**Ridgeview High School**

**Expository Reading and Writing**

**The Millennials: America’s Next Great Generation?**

**Alsop, Ron. “The ‘Trophy Kids’ Go to Work.” *The Wall Street Journal*. October 21, 2008.**

**Carroll, Felix. “No Escape from ‘Helicopter Parents’.” *Seattle Post-Intelligencer*. January 27, 2005.**

**Gibbs, Nancy. “Generation Next.” *TIME*. March 11, 2010.**

**Irvine, Martha. “Kids Labeled ‘Generation Next’ Before They Grow Up.” Yahoo Inc! June**

**10, 2010.**

**Pew Research Center. “The Millennials: Confident. Connected. Open to Change.”**

**February 24, 2010.**

**Rosenbloom, Stephanie. “Generation Me vs. You Revisited.” *The New York Times*.**

**January 17, 2008.**

**Samuelson, Robert J. “The Real Generation Gap: Young Adults are Getting Slammed.”**

***NEWSWEEK*. March 5, 2010.**

**Rationale:**

Culture is defined as the learned behaviors, beliefs, customs, and societal norms that are particular to a group of people. In America, our culture has evolved and changed numerous times throughout our 200+ years of existence. Each time our culture changes significantly, sociologists declare that a new societal generation has been “born.” In the past 110 years, sociologists have named five distinct cultural generations in America: the G.I. Generation, the Silent Generation, the Baby Boomers, Generation X, and finally, the Millennial Generation.

The students that we see in today’s high schools are members of the Millennial Generation. Some sociologists argue that this generation will mirror the G.I. Generation, and will therefore become America’s next “great” generation in terms of civic contributions. Others argue that the Millennials will instead contribute to America’s decline because of their moral ambiguity and misuse of and dependence on technology.

The articles in this assignment sequence provide informative and persuasive points of view on the topic of whether or not the Millennial generation is poised to be the next great generation in America. Students will gain experience in examining rhetorical devices and evidence as they pertain to the author’s purpose in each article, as well as gain knowledge about the defining characteristics of their generation.

**Pre-reading**

**Activity 1: Getting Ready to Read**

**Millennial Characteristics: True or False?**

The purpose of this pre-reading activity is to have students begin formulating and expressing their own opinions of what defines their generation.

Have students answer true or false to each of the following statements about their generation. Afterwards, as a class, discuss each of the statements and have students justify their responses.

Finally, reveal to students that, according to *Generation We*, by Eric Greenberg with Karl Weber, each of these statements about the Millennial Generation are false.

**Millennial Characteristics: True or False?**

|  |  |
| --- | --- |
| *True or False* | 1. Young people think and behave the same at all time. Each generation is just like the one before it and the one that follows. 2. Millenials are self-obsessed kids who feel entitled to everything. 3. Millenials volunteer and serve because they are “forced” to or are trying to polish their college application resume. 4. Millenials became Democrats and liberals because they are hero worshippers of Barack Obama. 5. Millenials will become less open to change or new ideas as they age. 6. Millenials, like all young people, are uninterested in voting, and not willing to make an effort. 7. Like Boomers and Gen-Xers before them, Millenials are distrusting of government, and overwhelmed by the problems facing them and America. 8. Millenials care only about what happens in their own country, community, and lives and not on what goes on in the rest of the world. 9. Millenials, like all generations, are rebels who are hostile to civic institutions and government. 10. Millenials are more focused on unimportant news such as celebrities instead of the big issues facing America. |

**Questions for Discussion:**

* In your opinion, which of these statements were true? Which were false? Why?
* Do you think Greenberg and Weber were correct in saying that each of these statements about your generation is false? Why?
* According to this information, the Millennials possess many positive traits. Do you think that your generation should be viewed positively or negatively? Why?

**Activity 2: Quickwrite to Activate Prior Knowledge and Experience**

*Quickwrite prompt:*

As a member of the Millennial Generation, reflect upon the following cultural topics and explain what they mean to you.

* Money
* Entertainment
  + Music
  + Media
  + Social Network
* Family
* Government
* Future
  + Marriage
  + Children
  + Parenting
  + College
* Interpersonal Skills
* Religion
* Global Economy
* Debt
* Food

Allow students to share their responses either in small groups or as a whole class.

**Activity 3: Narcissism Quiz**

The purpose of this activity is to help students perform a self-diagnostic of their own personality, and how it reflects the characteristics that are typical for members of the millennial generation.

Provide students with the Narcissism Quiz handout\*\*. Allow students time to complete this personality inventory. Then, allow students to score their own quizzes, and as a class discuss what the results mean about students’ personalities.

**Take the Narcissistic Personality Inventory**

By Sharon Jayson, USA TODAY

Authors Drew Pinsky and S. Mark Young, a professor of entertainment business at the University of Southern California, have studied celebrities and the general population by administering a widely used screening tool called the Narcissistic Personality Inventory (NPI), which is included in *The Mirror Effect.*

The book advises answering the 40 questions below in a single sitting, without asking for help or clarification. It notes, "There's no such thing as a good or bad result on this test. Scoring high on the narcissism inventory, or high on any of the component categories, doesn't mean you have a disorder, or that you're a good or bad person."

Print this out or track your choices of which statements best match you — then test your friends, family, that guy at the office — anyone who's narcissism score you want to know.

**1.** A. I have a natural talent for influencing people.  B. I am not good at influencing people.

**2.** A. Modesty doesn't become me.  B. I am essentially a modest person.

**3.** A. I would do almost anything on a dare.  B. I tend to be a fairly cautious person.

**4.** A. When people compliment me I sometimes get embarrassed.  B. I know that I am good because everybody keeps telling me so.

**5.** A. The thought of ruling the world frightens the hell out of me.  B. If I ruled the world it would be a better place.

**6.** A. I can usually talk my way out of anything.  B. I try to accept the consequences of my behavior.

**7.** A. I prefer to blend in with the crowd.  B. I like to be the center of attention.

**8.** A. I will be a success.  B. I am not too concerned about success.

**9.** A. I am no better or worse than most people.  B. I think I am a special person.

**10.** A. I am not sure if I would make a good leader.  B. I see myself as a good leader.

**11.** A. I am assertive.  B. I wish I were more assertive.

**12.** A. I like to have authority over other people.  B. I don't mind following orders.

**13.** A. I find it easy to manipulate people.  B. I don't like it when I find myself manipulating people.

**14.** A. I insist upon getting the respect that is due me.  B. I usually get the respect that I deserve.

**15.** A. I don't particularly like to show off my body.  B. I like to show off my body.

**16.** A. I can read people like a book.  B. People are sometimes hard to understand.

**17.** A. If I feel competent I am willing to take responsibility for making decisions.  B. I like to take responsibility for making decisions.

**18.** A. I just want to be reasonably happy.  B. I want to amount to something in the eyes of the world.

**19.** A. My body is nothing special.  B. I like to look at my body.

**20.** A. I try not to be a show off.  B. I will usually show off if I get the chance.

**21.** A. I always know what I am doing.  B. Sometimes I am not sure of what I am doing.

**22.** A. I sometimes depend on people to get things done.  B. I rarely depend on anyone else to get things done.

**23.** A. Sometimes I tell good stories.  B. Everybody likes to hear my stories.

**24.** A. I expect a great deal from other people.  B. I like to do things for other people.

**25.** A. I will never be satisfied until I get all that I deserve.  B. I take my satisfactions as they come.

**26.** A. Compliments embarrass me.  B. I like to be complimented.

**27.** A. I have a strong will to power. B. Power for its own sake doesn't interest me.

**28.** A. I don't care about new fads and fashions. B. I like to start new fads and fashions.

**29.** A. I like to look at myself in the mirror. B. I am not particularly interested in looking at myself in the mirror.

**30.** A. I really like to be the center of attention. B. It makes me uncomfortable to be the center of attention.

**31.** A. I can live my life in any way I want to. B. People can't always live their lives in terms of what they want.

**32.** A. Being an authority doesn't mean that much to me. B. People always seem to recognize my authority.

**33.** A. I would prefer to be a leader. B. It makes little difference to me whether I am a leader or not.

**34.** A. I am going to be a great person. B. I hope I am going to be successful.

**35.** A. People sometimes believe what I tell them. B. I can make anybody believe anything I want them to.

**36.** A. I am a born leader. B. Leadership is a quality that takes a long time to develop.

**37.** A. I wish somebody would someday write my biography. B. I don't like people to pry into my life for any reason.

**38.** A. I get upset when people don't notice how I look when I go out in public. B. I don't mind blending into the crowd when I go out in public.

**39.** A. I am more capable than other people. B. There is a lot that I can learn from other people.

**40.** A. I am much like everybody else. B. I am an extraordinary person.

**SCORING KEY:**

Assign one point for each response that matches the key.

1, 2 and 3: A  4, 5: B  6: A  7: B  8: A  9, 10: B  11, 12, 13, 14: A  15: B  16: A  17, 18, 19, 20: B  21: A  22, 23: B  24, 25: A  26: B  27: A  28: B  29, 30, 31: A  32: B  33, 34: A  35. B  36, 37, 38, 39: A  40: B

The average score for the general population is 15.3. The average score for celebrities is 17.8. Pinsky says he scored 16.

Young says it is important to consider which traits are dominant. For example, an overall score that reflects more points on vanity, entitlement, exhibitionism and exploitiveness is more cause for concern than someone who scores high on authority, self-sufficiency and superiority, he says.

**The seven component traits by question:**

• Authority: 1, 8, 10, 11, 12, 32, 33, 36

• Self-sufficiency: 17, 21, 22, 31, 34, 39

• Superiority: 4, 9, 26, 37, 40

• Exhibitionism: 2, 3, 7, 20, 28, 30, 38

• Exploitativeness: 6, 13, 16, 23, 35

• Vanity: 15, 19, 29

• Entitlement: 5, 14, 18, 24, 25, 27

\*\*See attached handout #1

**Activity 4: Background Research**

The purpose of this activity is to provide students with a foundation of the cultural characteristics that define their generation, as well as the four previous generations in America. Students will also practice research skills.

Provide students with the generational matrix handout\*\*. Students can then be divided into groups to research the defining characteristics of one of the five generations listed. After completing their research, groups should then be responsible for teaching the rest of the class about the generation that they researched.

**MILLENNIALS UNIT**

**Generation Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **G.I. Generation** | **Silent Generation** | **Baby Boomers** | **Generation X** | **Millennials** |
| **Time Period** |  |  |  |  |  |
| **Events/History** |  |  |  |  |  |
| **Culture**   * Entertainment * Music * Fashion * Fads |  |  |  |  |  |
| **Technology**   * Communication * Transportation |  |  |  |  |  |
| **Family Structure**   * Marriage * Children * Parenting * College * Divorce Rates |  |  |  |  |  |
| **Gender Roles**   * Marriage * Children * Parenting |  |  |  |  |  |
| **Diversity**   * Culture * Religion * Racial |  |  |  |  |  |
| **Economic Priorities**   * Debt * Global Economy * Money |  |  |  |  |  |

\*\* See attached handout #2

# READING

**Activity 5: Introducing Key Vocabulary**

The purpose of this activity is to assist students in vocabulary development through the practice of identifying and defining unfamiliar words encountered in their reading.

Provide students with red pens or pencils. During the first read of each article, students should identify words that they are unfamiliar with by underlining them in red. Students should then create their own list of vocabulary words. Create a class list of words that many students struggle with. As a class, discuss the definitions of these words, encouraging students who know the definitions to contribute to the answer.

**“Generation Next”:**

|  |  |
| --- | --- |
| Rabid | Radically |
| Assert | Unconventionally conventional |
| Primarily | Vindicated |

**“The Real Generation Gap”:**

|  |  |
| --- | --- |
| Cohorts | Consensus |
| Imbue | Linger |
| Arbitrary | Stigmatize |
| Continuity | Ardor |

**“Kids labeled ‘generation next’ before they grow up”:**

|  |  |
| --- | --- |
| Predecessors | Affiliated |
| Savviest | Coveted |
| Maneuver | Skeptic |
| Recession | Entitlement |
| Urgency | Narcissism |
| Prosperity | Optimism |

**“No escape from ‘helicopter parents’”:**

|  |  |
| --- | --- |
| Renaissance | Din |
| Terra firma |  |

**“The ‘Trophy Kids’ Go to Work”:**

|  |  |
| --- | --- |
| Coddled | Flounder |
| Highfalutin | Stifled |
| Looming | Hierarchy |
| Lavishly | Tangible |
| Accolades |  |

**“The Millennials: Confident. Connected. Open to Change.”:**

|  |  |
| --- | --- |
| Wary | Aspirations |
| Unaffiliated | Chronological |
| Spats | Arbitrary |
| Disparity | Methodology |
| Liberals | Coalesce |
| Receded | Benign |
| Demographics |  |

**“Generation Me vs. You Revisited”:**

|  |  |
| --- | --- |
| Narcissistic | Slew |
| Vying | Superflagilistic |
| Perennial | Nuance |
| Navel-gazing est | Perilous |
| Prevalent |  |

## Activity 6: Annotation

During the second read of each article, students should annotate for the following:

* Ethos, Logos, and Pathos
* Author’s thesis
* Authors argument
* Loaded Language/Bias

\*\*“Loaded language” is language that is manipulative and biased in its usage in order to get you to feel a certain way.

## Activity 7: Student Perspective

During the third read of each article, students will use the against-the-grain reading strategy to formulate their own opinion and perspective on the arguments presented.

Students should annotate their opinions, reactions, conclusions, and questions in the right-hand margin of each article.

|  |
| --- |
| **Activity 8: Reciprocal Teaching Group Work Activity** |

This activity will be used with “Generation Next,” by Nancy Gibbs.

**Reciprocal Teaching Notetaking Guide:** *ERWC “Theoretical Foundations*”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Para  # | Vocabulary and Essential Terms | Paraphrase/Summary:  Main Idea(s) | “Right There” Question & Answers  (Must be Logos) | What will you Remember? |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |

# POST-READING

### Activity 9: Rhetorical Precis

Using the four sentence rhetorical précis frame, students will create rhetorical précis for each article (teacher discretion).

Four-Sentence Rhetorical Précis Frame

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ in his/her  *(author’s credentials—optional) (authors first and last name)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ) *(genre) (title of text; date in parentheses)*

argues (or some other appropriate verb) that *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (major assertion of authors text)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. She/he supports her/his claim by first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,* then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and finally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_‘s purpose is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *(authors last name) (purpose)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *(to accomplish what?)*

4. She/he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tone for  *(verb: adopts, establishes, creates, etc.) (tone)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Activity 10: EPT-type Prompt 45 Minute In-Class Essay**

Students complete the following timed writing assignment as the final assessment:

Millennials In-Class Final Essay Prompt

Directions: You will have 45 minutes to plan and write an essay on the topic assigned below. Before you begin writing, read the passage carefully and plan what you will say. Your essay should be as well-organized and carefully written as you can make it.

In the article “If there’s an inspiration deficit in our politics, blame it on the young” Lawrence Martin describes the Millennial generation as self-obsessed and too lazy to fight for change.  In his article, he explains that the youth of today are only interested in themselves.  He describes today’s youth as “lazy, vain, and entitled, apparently interested in nothing but their Idol shows, movies with tacky humor and the latest technological toys.”

Adapted from Lawrence Martin’s “If there’s an inspiration deficit in our politics, blame it on the young”

Explain Martin’s argument, and discuss the extent to which you agree or disagree with his analysis of the Millennials. Support your position, providing reasons and examples from your own experience, observations, or reading(s).

Activity 11: Reading the Assignment

The articles in this module give you information about bullying, a term professionals use to describe the behavior of students when they tease others or are mean with words or actions. After the school shootings at Columbine in Colorado, educators began to take a closer look at bullying, and some schools made policies as a result of their research. Read the assignment carefully to be sure you understand what you are asked to do.

|  |
| --- |
| Writing Assignment  Based on the reading and research, do you believe the Millennials will be America’s next great generation? Support your position with examples from your own experience, observations and a minimum of 3 published sources. |

Read the assignment several times. Underline key words. Since you have read the articles in your packet, you should already be forming some ideas about how to construct a School Code of Conduct and the arguments you will need to make to convince the School Board that they should adopt it. If you have any questions about the assignment, be sure to ask your teacher.

Activity 12: Using the Words of Others

When you use material from your sources, you have four options: direct quotation, paraphrase, summary, and synthesis. These are illustrated below using the topic of bullying.

Remember that you are using your sources to support your own argument. You don’t just string them together and hope they make sense. Every source you use should be a form of evidence for the case you are making for your proposal.

If you feel that an author has said something very well and that your audience needs to know the information, or if you are providing facts or statistics, then it’s best to quote the author. When you quote an author, you need to let your reader know who the author is (if it’s the first time you’re quoting him or her) and some context for your use of the quote. In the direct quotation noted below, the author is identified, and the next phrase provides the context for the quote, explaining what the quote means or refers to. Note that the quotation becomes part of the sentence, so your punctuation should help the reader to read smoothly. In this case, a comma or a colon before the quotation would be correct.

* Direct quotation: Barbara Coloroso, in her book The Bully, the Bullied, and the Bystander, explains that there are four serious characteristics of bullying: “the imbalance of power, the intent to harm, the threat of further aggression, and the creation of an atmosphere of terror that should raise red flags and signal a need for intervention” (22).

If the material you want to present as evidence for your proposal is difficult to read or understand, you might want to paraphrase it in your own words. This is easy on your reader, and it also helps you understand your reading better. Again, you should provide a context. In the example noted below, all the words are the writer’s (of the proposal), but the meaning is from Coloroso’s book (the original passage is in quotes, shown above). Remember that you must provide citation information in parentheses after paraphrasing just as you do after quoting.

* Paraphrase: In her book The Bully, the Bullied, and the Bystander, Barbara Coloroso allows that some incidents of bullying may seem unimportant, but if there are serious issues of unequal power, of trying to hurt others, of threatening to continue the harm, and of making the environment extremely unfriendly, then the situation is alarming and something should be done to alleviate it (22).

When you have done a lot of research, you may find that the arguments become repetitive and that you do not need all the details and specifics that exist in the original work. Then you can summarize what you have read. When you summarize, you present the highlights of the work without the details. Summaries include only high-level, important information.

* Summary: In her book The Bully, the Bullied, and the Bystander, Barbara Coloroso defines bullying (including racist and sexist bullying); examines the characteristics of bullies, victims, and bystanders; provides statistics for the seriousness of the problem of bullying in our schools; and suggests several solutions for consideration by parents, teachers, and school administrators.

As you prepare your proposal, you will find that some of your material is covered by more than one author, or you may want to weave several authors’ ideas into your own paragraph to support the paragraph’s topic. In this case, you can synthesize several articles in your own writing.

* Synthesis: Many authors of articles on bullying offer several solutions for schools concerned about the problem. Called “interventions,” some solutions offer a simple change, such as an anonymous “complaint box” (Curriculum Review). Other interventions can be a series of characteristics that parents and teachers should look for in students to see whether the students are victims of bullies or are bullies themselves (Banks, Coloroso, Kan-Rice, Kuther, Lemonick, Olweus, Nansel et al., Smith et al.). Still other interventions are proposals for ways in which to significantly reduce bullying in schools (Banks, Coloroso, Kowalski, Kuther, Migliore, Newquist, Olweus, Nansel et al.).

Note that when an article has more than one author, you can cite just the first author and put “et al.” after his or her name to signify the rest of the authors. The reader can refer to your Works Cited page to find the rest of the authors (see next paragraph).

You need to learn to take notes with full citation information because at the end of your proposal you need to present a list of the sources you used—the Works Cited page. Then anyone who wants further information or wants to see the print material directly will be able to find it from the information you provide. The Works Cited page is often called a bibliography, and it is important for readers who need to check the reliability of the sources. Dates and publishing information tell us more than just where to get the source if we want to read it ourselves; the information also helps us know how much we can believe the source. The organization of the information is called “format” and has to be done in a certain way. You must follow the format exactly so your readers can find your source and judge its reliability for themselves. For print material, at a minimum you need to record the author(s), title, city of publication, publisher, date, and page number. The two most common documentation styles used in the humanities are the Modern Language Association (MLA) format, used mainly by English departments, and the American Psychological Association (APA) format, used by the social sciences. Here is the MLA style for a typical book (in the Works Cited section):

Bean, John C., Virginia A. Chappell, and Alice M. Gilliam. Reading Rhetorically: A Reader for Writers. New York: Longman, 2002.

Coloroso, Barbara. The Bully, the Bullied, and the Bystander. New York: Harper/Quill, 2004.

The bibliographic information for the articles in the bullying packet is provided at the beginning of this module. Your reader needs to know the author or authors, the title of the article, and the book or journal where the article is found, along with the publishing information and page numbers. For example, the article in Educational Research would be listed on your Works Cited page this way:

Smith, Peter K., Kirsten C. Madsen, and Janet C. Moody. “What Causes the Age Decline in Reports of Being Bullied at School? Towards a Developmental Analysis of Risks of Being Bullied.” *Educational Research* 41 (1999): 267–85.

Note that all the authors are listed, with the last name first of only the first author, and then the rest of the authors are listed as you would say their names: first name first.

Many of these articles were found on the Web, and you may find additional articles on the Web. To document a Web site, you need to give the author (if known), the title of the site (or a description such as “Homepage” if no title is available), the date of publication or update (if known), the name of the organization that sponsors the site, the search engine (if used), the date of access, and the Web address (URL) in angle brackets. For example:

Brown, Mark. “Life After Bullying.” *PTA*. 20 Feb. 2005 <<http://www.pta.org/archive_article_details_1117638232140.html>>.

“Keep a Lid on Bullying with a Complaint Box.” *Curriculum Review* 43.4 (2003): 11. Academic Search Premier.EBSCOhost. CA State U, Sacramento Lib., Sacramento, CA. 6 Aug. 2008 <http://www.ebscohost.com>.

The author for the site named above is unknown and so is omitted. Sometimes the URL will be omitted because the article was accessed through a university-sponsored gateway, although in that case anyone could have accessed it from the library. This entry would appear in the Works Cited section alphabetized by the first word in the title, “Keep.” Note that all entries in a Works Cited page are in alphabetical order—do not number them. They are alphabetized so that when readers see the author’s name in your text after a quotation, summary, paraphrase, and so forth, they can then turn to your Works Cited page, find the author alphabetically, and read about the source.

MLA style also requires in-text documentation for every direct quotation, paraphrase, summary, or synthesis. You might believe that documentation is necessary only for direct quotations, but that is not true—the author needs to be cited in all cases. If the author is given in the text, the page number should be given in parentheses at the end of the sentence containing the material. For example, here is a paraphrase of material from the Coloroso book. Because the author is not named in the text, the last name goes in the parentheses.

While it is true that some incidents of bullying can seem unimportant, especially if they are isolated incidents, school personnel should be alert to incidents that involve displaying unequal power, hurting others, threatening to continue the harm, and making the environment extremely unfriendly (Coloroso 22).

Documentation, citation forms, and formatting are all very important in college in almost all subjects. If you are confused or want more information, a good resource online is the Purdue Online Writing Lab (OWL) <<http://owl.english.purdue.edu>>. This site is helpful for all kinds of writing, especially academic writing. There is a whole section on documenting sources that you can click on.

Practice with Sources: Quote, Paraphrase, Respond. Choose three passages from any of the articles you have in your packet that you might be able to use in your proposal. You may want to choose passages that you strongly agree or disagree with. Note that when you punctuate a quote, if the parentheses with the citation information are in the middle of a sentence, put any necessary punctuation marks, such as a comma or semicolon, after the parentheses. If the quotation is at the end of the sentence, put the period after the citation parentheses. Think of the citation information as part of the sentence. (See examples noted above.)

* First, write each passage down with the correct punctuation and citation for a direct quote.
* Second, paraphrase the material in your own words with the correct citation.
* Third, respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why, again with the correct citation.

**Appendix 1**

“The ‘Trophy Kids’ Go to Work.”

“No escape from ‘helicopter parents’”

“Generation Next.”

“Kids labeled ‘generation next’ before they grow up”

“The Millennials: Confident. Connected. Open to Change.”

“Generation Me vs. You Revisited”

“The Real Generation Gap: Young adults are getting slammed”

**Appendix 2**

Millennial Characteristics: True or False

Quickwrite to Activate Prior Knowledge and Experience

Narcissistic personality Inventory

Background Research: Generation Matrix

First Read: Introducing Key Vocabulary

Second Read: Annotation

Third Read: Student Perspective

Forth Read: Reciprocal Teaching Group Work Activity

Rhetorical Précis

EPT-type Prompt 45 Minute In-Class Essay

The Wall Street Journal

October 21, 2008

**The 'Trophy Kids' Go to Work**

*With Wall Street in turmoil and a financial system in crisis mode, companies are facing another major challenge: figuring out how to manage a new crop of young people in the work force -- the millennial generation. Born between 1980 and 2001, the millennials were coddled by their parents and nurtured with a strong sense of entitlement. In this adaptation from "The Trophy Kids Grow Up: How the Millennial Generation Is Shaking Up the Workplace," Ron Alsop, a contributor to The Wall Street Journal, describes the workplace attitudes of the millennials and employers' efforts to manage these demanding rookies.*

\* \* \*

When Gretchen Neels, a Boston-based consultant, was coaching a group of college students for job interviews, she asked them how they believe employers view them. She gave them a clue, telling them that the word she was looking for begins with the letter "e." One young man shouted out, "excellent." Other students chimed in with "enthusiastic" and "energetic." Not even close. The correct answer, she said, is "entitled." "Huh?" the students responded, surprised and even hurt to think that managers are offended by their highfalutin opinions of themselves.

If there is one overriding perception of the millennial generation, it's that these young people have great -- and sometimes outlandish -- expectations. Employers realize the millennials are their future work force, but they are concerned about this generation's desire to shape their jobs to fit their lives rather than adapt their lives to the workplace.

Although members of other generations were considered somewhat spoiled in their youth, millennials feel an unusually strong sense of entitlement. Older adults criticize the high-maintenance rookies for demanding too much too soon. "They want to be CEO tomorrow," is a common refrain from corporate recruiters.

More than 85% of hiring managers and human-resource executives said they feel that millennials have a stronger sense of entitlement than older workers, according to a survey by CareerBuilder.com. The generation's greatest expectations: higher pay (74% of respondents); flexible work schedules (61%); a promotion within a year (56%); and more vacation or personal time (50%).

"They really do seem to want everything, and I can't decide if it's an inability or an unwillingness to make trade-offs," says Derrick Bolton, assistant dean and M.B.A. admissions director at Stanford University's Graduate School of Business. "They want to be CEO, for example, but they say they don't want to give up time with their families."

Millennials, of course, will have to temper their expectations as they seek employment during this deep economic slump. But their sense of entitlement is an ingrained trait that will likely resurface in a stronger job market. Some research studies indicate that the millennial generation's great expectations stem from feelings of superiority. Michigan State University's Collegiate Employment Research Institute and MonsterTrak, an online careers site, conducted a research study of 18- to 28-year-olds and found that nearly half had moderate to high superiority beliefs about themselves. The superiority factor was measured by responses to such statements as "I deserve favors from others" and "I know that I have more natural talents than most."

For their part, millennials believe they can afford to be picky, with talent shortages looming as baby boomers retire. "They are finding that they have to adjust work around our lives instead of us adjusting our lives around work," a teenage blogger named Olivia writes on the Web site Xanga.com. "What other option do they have? We are hard working and utilize tools to get the job done. But we don't want to work more than 40 hours a week, and we want to wear clothes that are comfortable. We want to be able to spice up the dull workday by listening to our iPods. If corporate America doesn't like that, too bad."

Where do such feelings come from? Blame it on doting parents, teachers and coaches. Millennials are truly "trophy kids," the pride and joy of their parents. The millennials were lavishly praised and often received trophies when they excelled, and sometimes when they didn't, to avoid damaging their self-esteem. They and their parents have placed a high premium on success, filling résumés with not only academic accolades but also sports and other extracurricular activities.

Now what happens when these trophy kids arrive in the workplace with greater expectations than any generation before them? "Their attitude is always 'What are you going to give me,' " says Natalie Griffith, manager of human-resource programs at Eaton Corp. "It's not necessarily arrogance; it's simply their mindset."

Millennials want loads of attention and guidance from employers. An annual or even semiannual evaluation isn't enough. They want to know how they're doing weekly, even daily. "The millennials were raised with so much affirmation and positive reinforcement that they come into the workplace needy for more," says Subha Barry, managing director and head of global diversity and inclusion at Merrill Lynch & Co.

But managers must tread lightly when making a critique. This generation was treated so delicately that many schoolteachers stopped grading papers and tests in harsh-looking red ink. Some managers have seen millennials break down in tears after a negative performance review and even quit their jobs. "They like the constant positive reinforcement, but don't always take suggestions for improvement well," says Steve Canale, recruiting manager at General Electric Co. In performance evaluations, "it's still important to give the good, the bad and the ugly, but with a more positive emphasis."

Millennials also want things spelled out clearly. Many flounder without precise guidelines but thrive in structured situations that provide clearly defined rules and the order that they crave. Managers will need to give step-by-step directions for handling everything from projects to voice-mail messages to client meetings. It may seem obvious that employees should show up on time, limit lunchtime to an hour and turn off cellphones during meetings. But those basics aren't necessarily apparent to many millennials.

Gail McDaniel, a corporate consultant and career coach for college students, spoke to managers at a health-care company who were frustrated by some of their millennial employees. It seems that one young man missed an important deadline, and when his manager asked him to explain, he said, "Oh, you forgot to remind me." Parents and teachers aren't doing millennials any favors by constantly adapting to their needs, Ms. McDaniel says. "Going into the workplace, they have an expectation that companies will adapt for them, too."

Millennials also expect a flexible work routine that allows them time for their family and personal interests. "For this generation, work is not a place you go; work is a thing you do," says Kaye Foster-Cheek, vice president for human resources at Johnson & Johnson.

Although millennials have high expectations about what their employers should provide them, companies shouldn't expect much loyalty in return. If a job doesn't prove fulfilling, millennials will forsake it in a flash. Indeed, many employers say it's retention that worries them most.

In the Michigan State/MonsterTrak study, about two-thirds of the millennials said they would likely "surf" from one job to the next. In addition, about 44% showed their lack of loyalty by stating that they would renege on a job-acceptance commitment if a better offer came along.

These workplace nomads don't see any stigma in listing three jobs in a single year on their resumes. They are quite confident about landing yet another job, even if it will take longer in this dismal economy. In the meantime, they needn't worry about their next paycheck because they have their parents to cushion them. They're comfortable in the knowledge that they can move back home while they seek another job. The weak job market may make millennials think twice about moving on, but once jobs are more plentiful, they will likely resume their job-hopping ways.

Justin Pfister, the founder of Open Yard, an online retailer of sports equipment, believes he and his fellow millennials will resist having their expectations deflated. If employers fail to provide the opportunities and rewards millennials seek, he says, they're likely to drop out of the corporate world as he did and become entrepreneurs. "We get stifled when we're offered single-dimensional jobs," he says. "We are multi-dimensional people living and working in a multi-dimensional world."

These outspoken young people tend to be highly opinionated and fearlessly challenge recruiters and bosses. Status and hierarchy don't impress them much. They want to be treated like colleagues rather than subordinates and expect ready access to senior executives, even the CEO, to share their brilliant ideas. Recruiters at such companies as investment-banking firm Goldman Sachs Group Inc. and Amazon.com describe "student stalkers" who brashly fire off emails to everyone from the CEO on down, trying to get an inside track to a job.

Companies have a vested interest in trying to slow the millennial mobility rate. They not only will need millennials to fill positions left vacant by retiring baby boomers but also will benefit from this generation's best and brightest, who possess significant strengths in teamwork, technology skills, social networking and multitasking. Millennials were bred for achievement, and most will work hard if the task is engaging and promises a tangible payoff.

Clearly, companies that want to compete for top talent must bend a bit and adapt to the millennial generation. Employers need to show new hires how their work makes a difference and why it's of value to the company. Smart managers will listen to their young employees' opinions, and give them some say in decisions. Employers also can detail the career opportunities available to millennials if they'll just stick around awhile. Indeed, it's the wealth of opportunities that will prove to be the most effective retention tool.

In the final analysis, the generational tension is a bit ironic. After all, the grumbling baby-boomer managers are the same indulgent parents who produced the millennial generation. Ms. Barry of Merrill Lynch sees the irony. She is teaching her teenage daughter to value her own opinions and to challenge things. Now she sees many of those challenging millennials at her company and wonders how she and other managers can expect the kids they raised to suddenly behave differently at work. "It doesn't mean we can be as indulgent as managers as we are as parents," she says. "But as parents of young people just like them, we can treat them with respect."

Adapted from "The Trophy Kids Grow Up: How the Millennial Generation Is Shaking Up the Workplace" by Ron Alsop. Copyright 2008 by Ron Alsop. Published by Jossey-Bass, a Wiley imprint.

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Seattle Post-Intelligencer

http://www.seattlepi.com/lifestyle/209473\_copterparents.html  
  
**No escape from 'helicopter parents'**

**Constant hovering can kick up a cloud of troubles**

*Thursday, January 27, 2005*

**By FELIX CARROLL**  
ALBANY TIMES UNION

Excuse me, but you're hovering. You realize that, right?

The media, pediatricians, psychologists and even the college dean, they've all got you figured out -- or so they say. They're calling you a helicopter parent. Get it? Because you hover?

You're a baby boomer, right? OK, then. Listen up, because this is what they're saying about you:

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You're too obsessed with your children. You treat them like little princes and princesses -- like they're No. 1, like they're MVPs. You've painstakingly planned their lives from their first play date to their first day of college.

They're your little Renaissance kids. You shuttle them from soccer practice, to clarinet lessons, to karate, and -- because they will be going to a great college -- to SAT prep class. Whoops! Speaking of which: You're late.

You inflate their egos. You give them graduation ceremonies even when it's just from preschool. You give them a trophy at the end of the season even when they lose. And by the time they get to college and are asked who their hero is, your child will say those words you long to hear: My dad. My mom.

Yes, helicopter parent, your intentions are good, but that rotor of yours is causing a din. Bring her down to terra firma. Let's talk.

A report on "60 Minutes" last fall discussed how the so-called echo boomers -- the children of baby boomers, who were born between 1982 and 1995 -- are "overmanaged" and "very pressured" and treated by their parents as pieces of "Baccarat crystal or something that could somehow shatter at any point."

Indeed, Mel Levine, a professor of pediatrics at the University of North Carolina Medical School in Chapel Hill, says today's children "may well shatter."

He thinks children are being coddled and protected to a degree that threatens their ability later in life to strike off on their own and form healthy relationships and proper job skills.

"These parents are trying to create a really terrific statue of a child rather than a child," says Levine, author of "Ready or Not, Here Comes Life" (Simon and Schuster, 2005).

Beverly Low, dean of the first-year class at Colgate University, says that where before parents would drop their kids off to college and get out of the way, parents now constantly call her office intervening in a roommate dispute or questioning a professor's grading system.

"A lot of our students tell us, 'Hey, my mom is my best friend. My father is my best friend.' Is that a good thing? It's a different thing," she says.

But why is it happening? Mary Elizabeth Hughes, a sociologist at Duke University, says helicopter parenting may be an outward sign of economic anxiety, particularly when parents consider the uncertain job market that may await their children.

"They're very concerned that their kids do very well and excel at a lot of things as a result," she says.

Hughes says such parenting may reflect generational changes as well.

Many baby boomer parents came of age during the turbulent '60s where they couldn't help but experience social change and respond by creating new lifestyles including new forms of parenting.

Mark and Cathy Gamsjager of Greenville, N.Y., are annoyed by parents who turn their loving into hovering. But baby boomers, as a whole, may not be getting the credit they deserve, they say, particularly for some of the improvements they've brought to parenthood.

Mark Gamsjager, 42, fronts the rockabilly band The Lustre Kings. He skateboards and snowboards with his two boys, Austin, 13, and Thomas, 9.

They have a great relationship and have lots to talk about, he says.

But he's still their dad.

"I think there's got to be a line, you know?" he says. "You still have got to be the tough guy."

Indeed, the Gamsjagers say they try to take the best aspects of their parents -- emphasizing education, independence and discipline -- while improving upon their parents' shortcomings.

"I think parents make much more of an effort to be with their kids," says Cathy Gamsjager. "It seems to me that we've gotten away from everybody being an authoritarian. Not that we don't have authority over our kids, but there's more honesty. You spend more time actually talking to your kids about real things."

But being open and honest doesn't mean being a pushover, she says. "I'm not my kids' best friend," she says. "I'm their mom. I love being their mom, and I love being fun, but in the end I totally get that I'm responsible for helping them make good choices. I'm responsible for where their lives head. I can enjoy them, but no, I can't be their friend."

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TIME

**Generation Next**

By [NANCY GIBBS](http://www.time.com/time/letters/email_letter.html) Thursday, Mar. 11, 2010

Come back with me 40 years to the rabid spring of 1970. President Nixon announced the invasion of Cambodia, and campuses exploded. Kids who had never picked up a rock in their lives were occupying the classrooms they used to study in. When National Guardsmen shot four unarmed students at Kent State, virtually the entire system of higher education shuddered and stopped. The fabric of the country seemed to be tearing; everything about the older generation was contaminated, corrupt. Asked in a Gallup poll if there was a generation gap, 74% of the young people of that era said yes.

And now? Today's kids aren't taking up arms against their parents; they're too busy texting them. The members of the millennial generation, ages 18 to 29, are so close to their parents that college students typically check in about 10 times a week, and they are all Facebook friends. Kids and parents dress alike, listen to the same music and fight less than previous generations, and millennials assert that older people's moral values are generally superior to their own.

Yet even more young people perceive a gap. According to a recently released Pew Research Center report, 79% of millennials say there is a major difference in the point of view of younger and older people today. Young Americans are now more educated, more diverse, more optimistic and less likely to have a job than previous generations. But it is in their use of technology that millennials see the greatest difference, starting perhaps with the fact that 83% of them sleep with their cell phones. Change now comes so strong and fast that it pulls apart even those who wish to hang together--and the future belongs to the strong of thumb.

But we miss the point, warns social historian Neil Howe, if we weigh only how technology shapes a generation and not the other way around. The millennials were raised in a cocoon, their anxious parents afraid to let them go out in the park to play. So should we be surprised that they learned to leverage technology to build community, tweeting and texting and friending while their elders were still dialing long-distance? They are the most likely of any generation to think technology unites people rather than isolates them, that it is primarily a means of connection, not competition.

That hunger for community further distinguishes them from the radical individualists of the baby-boom years. In fact, in some respects the millennials emerge as radically conventional. Asked about their life goals, 52% say being a good parent is most important to them, followed by having a successful marriage; 59% think that the trend of more single women having children is bad for society. While more tolerant than older generations, they are still more likely to disapprove of than support the trend of unmarried couples living together. While they're more politically progressive than their elders, you could argue that their strong support for gay marriage and interracial marriage reflects their desire to extend traditional institutions as widely as possible. If boomers were always looking to shock, millennials are eager to share.

But they are also unconventionally conventional. They are, for example, the least officially religious of any modern generation, and fully 1 in 4 has no religious affiliation at all. On the other hand, they are just as spiritual, just as likely to believe in miracles and hell and angels as earlier generations were. They pray about as much as their elders did when they were young--all of which suggests that they have not lost faith in God, only in the institutions that claim to speak for him.

The greatest divide of all has to do with hope and heart. In any age, young folk tend to be more cheerful than old folk, but the hope gap has never been greater than it is now. Despite two wars and a nasty recession that has hit young people hardest, the Pew survey found that 41% of millennials are satisfied with how things are going, compared with 26% of older people. Less than a third of those with jobs earn enough to lead the kind of life they want--but 88% are confident that they will one day.

"Youth is easily deceived," Aristotle said, "because it is quick to hope." But I'd rather think that the millennials know something we don't about the inventions that will emerge from their networked brains, the solutions that might arise from a generation so determined to bridge gaps and work as a team. In that event, their vision would be vindicated, not only for themselves but for those of us who will one day follow their lead.

**Kids labeled 'generation next' before they grow up**

By Martha Irvine

Associated Press

*Published: Thursday, June 10, 2010 9:26 a.m. MDT*

CHICAGO — They aren't even out of grade school. But already, people are trying to name the youngest up-and-coming generation, and figure out who they might be and how they might be different from their predecessors.

At a loss for something more original, many call them Generation Z, because they follow Generations X and Y.

They've also been referred to as Generation Net or "iGen," since they've never known a world without the Internet.

That's the one point most everyone can agree on — that they are the tech-savviest generation of all time, so much so that even toddlers can maneuver their way through YouTube and some first-graders are able to put together a PowerPoint presentation for class.

But beyond that, who are they, really?

Most people agree it's just too early to know for sure. But that hasn't stopped marketers from trying to figure out this young crowd of consumers. Or employers from attempting to prepare for them in the workplace.

Parents, too — many of them Gen Xers — are weighing in, saying they are raising a different brand of kid than baby boomers did.

"I would like to think that ideally, and this might be a bit naive, Gen Xers are a bit more freethinking and not necessarily as compelled to keep up with the Joneses," says Kris Sonnenberg, a teacher in Chicago and 38-year-old mother of three children, ages 8, 12 and 17.

Many parents also think the recession will play a role in shaping who their kids are, and perhaps make them less "entitled," a label that — fair or not — has been slapped frequently on Generation Y, also known as the "millennials."

"We're not afraid to say money's tight, so I feel like our kids are going to have that sense long-term," says Andrew Egbert, a 41-year-old dad who works in manufacturing in Greensboro, N.C. He has a son in fifth grade and a daughter who's a first-grader.

OK, so, let's take a look at the picture that's emerging of Gen Z, for what it's worth. They're young — roughly age 12 or younger.

Generational expert Neil Howe says determining who these youngsters are still is very much a work in progress.

"But there are hints from history," he says.

Howe, who coined the term "millennials," says 2008 may turn out to be one year with a big influence on this generation, due to both the recession and the election of the nation's first black president.

He is calling them the "homelanders" because they are growing up in a time of "greater public urgency and emergency, both at home and around the world."

For that reason, he speculates they could be a new version of the so-called Silent Generation, the group that grew up in the Depression era, who saw the country through World War II and who birthed the baby boomers.

That elder generation was pegged as hardworking and anything but entitled.

Janet Reid, who also has spent time looking at this latest generation, thinks that's a pretty fair appraisal.

"It won't be taken for granted that prosperity is guaranteed," says Reid, a managing partner at Global Novations, a firm that helps corporations develop and attract workers and understand generational differences.

Because they're so hooked into screens of all kinds at a such a young age, she sees Gen Z as more conscious of world events. "They're not just out playing hopscotch," she says.

She also thinks this generation will take characteristics already affiliated with Gen Y to a new level — be that multitasking or a comfort level with different races, ethnicities and cultures.

Seven-year-old Ryan Cook's parents have noticed many of these traits in him.

Asked what a recession is, he's able to tell you that it has to do with the economy and the fact that his parents can't always buy him the things he wants, like video games. "But I think that's fair," he says.

He can tell you that President Barack Obama is the nation's first black president, but — as one whose elementary classroom in suburban Chicago is much more diverse than his parents' — that doesn't seem to phase him much.

"Well, the president is the president," he says nonchalantly. "They don't really change much, except for different speeches."

Like a lot of kids his age, he gets frustrated when he has to sit through TV commercials. He uses his dad's laptop by himself with ease. And though he doesn't have a cell phone, he wants one (partly because his 12-year-old brother has one).

That fits with the notion that, recession or no recession, this generation has a big expectation when it comes to technological gadgets, whether that be cell phones, laptops or the latest version of the iPod or other music players.

And in many instances, their parents are getting them those gadgets, says Nicole Williams, a 39-year-old mom of three who's also a fifth-grade teacher in Seattle.

"They have quick fingers, good muscle strength in those fingers," Williams says, laughing as she refers to the many technological devices her students use in and outside class.

These devices are so coveted — and a sign of status — that theft can be a problem.

That's not surprising to Colin Gounden, a research specialist who thinks access to technology will play a big role in determining which Gen Zers thrive, and which don't.

"There is a segmentation of haves and have-nots that is very global. If you are in Mississippi or Bangalore, if you don't have Internet, your experience is quite parallel," says Gounden, global head of research for Integreon Inc., whose subsidiary Grail Research has compiled a report on Gen Z.

Among other things, he also thinks this generation is more likely to be debt-ridden, partly because getting a college degree will be as important for them as a high school diploma was for their grandparents and great-grandparents.

Gounden is among those who question whether this recession will really impact this generation the way some think it will.

Another skeptic is Jean Twenge, a psychology professor at San Diego State University who's written books and studies that examine entitlement and narcissism in young people.

Twenge cites a recent poll of young people from the 2010 Cassandra Report, compiled by a market research firm known as the Intelligence Group, which found that 81 percent of 7- to 13-year-olds expect they will have their "15 minutes of fame."

"Every arrow points in the direction of continued high expectations and optimism," Twenge says. "Things might be bad sometimes, but they think THEY will make it."

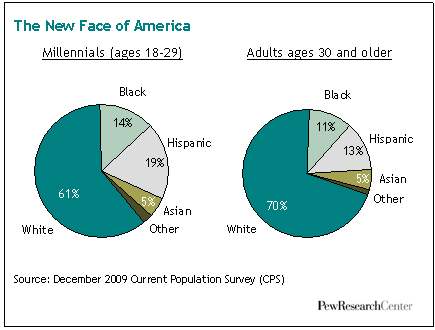
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Pew Research Center

**The Millennials: Confident. Connected. Open to Change.**

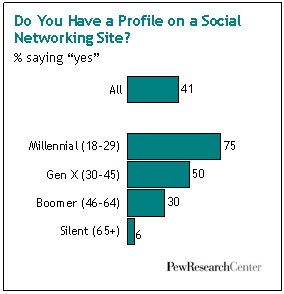
[http://pewresearch.org/millennials/img/millennial-logo-small.gif](http://pewresearch.org/millennials)February 24, 2010

Overview

Generations, like people, have personalities, and Millennials -- the American teens and twenty-somethings who are making the passage into adulthood at the start of a new millennium -- have begun to forge theirs: confident, self-expressive, liberal, upbeat and open to change.

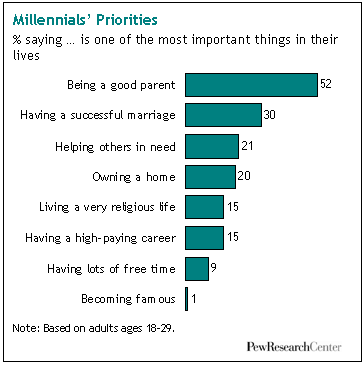
They are more ethnically and racially diverse than older adults. They're less religious, less likely to have served in the military, and are on track to become the most educated generation in American history.

Their entry into careers and first jobs has been badly set back by the Great Recession, but they are more upbeat than their elders about their own economic futures as well as about the overall state of the nation.

They embrace multiple modes of self-expression. Three-quarters have created a profile on a social networking site. One-in-five have posted a video of themselves online. Nearly four-in-ten have a tattoo (and for most who do, one is not enough: about half of those with tattoos have two to five and 18% have six or more). Nearly one-in-four have a piercing in some place other than an earlobe -- about six times the share of older adults who've done this. But their look-at-me tendencies are not without limits. Most Millennials have placed privacy boundaries on their social media profiles. And 70% say their tattoos are hidden beneath clothing.

Despite struggling (and often failing) to find jobs in the teeth of a recession, about nine-in-ten either say that they currently have enough money or that they will eventually meet their long-term financial goals. But at the moment, fully 37% of 18- to 29-year-olds are unemployed or out of the workforce, the highest share among this age group in more than three decades. Research shows that young people who graduate from college in a bad economy typically suffer long-term consequences -- with effects on their careers and earnings that linger as long as 15 years.   
Whether as a by-product of protective parents, the age of terrorism or a media culture that focuses on dangers, they cast a wary eye on human nature. Two-thirds say "you can't be too careful" when dealing with people. Yet they are less skeptical than their elders of government. More so than other generations, they believe government should do more to solve problems.

They are the least overtly religious American generation in modern times. One-in-four are unaffiliated with any religion, far more than the share of older adults when they were ages 18 to 29. Yet not belonging does not necessarily mean not believing. Millennials pray about as often as their elders did in their own youth.

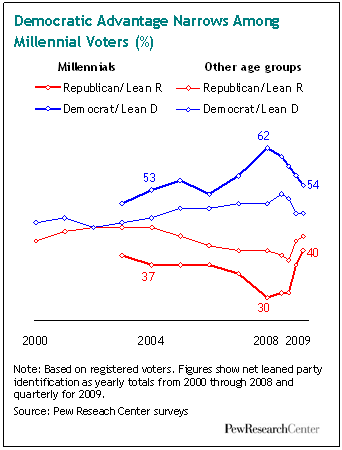
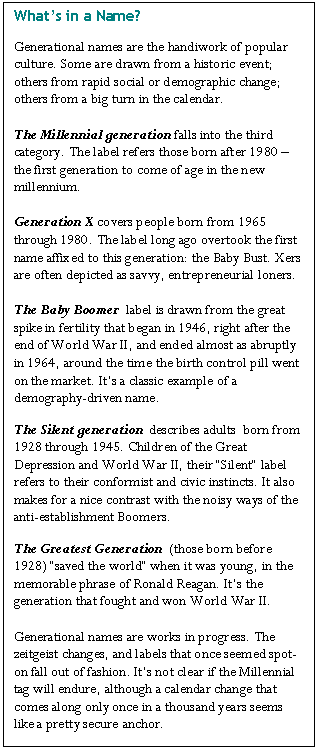
Only about six-in-ten were raised by both parents -- a smaller share than was the case with older generations. In weighing their own life priorities, Millennials (like older adults) place parenthood and marriage far above career and financial success. But they aren't rushing to the altar. Just one-in-five Millennials (21%) are married now, half the share of their parents' generation at the same stage of life. About a third (34%) are parents, according to the Pew Research survey. We estimate that, in 2006, more than a third of 18 to 29 year old women who gave birth were unmarried. This is a far higher share than was the case in earlier generations.

Millennials are on course to become the most educated generation in American history, a trend driven largely by the demands of a modern knowledge-based economy, but most likely accelerated in recent years by the millions of 20-somethings enrolling in graduate schools, colleges or community colleges in part because they can't find a job. Among 18 to 24 year olds a record share -- 39.6% -- was enrolled in college as of 2008, according to census data.

They get along well with their parents. Looking back at their teenage years, Millennials report having had fewer spats with mom or dad than older adults say they had with their own parents when they were growing up. And now, hard times have kept a significant share of adult Millennials and their parents under the same roof. About one-in-eight older Millennials (ages 22 and older) say they've "boomeranged" back to a parent's home because of the recession.

They respect their elders. A majority say that the older generation is superior to the younger generation when it comes to moral values and work ethic. Also, more than six-in-ten say that families have a responsibility to have an elderly parent come live with them if that parent wants to. By contrast, fewer than four-in-ten adults ages 60 and older agree that this is a family responsibility.

Despite coming of age at a time when the United States has been waging two wars, relatively few Millennials -- just 2% of males -- are military veterans. At a comparable stage of their life cycle, 6% of Gen Xer men, 13% of Baby Boomer men and 24% of Silent men were veterans.

Politically, Millennials were among Barack Obama's strongest supporters in 2008, backing him for president by more than a two-to-one ratio (66% to 32%) while older adults were giving just 50% of their votes to the Democratic nominee. This was the largest disparity between younger and older voters recorded in four decades of modern election day exit polling. Moreover, after decades of low voter participation by the young, the turnout gap in 2008 between voters under and over the age of 30 was the smallest it had been since 18- to 20-year-olds were given the right to vote in 1972. But the political enthusiasms of Millennials have since cooled -- for Obama and his message of change, for the Democratic Party and, quite possibly, for politics itself. About half of Millennials say the president has failed to change the way Washington works, which had been the central promise of his candidacy. Of those who say this, three-in-ten blame Obama himself, while more than half blame his political opponents and special interests.

To be sure, Millennials remain the most likely of any generation to self-identify as liberals; they are less supportive than their elders of an assertive national security policy and more supportive of a progressive domestic social agenda. They are still more likely than any other age group to identify as Democrats. Yet by early 2010, their support for Obama and the Democrats had receded, as evidenced both by survey data and by their low level of participation in recent off-year and special elections.

**Our Research Methods**

This Pew Research Center report profiles the roughly 50 million Millennials who currently span the ages of 18 to 29. It's likely that when future analysts are in a position to take a fuller measure of this new generation, they will conclude that millions of additional younger teens (and perhaps even pre-teens) should be grouped together with their older brothers and sisters. But for the purposes of this report, unless we indicate otherwise, we focus on Millennials who are at least 18 years old.

We examine their demographics; their political and social values; their lifestyles and life priorities; their digital technology and social media habits; and their economic and educational aspirations. We also compare and contrast Millennials with the nation's three other living generations-Gen Xers (ages 30 to 45), Baby Boomers (ages 46 to 64) and Silents (ages 65 and older). Whenever the trend data permit, we compare the four generations as they all are now -- and also as older generations were at the ages that adult Millennials are now.

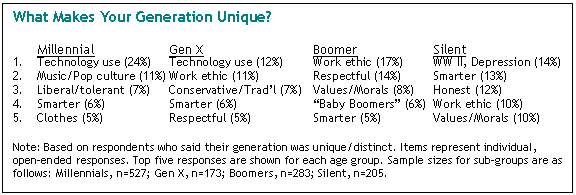
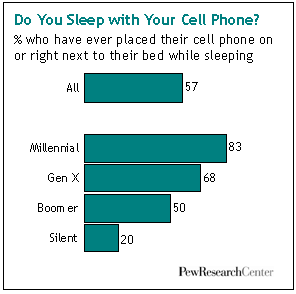
Most of the findings in this report are based on a new survey of a national cross-section of 2,020 adults (including an oversample of Millennials), conducted by landline and cellular telephone from Jan. 14 to 27, 2010; this survey has a margin of error of plus or minus 3.0 percentage points for the full sample and larger percentages for various subgroups. The report also draws on more than two decades of Pew Research Center surveys, supplemented by our analysis of Census Bureau data and other relevant studies.

**Some Caveats**

A few notes of caution are in order. Generational analysis has a long and distinguished place in social science, and we cast our lot with those scholars who believe it is not only possible, but often highly illuminating, to search for the unique and distinctive characteristics of any given age group of Americans. But we also know this is not an exact science.  
  
We acknowledge, for example, that there is an element of false precision in setting hard chronological boundaries between the generations. Can we say with certainty that a typical 30-year-old adult is a Gen Xer while a typical 29-year-old adult is a Millennial? Of course not.   
Nevertheless, we must draw lines in order to carry out the statistical analyses that form the core of our research methodology. And our boundaries -- while admittedly too crisp -- are not arbitrary. They are based on our own research findings and those of other scholars.  
  
We are mindful that there are as many differences in attitudes, values, behaviors and lifestyles within a generation as there are between generations. But we believe this reality does not diminish the value of generational analysis; it merely adds to its richness and complexity. Throughout this report, we will not only explore how Millennials differ from other generations, we will also look at how they differ among themselves.

**The Millennial Identity**

Most Millennials (61%) in our January 2010 survey say their generation has a unique and distinctive identity. That doesn't make them unusual, however. Roughly two-thirds of Silents, nearly six-in-ten Boomers and about half of Xers feel the same way about their generation.

But Millennials have a distinctive reason for feeling distinctive. In response to an open-ended follow-up question, 24% say it's because of their use of technology. Gen Xers also cite technology as their generation's biggest source of distinctiveness, but far fewer -- just 12% -- say this. Boomers' feelings of distinctiveness coalesce mainly around work ethic, which 17% cite as their most prominent identity badge. For Silents, it's the shared experience of the Depression and World War II, which 14% cite as the biggest reason their generation stands apart.

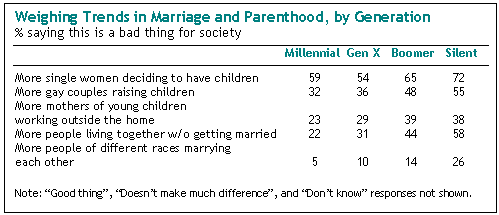
Millennials' technological exceptionalism is chronicled throughout the survey. It's not just their gadgets -- it's the way they've fused their social lives into them. For example, three-quarters of Millennials have created a profile on a social networking site, compared with half of Xers, 30% of Boomers and 6% of Silents. There are big generation gaps, as well, in using wireless technology, playing video games and posting self-created videos online. Millennials are also more likely than older adults to say technology makes life easier and brings family and friends closer together (though the generation gaps on these questions are relatively narrow).

**Work Ethic, Moral Values, Race Relations**

Of the four generations, Millennials are the only one that doesn't cite "work ethic" as one of their principal claims to distinctiveness. A nationwide Pew Research Center survey taken in 2009 may help explain why. This one focused on differences between young and old rather than between specific age groups. Nonetheless, its findings are instructive.  
  
Nearly six-in-ten respondents cited work ethic as one of the big sources of differences between young and old. Asked who has the better work ethic, about three-fourths of respondents said that older people do. By similar margins, survey respondents also found older adults have the upper hand when it comes to moral values and their respect for others.

It might be tempting to dismiss these findings as a typical older adult gripe about "kids today." But when it comes to each of these traits -- work ethic, moral values, respect for others -- young adults agree that older adults have the better of it. In short, Millennials may be a self-confident generation, but they display little appetite for claims of moral superiority.

That 2009 survey also found that the public -- young and old alike -- thinks the younger generation is more racially tolerant than their elders. More than two decades of Pew Research surveys confirm that assessment. In their views about interracial dating, for example, Millennials are the most open to change of any generation, followed closely by Gen Xers, then Boomers, then Silents.

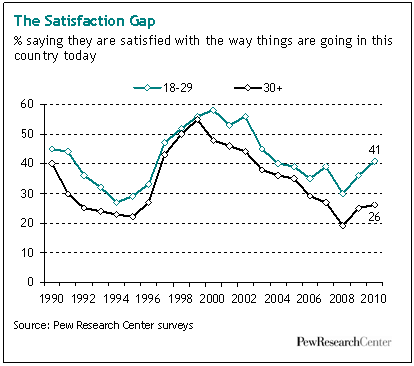


Likewise, Millennials are more receptive to immigrants than are their elders. Nearly six-in-ten (58%) say immigrants strengthen the country, according to a 2009 Pew Research survey; just 43% of adults ages 30 and older agree.

The same pattern holds on a range of attitudes about nontraditional family arrangements, from mothers of young children working outside the home, to adults living together without being married, to more people of different races marrying each other. Millennials are more accepting than older generations of these more modern family arrangements, followed closely by Gen Xers. To be sure, acceptance does not in all cases translate into outright approval. But it does mean Millennials disapprove less.

**A Gentler Generation Gap**

A 1969 Gallup survey, taken near the height of the social and political upheavals of that turbulent decade, found that 74% of the public believed there was a "generation gap" in American society. Surprisingly, when that same question was asked in a Pew Research Center survey last year -- in an era marked by hard economic times but little if any overt age-based social tension -- the share of the public saying there was a generation gap had risen slightly to 79%.

But as the 2009 results also make clear, this modern generation gap is a much more benign affair than the one that cast a shadow over the 1960s. The public says this one is mostly about the different ways that old and young use technology -- and relatively few people see that gap as a source of conflict. Indeed, only about a quarter of the respondents in the 2009 survey said they see big conflicts between young and old in America. Many more see conflicts between immigrants and the native born, between rich and poor, and between black and whites.

There is one generation gap that has widened notably in recent years. It has to do with satisfaction over the state of the nation. In recent decades the young have always tended to be a bit more upbeat than their elders on this key measure, but the gap is wider now than it has been in at least twenty years. Some 41% of Millennials say they are satisfied with the way things are going in the country, compared with just 26% of those ages 30 and older. Whatever toll a recession, a housing crisis, a financial meltdown and a pair of wars may have taken on the national psyche in the past few years, it appears to have hit the old harder than the young.

But this speaks to a difference in outlook and attitude; it's not a source of conflict or tension. As they make their way into adulthood, Millennials have already distinguished themselves as a generation that gets along well with others, especially their elders. For a nation whose population is rapidly going gray, that could prove to be a most welcome character trait.

[[The New York Times](http://www.nytimes.com/)](http://www.nytimes.com/)

**January 17, 2008**

**Generation Me vs. You Revisited**

**By** [**STEPHANIE ROSENBLOOM**](http://topics.nytimes.com/top/reference/timestopics/people/r/stephanie_rosenbloom/index.html?inline=nyt-per)

Correction Appended

IN each of the following pairs, respondents are asked to choose the statement with which they agree more:

a) “I have a natural talent for influencing people”

b) “I am not good at influencing people”

a) “I can read people like a book”

b) “People are sometimes hard to understand”

a) “I am going to be a great person”

b) “I hope I am going to be successful”

These are some of the 40 questions on a popular version of the Narcissistic Personality Inventory. It may seem like a just-for-kicks quiz on par with “Which Superhero Are You?” but the test is commonly used by social scientists to measure narcissistic personality traits. (Choosing the first statement in any of the above pairings would be scored as narcissistic.)

Conventional wisdom, supported by academic studies using the Narcissistic Personality Inventory, maintains that today’s young people — schooled in the church of self-esteem, vying for spots on reality television, promoting themselves on YouTube — are more narcissistic than their predecessors. Heck, they join [Facebook](http://topics.nytimes.com/top/news/business/companies/facebook_inc/index.html?inline=nyt-org) groups like the Association for Justified Narcissism. A study released last year by the Pew Research Center for the People and the Press dubbed Americans age 18 to 25 as the “Look at Me” generation and reported that this group said that their top goals were fortune and fame.

“Anything we do that’s political always falls flat,” said Ricky Van Veen, 27, a founder and the editor in chief of [CollegeHumor.com](http://CollegeHumor.com), a popular and successful Web site. “It doesn’t seem like young people now are into politics as much, especially compared to their parents’ generation. I think that could lend itself to the argument that there is more narcissism and they’re more concerned about themselves, not things going on around them.”

Yet despite exhibiting some signs of self-obsession, young Americans are not more self-absorbed than earlier generations, according to new research challenging the prevailing wisdom.

Some scholars point out that bemoaning the self-involvement of young people is a perennial adult activity. (“The children now love luxury,” an old quotation says. “They have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise.”) Others warn that if young people continue to be labeled selfish and narcissistic, they just might live up to that reputation.

“There’s a self-fulfilling prophecy,” said Kali H. Trzesniewski, an assistant professor of psychology at the University of Western Ontario. Ms. Trzesniewski, along with colleagues at the University of California, Davis, and [Michigan State University](http://topics.nytimes.com/top/reference/timestopics/organizations/m/michigan_state_university/index.html?inline=nyt-org), will publish research in the journal Psychological Science next month showing there have been very few changes in the thoughts, feelings and behaviors of youth over the last 30 years. In other words, the minute-by-minute Twitter broadcasts of today are the navel-gazing est seminars of 1978.

Ms. Trzesniewski said her study is a response to widely publicized research by Jean Twenge, an associate professor of psychology at San Diego State University, who along with colleagues has found that narcissism is much more prevalent among people born in the 1980s than in earlier generations. Ms. Twenge’s book title summarizes the research: “Generation Me: Why Today’s Young Americans Are More Confident, Assertive, Entitled — and More Miserable Than Ever Before” (2006, Free Press).

Ms. Twenge attributed her findings in part to a change in core cultural beliefs that arose when baby-boom parents and educators fixated on instilling self-esteem in children beginning in the ’70s. “We think feeling good about yourself is very, very important,” she said in an interview. “Well, that never used to be the case back in the ’50s and ’60s, when people thought about ‘What do we need to teach young people?’ ” She points to cultural sayings as well — “believe in yourself and anything is possible” and “do what’s right for you.” “All of them are narcissistic,” she said.

“Generation Me” inspired a slew of articles in the popular press with headlines like “It’s all about me,” “Superflagilistic, Extra Egotistic” and “Big Babies: Think the Boomers are self-absorbed? Wait until you meet their kids.”

Ms. Twenge is working on another book with W. Keith Campbell of the [University of Georgia](http://topics.nytimes.com/top/reference/timestopics/organizations/u/university_of_georgia/index.html?inline=nyt-org), this one tentatively called “The Narcissism Epidemic.”

However, some scholars argue that a spike in selfishness among young people is, like the story of Narcissus, a myth.

“It’s like a cottage industry of putting them down and complaining about them and whining about why they don’t grow up,” said Jeffrey Jensen Arnett, a developmental psychologist, referring to young Americans. Mr. Arnett, the author of “Emerging Adulthood: The Winding Road From the Late Teens through the Twenties” (2004, Oxford University Press), has written a critique of Ms. Twenge’s book, which is to be published in the American Journal of Psychology.

Scholars including Mr. Arnett suggest several reasons why the young may be perceived as having increased narcissistic traits. These include the personal biases of older adults, the lack of nuance in the Narcissistic Personality Inventory, changing social norms, the news media’s emphasis on celebrity, and the rise of social networking sites that encourage egocentricity.

Richard P. Eibach, an assistant professor of psychology at [Yale](http://topics.nytimes.com/top/reference/timestopics/organizations/y/yale_university/index.html?inline=nyt-org), has found that exaggerated beliefs in social decline are widespread — largely because people tend to mistake changes in themselves for changes in the external world. “Our automatic assumption is something real has changed,” Mr. Eibach said. “It takes extra thought to realize that something about your own perspective or the information you’re receiving may have changed.”

Ms. Trzesniewski gave as an example of this bias a scene from the film “Knocked Up,” in which new parents drive their baby home from the hospital at a snail’s pace. The road, of course, is no more or less dangerous than before the couple became mother and father. But once they make that life transition, they perceive the journey as perilous.

Indeed, the transition to parenthood, increased responsibility and physical aging are examples of changes in individuals that tend to be the real sources of people’s perceptions of the moral decline of others, write Mr. Eibach and Lisa K. Libby of [Ohio State University](http://topics.nytimes.com/top/reference/timestopics/organizations/o/ohio_state_university/index.html?inline=nyt-org) in a psychology book chapter exploring the “ideology of the Good Old Days,” to be published by Oxford University Press later this year. (They also report that perceptions of social decline tend to be associated with conservative attitudes.)

Ms. Twenge and Ms. Trzesniewski used the inventory in their studies, though they chose different data sets and had opposite conclusions. Each said their data sets were better than the other’s for a host of reasons — all good, but far too long to list here. Ms. Twenge, who has read Ms. Trzesniewski’s critique, said she stands by her own nationwide analysis and has a comprehensive response, along with another paper, forthcoming in the Journal of Personality. It reads in part, “their critique ultimately strengthens our case that narcissism has risen over the generations among college students.”

Mr. Arnett dismisses tests like the inventory. “They have very limited validity,” he said. “They don’t really get at the complexity of peoples’ personality.” Some of the test choices (“I see myself as a good leader”) “sound like pretty normal personality features,” he said.

Ms. Twenge said she understands that sentiment but that the inventory has consistently proved to be an accurate measure. (She calls it “the boyfriend test.”) “There’s a fair number of personality tests that when you look at them they may seem odd, but what’s important is what they predict,” she said.

Test or no test, Mr. Arnett worries that “youth bashing” has become so common that accomplishments tend to be forgotten, like the fact that young people today have a closer relationship with their parents than existed between children and their parents in the 1960s (“They really understand things from their parents’ perspective,” Mr. Arnett said), or that they popularized the alternative spring break in which a student opts to spend a vacation helping people in a third world country instead of chugging 40s in Cancún.

“It’s the development of a new life stage between adolescence and adulthood,” Mr. Arnett said. “It’s a temporary condition of being self-focused, not a permanent generational characteristic.”

Correction: January 24, 2008

An article last Thursday about narcissistic behavior among young adults incorrectly attributed the following quotation to Plato: “The children now love luxury. They have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise.” Its origin is unclear, although many researchers agree that Plato is not the source.

[Home](http://www.nytimes.com/)



**The Real Generation Gap**

***Young adults are getting slammed.***

by [Robert J. Samuelson](http://www.newsweek.com/authors/robert-j-samuelson.html)

March 05, 2010

The "generation gap" endures as a staple of American political and social analysis. The notion that the special circumstances and experiences of succeeding cohorts imbue them with different perceptions, beliefs, and values seems intuitively reasonable and appealing. It's also flattering. In a mass-market culture, belonging to a distinct subgroup, even if it numbers many millions, creates a sense of identity. In a 1969 Gallup poll, 74 percent of Americans believed in "the generation gap." A poll last year found that 79 percent still do.

Between then and now, of course, generations have shifted. Then it was baby boomers (those now 46 to 64) arrayed against the World War II and Depression generations. Now it's "millennials" (those 29 or younger) and Gen Xers (from 30 to 45) vying with boomers and the dwindling World War II and Depression cohorts. These generational boundaries are somewhat arbitrary, and other individual differences (income, religion, education, geography) usually count for more. Still, generational contrasts are one way to plot change and continuity in America.

Consider a study of the 50 million millennials 18 and older by the Pew Research Center. The report found some surprising and some not-so-surprising developments. Surprising (to me): almost two fifths of millennials (38 percent) have tattoos, up from a third (32 percent) among Gen Xers and a seventh (15 percent) among boomers. Not surprising: millennials are the first truly digital generation. Three quarters have created a profile on Facebook or some other social-networking site. Only half of Gen Xers and 30 percent of boomers have done so. A fifth of millennials have posted videos of themselves online, far more than Gen Xers (6 percent) or boomers (2 percent).

In many ways, millennials merely extend existing social trends. Since the end of the draft in the early 1970s, military service has become increasingly rare. Just 2 percent of millennial men are veterans; at a similar age, 13 percent of boomers and 24 percent of older Americans were. Every generation shows more racial and sexual openness. Half of millennials favor gay marriage; among boomers and older Americans, support is a third and a quarter, respectively. Only 5 percent of millennials oppose interracial marriage, down from 26 percent among those 65 and older.

What's also striking are the vast areas of continuity. Pew asked about having a successful marriage. Roughly four fifths of all age groups rate it highly important. Homeownership? Three quarters of all age groups say it's also highly important. The belief in God is widespread: 64 percent of millennials, 73 percent of those 30 and older. There's consensus on many values, even if ideals (stable marriages, for instance) are often violated. Generation doesn't matter.

But it may matter a lot in one area: the economy. The deep slump has hit millennials hard. According to Pew, almost two fifths of 18- to 29-year-olds (37 percent) are unemployed or out of the labor force, "the highest share…in more than three decades." Only 41 percent have a full-time job, down from 50 percent in 2006. Proportionately, more millennials have recently lost jobs (10 percent) than those 30 and older (6 percent). About a third say they're receiving financial help from their families, and 13 percent of 22- to 29-year-olds have moved in with parents after living on their own.

The adverse effects could linger. An oft-quoted study by Yale University economist Lisa Kahn found that workers entering a labor market with high unemployment receive lower pay and that the pay penalty can last 15 years or more. Writing in *The Atlantic*, Don Peck argues that many millennials, overindulged as children and harboring a sense of entitlement, are ill prepared for a "harsh economic environment." That may unfairly stigmatize younger workers. Regardless, they face more bad news. As baby boomers retire, higher federal spending on Social Security, Medicare, and Medicaid may raise millennials' taxes and squeeze other government programs. It will be harder to start and raise families.

Millennials could become the chumps for their elders' economic sins, particularly the failure to confront the predictable costs of baby boomers' retirement. This poses a question. In 2008, millennials voted two to one for Barack Obama; in surveys, they say they're more disposed to big government than older Americans. Their ardor for Obama is already cooling. Will higher taxes dim their enthusiasm for government?

Handout #1

**Narcissistic Personality Quiz**

1. A. I have a natural talent for influencing people.

B. I am not good at influencing people.

2. A. Modesty doesn't become me.

B. I am essentially a modest person.

3. A. I would do almost anything on a dare.

B. I tend to be a fairly cautious person.

4. A. When people compliment me I sometimes get embarrassed.

B. I know that I am good because everybody keeps telling me so.

5. A. The thought of ruling the world frightens the hell out of me.

B. If I ruled the world it would be a better place.

6. A. I can usually talk my way out of anything.

B. I try to accept the consequences of my behavior.

7. A. I prefer to blend in with the crowd.

B. I like to be the center of attention.

8. A. I will be a success.

B. I am not too concerned about success.

9. A. I am no better or worse than most people.

B. I think I am a special person.

10. A. I am not sure if I would make a good leader.

B. I see myself as a good leader.

11. A. I am assertive.

B. I wish I were more assertive.

12. A. I like to have authority over other people.

B. I don't mind following orders.

13. A. I find it easy to manipulate people.

B. I don't like it when I find myself manipulating people.

14. A. I insist upon getting the respect that is due me.

B. I usually get the respect that I deserve.

15. A. I don't particularly like to show off my body.

B. I like to show off my body.

16. A. I can read people like a book.

B. People are sometimes hard to understand.

17. A. If I feel competent I am willing to take responsibility for making decisions.

B. I like to take responsibility for making decisions.

18. A. I just want to be reasonably happy.

B. I want to amount to something in the eyes of the world.

19. A. My body is nothing special.

B. I like to look at my body.

20. A. I try not to be a show off.

B. I will usually show off if I get the chance.

21. A. I always know what I am doing.

B. Sometimes I am not sure of what I am doing.

22. A. I sometimes depend on people to get things done.

B. I rarely depend on anyone else to get things done.

23. A. Sometimes I tell good stories.

B. Everybody likes to hear my stories.

24. A. I expect a great deal from other people.

B. I like to do things for other people.

25. A. I will never be satisfied until I get all that I deserve.

B. I take my satisfactions as they come.

26. A. Compliments embarrass me.

B. I like to be complimented.

27. A. I have a strong will to power.

B. Power for its own sake doesn't interest me.

28. A. I don't care about new fads and fashions.

B. I like to start new fads and fashions.

29. A. I like to look at myself in the mirror.

B. I am not particularly interested in looking at myself in the mirror.

30. A. I really like to be the center of attention.

B. It makes me uncomfortable to be the center of attention.

31. A. I can live my life in any way I want to.

B. People can't always live their lives in terms of what they want.

32. A. Being an authority doesn't mean that much to me.

B. People always seem to recognize my authority.

33. A. I would prefer to be a leader.

B. It makes little difference to me whether I am a leader or not.

34. A. I am going to be a great person.

B. I hope I am going to be successful.

35. A. People sometimes believe what I tell them.

B. I can make anybody believe anything I want them to.

36. A. I am a born leader.

B. Leadership is a quality that takes a long time to develop.

37. A. I wish somebody would someday write my biography.

B. I don't like people to pry into my life for any reason.

38. A. I get upset when people don't notice how I look when I go out in public.

B. I don't mind blending into the crowd when I go out in public.

39. A. I am more capable than other people.

B. There is a lot that I can learn from other people.

40. A. I am much like everybody else.

B. I am an extraordinary person.

Handout #2

**Generation Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **G.I. Generation** | **Silent Generation** | **Baby Boomers** | **Generation X** | **Millennials** |
| **Time Period** | 1901-1924 | 1925-1942 | 1943-1960 | 1961-1981 | 1982-2001 |
| **Events/History** |  |  |  |  |  |
| **Culture**   * Entertainment * Music * Fashion * Fads |  |  |  |  |  |
| **Technology**   * **Communication** * **Transportation** |  |  |  |  |  |
|  | **G.I. Generation** | **Silent Generation** | **Baby Boomers** | **Generation X** | **Millennials** |
| **Time Period** | 1901-1924 | 1925-1942 | 1943-1960 | 1961-1981 | 1982-2001 |
| **Family Structure**   * **Marriage** * **Children** * **Parenting** * **College** * **Divorce Rates** |  |  |  |  |  |
| **Gender Roles**   * **Marriage** * **Children** * **Parenting** |  |  |  |  |  |
| **Diversity**   * **Culture** * **Religion** * **Racial** |  |  |  |  |  |
| **Economic Priorities**   * **Debt** * **Global Economy** * **Money** |  |  |  |  |  |