher** to each student.

Display **slide 14** and introduce students to the Jigsaw strategy. Create expert groups by dividing students into groups of 4-6 and distributing one half sheet to each student in a generation from the Jigsaw Readings Packet. In this initial group, students should all have the same reading. Students will use the Note Catcher to fill out characteristics and generate stereotypes as they read and discuss.

Move to **slide 15**. Place students into groups of 5 so that there is an expert on each generation within one group. Each expert now shares the characteristics and stereotypes of the generation they read about while their peers take notes on their Note Catcher.

Teacher's Note: Generational Stereotypes

- The Silent Generation dresses up for every occasion.
- Baby Boomers know all the lyrics to every Beatles song.
- Gen X are latch key kids listening to grunge music.
- Millennials are obsessed with coffee shops and having multiple side hustles.
- Gen Z are the masters of TikTok trends.

60 minutes

Extend

Transition to **slide 16**. Explain to students that they will independently create a mood board to visually represent the characteristics, values, and culture of a specific generation. The board should include images, colors, words, and symbols that capture the essence of that generation's identity. Take time to review the checklist on the slide with students.

Students should use the generation they quizzed into in the Engage. If there isn't an adequate distribution throughout the generations, ask for volunteers so that there are a few mood boards representing every generation.

Once students have created their projects, display them around the room. Move to **slide 17.** Distribute a sticky note to each student and introduce the Parking Lot strategy. Instruct students to Gallery Walk the boards around the room, and using their sticky notes, jot down any lingering questions they may have regarding a generation. After this, they should post the sticky notes in the "parking lot" or a designated spot for the notes. Before moving on, take time to discuss with the class any questions posed or clear up any misconceptions.

Optional Technology Integration:

Students can create digital posters using an application such as Canva, Pinterest, or Google Slides if other resources are not available. To modify the Gallery Walk, have students display their boards on their devices. Alternatively, create a slide presentation into which students can insert their slides to be viewed at their own pace.

10 minutes

Evaluate

Display **slide 18** and tell students that they will be answering the following prompt in 7-9 sentences. Take time to break the prompt apart with students before they start. Students may use their Note Catcher to guide their work.

"*Compare and contrast the stereotypes of two generational groups (e.g., Baby Boomers and Millennials) in terms of work ethic, tech adaptability, social values, and communication styles. Discuss how these stereotypes shape societal perceptions, whether they are accurate or misleading, and provide examples. Reflect on how this information influences your view of family, teachers, and colleagues.*"

Resources

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