



Defining a Millennial: Generation 1984-2004

Grade Level- Secondary

Duration - 2 weeks

National Art Standards - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? ***How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?***

Objective - Students will be able to come to a clear understanding about what a Millennial is and how they effect society. Students will create an image conveying what they believe a Millennial is.

Supplies - Computer, Projector, Internet Access, White Board. Variety of art materials to convey the image.

Teaching students that are **considered** in the same generational gap can excited and infuriating. The same stigmas of a generation have been placed on them by the previous generation. My question is how does my students measure up to stigmas they say, and do they agree **with them or deny them?** I am part of the Millennial generation. But do I believe that I am lazy, privileged, or entitled to things? No. **Do I believe that my students are?** Umm. Maybe some. What causes students to act this way? In class we broke down a debate into three categories: family values, work values, and patriotic values. Students had to decide on each issue if they were for or against the issue. Then they had to come up with reasons to back their claim. What is a Millennial? Could they be more intelligent or advanced than previous generations, or will they fall behind and the next generation will over power?

After the students debated on the issue, we talked about statistics and interesting facts about Millennials.

- 5-facts-about-millennial-households
<http://www.pewresearch.org/fact-tank/2017/09/06/5-facts-about-millennial-households/>
- Amid The Stereotypes, Some Facts About Millennials
<http://www.npr.org/2014/11/18/354196302/amid-the-stereotypes-some-facts-about-millennials>

Still not in agreement of what a Millennial is? We constructed images and ideas to share with the class.

We watched: **TEDxSF - Scott Hess - Millennials: Who They Are & Why We Hate Them**

https://www.youtube.com/watch?v=P-enHH-r_FM

He formulates that we are actually jealous of the generation after us because they will use what we did and make it better for the future. We have grown and evolved over time, and that will not stop.

As a class, we came to the conclusion that within every generation you have those who work and those who do not, those who feel privileged and those who do not, and those who have high values and those who do not. The change of laws, policies, environments, and technology all influence the type of Millennial they are.

Project- Students could explain the positive and negative of a Millennial in the artwork. This concept can be done with many different mediums. When I go more to a directed theme, I try to give them more freedom on the material they will use. At this particular time of the year, we only had done mini lessons on drawing mediums. So I allowed them to use any of these drawing medium: graphite, colored pencil, charcoal, pastel, or marker.

Word to define in the artwork- Autonomy: freedom from external control or influence; independence.

Freedom over What we do? When we do it? How we do it? Whom we do it with?

Advanced/Extension: How does Millennials effect the art world?

Any questions, please contact Sarah Luttrell at sluttrell@richlandbears.us.

