# Chapter 6 Planning Guide

Each chapter of *Holt McDougal Sociology: The Study of Human Relationships* is supported by a wide array of intervention, enrichment, and assessment resources. For more information about these resources, see pages T24–T33.

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**Differentiating Instruction**

**Teacher Management System**
- Pacing Guide
- Section Lesson Plans

**Reading and Activity Workbook**
- Guided Reading Activities
- Applying What You’ve Learned Activity

**SOS Student One Stop**
- Reading and Activity Workbook
- Interactive Features

**TOS Teacher One Stop**
- ExamView Test Generator
- Quiz Show for ExamView
- PuzzlePro
- Review and Assessment Resources with Answer Key

**TE Differentiated Activities in the Teacher’s Edition**
- Illustrating the Stages of Adulthood, p. 138
- Researching Effects of Consumerism, p. 142
- Future Jobs, p. 143
- Reporting Volunteer Experiences, p. 148
- Writing a Song, p. 152

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### Key to Differentiating Instruction

- **Below Level**
  - Basic-level activities designed for all students encountering new material

- **At Level**
  - Intermediate-level activities designed for average students

- **Above Level**
  - Challenging activities designed for honors and gifted and talented students

- **Standard English Mastery**
  - Activities designed to improve standard English usage

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**Application-Based Assessment**

**Quick Lab (p. 139)**

**Becoming an Adult** In this activity, students will conduct interviews to determine the accuracy of the sociological models of adult development they have read about in class. Before students conduct their interviews, you may wish to brainstorm with the class a general list of questions they are to ask their interview subjects. After students have conducted their interviews, and as time permits, you might separate students into groups based on the gender of their subjects. Have these groups discuss the analysis questions on page 139 before coming together as a class.

**Simulation (pp. 152–153)**

**Trading Places: Becoming Your Parent’s Parent** This simulation, developed by teacher Jonathan Bush of Bedford North Lawrence High School in Bedford, Indiana, asks students to examine the effects of dependency on elderly people and their adult children. Students will work in small groups to complete a case study and a simulation based on the occurrence of at least two specific changes that could lead to an older adult’s loss of independence. As you plan for this simulation, you may wish to assign groups specific mental or physical symptoms in order to avoid duplication. Encourage sensitivity among your students when writing their fictional case studies. Some students may have personal experience with the situations described in this activity, such as with a grandparent or an older relative.

**Find More Activities Online** For additional Application-Based Assessments for this chapter, visit thinkcentral.com.

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- WebQuests
- Current Events
- Online Quick Lab and Applying What You’ve Learned
- Click for More

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**Teacher Resources**

- KEYWORD: SPS TEACHSOC

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**Student One Stop™**

- With the Student One Stop your students can browse book pages, practice taking tests, and more!

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**Teacher One Stop™**

- With the Teacher One Stop you can easily organize and print lesson plans, planning guides, and instructional materials for all learners.
CASE STUDY

On October 26, 2003 a photograph of a sophisticated woman cradling a baby in her arms graced the cover of The New York Times Magazine. “Why Don’t More Women Get to the Top?” the headline splashing across the cover asked. The magazine’s answer: “They Choose Not To.”

The Pull of Motherhood

Inside the magazine, journalist Lisa Belkin examined what she called the “Opt-Out Revolution,” or many women’s decision to “opt out”—choose to leave—the paid labor force to become stay-at-home parents. For her story, Belkin interviewed a dozen women, all high achievers. Eight were Princeton graduates and members of the same Atlanta book club. Belkin also interviewed four mothers from a San Francisco playgroup, three of whom had MBAs. All had “opted out” of successful careers to raise their children.

“There is nothing wrong with money or power,” Belkin argues, but for women “they come at a high price.” According to Belkin, women are becoming more inclined to define success in terms of balance, satisfaction, and sanity. For this reason, she argues, some working mothers are making the choice to prioritize family over work.

“I don’t want to be on the fast track leading to a partnership at a prestigious law firm,” said one of Belkin’s interviewees, a lawyer who left her career to stay home with three children. “Some people define that as success, I don’t.” Another of Belkin’s interviewees, also a lawyer, stated “This is what I was meant to do... I like life’s rhythms when I’m nurturing a child.”

Belkin acknowledges that her pool of mothers is not representative. In her own words, she describes them as “elite, successful women who can afford real choice.” All had health insurance and husbands who earned substantial salaries. To be sure, this sample does not represent the majority of American mothers.

Still, “the Opt-Out Revolution” initiated a storm of news articles reinforcing the idea that women were increasingly choosing family over work. The articles left many people wondering if personal choice and the pull of family were enough to explain why some women decide to stay home.

Opting Out or Pushed Out?

According to sociologist Pamela Stone, professional women who leave the workforce may have fewer options than it seems. Stone conducted in-depth interviews with 54 high-achieving women from a variety of professions—such as law, medicine, and publishing. She found that the reasons that women return home are far more complex than “the Opt-Out Revolution” suggests.

In addition to the pull of family, Stone found that mixed messages from husbands and employers often effectively pushed women from the workplace. For example, many women reported that their husbands

To foster student understanding of this chapter’s big idea, design your lesson to address each section’s essential question.

The Big Idea

Learning and adjusting to changing life roles continues throughout the life course into the final stages of adulthood.

Essential Questions

1. How do male and female adult development processes differ?

2. How have the composition of the labor force and the organization of work changed over the twentieth century?

3. What physical, mental, and emotional changes characterize later adulthood?

Introduce the Chapter

The Adult in Society

1. Ask students what words they associate with the term adult. Write student responses on the board. Group the words into categories under the headings: early, middle, late. Discuss which words have positive connotations and which words have negative connotations.

2. With students, review the “Chapter at a Glance” section summaries. Discuss how change and adapting to new roles are lifelong processes.

3. Tell students that as they study this chapter they will learn about adult development and how the nature of work affects adult roles.

Verbal/Linguistic
CHAPTER 6

THE ADULT IN SOCIETY

Chapter at a Glance

SECTION 1: Early and Middle Adulthood
- In American society, adult stages of development are experienced differently by men and women.
- Every adult has a life structure that is characterized by a combination of statuses, roles, activities, goals, values, beliefs, and life circumstances.
- Daniel Levinson developed a theory of adult male development based on three main eras: early, middle, and late adulthood.
- The stages of adult female development are heavily influenced by marriage, work, family, and raising children.

SECTION 2: The World of Work
- American workers often spend nearly 50 years in the labor force, making the world of work one of the most important components of adult life.
- The composition of the labor force and the nature of work have changed greatly over the last 100 years.
- According to opinion polls and social science research, most Americans report being satisfied with their jobs.

SECTION 3: The Later Years
- Social development continues throughout adulthood and well into the final stages of life.
- People age 65 and older make up the fastest growing segment of the world’s population.
- Older Americans face many challenges, including physical and mental decline, dependency, and death.
- For many aging Americans, retirement opens up a new world full of freedom and new opportunities for growth and change.

What do you think?
1. What are some of the reasons that mothers leave the workplace? Why do they stay?
2. In what ways do you think men and women might experience the struggle to balance work with family life differently?

Using the Case Study

The Opt-Out Revolution

1. **Teach** Have students read the Case Study. Then ask the *What do you think?* questions to facilitate class discussion about the material.

2. **Apply** Point out that the Case Study presents two different points of view about why women leave the workforce. Write two column headings on the board: *Opt Out* and *Pushed Out*. Have students generate a bulleted list of the points made by Belkin and Stone and record them underneath the appropriate column heading. Note that in each study women had the luxury of making the choice to stay home.

3. **Review** Have students write out their own answers to the *What do you think?* questions.

4. **Link** Remind students to think about the content of the Case Study as they read the remainder of this chapter. Point out specific places in the chapter that link to the Case Study. **Verbal/Linguistic**

**Alternative Assessment Handbook:** Rubric 11, Discussions

Answers

*What do you think?* 1. Prioritizing family over work; career advancement, benefits such as flexible hours; 2. Possible answer—men may feel more pressure than women to earn money and succeed in the workplace.
Early and Middle Adulthood

Main Idea
Men and women progress through adult development in different ways.

Reading Focus
1. What are the main eras in Daniel Levinson’s theory of adult male development?
2. How does adult female development differ from adult male development?

Vocabulary
life structure
early adulthood
middle adulthood
late adulthood
novice phase
mentor

Quarter-Life Crisis

What if being an adult doesn’t answer all of life’s questions? Imagine the not-too-distant future: you are a twenty-something. You are college educated, independent, and living on your own. In fact, you have accomplished everything you set your mind to. Perhaps you have even landed your dream job and found your ideal mate. You should be having the time of your life, but you’re not. You are totally confused. You are in the throes of a quarter-life crisis, and you are not alone.

Tales of teen angst and midlife crises are common in American culture, but until recently few people have talked about the difficulties associated with the period of adulthood in between. The term quarter-life crisis was coined to describe a pattern of frustration, self-doubt, and identity crisis experienced by people in their twenties. Rather than breezing through the best years of their lives, many twenty-somethings find being in the “real world” isn’t easy. They must decide where to live, how to best manage finances, what career to pursue, and how to establish new relationships. In facing these overwhelming choices and responsibilities, some feel helpless and indecisive. Others panic.

One truth that the quarter-life crisis illustrates is that socialization does not end in childhood. Rather, the quest for self-knowledge and the learning of new roles continues throughout life and into the final stages of adulthood.

Teach the Main Idea

1. Teach Ask students the Reading Focus questions to teach this section.
2. Apply Direct attention to the image and read the caption. Ask students to discuss the incongruity noted in the photo. Have students read the Sociology Close Up and make a list of the choices and responsibilities encountered by people in their twenties.
3. Review Ask students to define quarter-life crisis and explain its causes.
4. Practice/Homework Have students skim through the section and create a double time line showing significant periods in male and female development.

Academic Vocabulary

Review with students the high-use academic term in this section.

apprentice a person acquiring a trade or skills under supervision (p. 138)

Before You Read

Guided Reading

Reading and Activity Workbook

Reader and Activity Workbook: Section 1

Taking Notes

Use a graphic organizer like this one to take notes on adult male and adult female development.

136 CHAPTER 6
Adult Male Development

The life courses of adult males and females in American society are somewhat different. Many women enter the labor force, take time out to have children, and then go back to work. Men, on the other hand, generally remain continuously in the labor force for most of their adult lives. The split employment pattern of women may be changing as more women choose to combine full-time careers with parenting. Nevertheless, the traditional pattern is still prevalent enough to merit looking at male and female adult development as two separate processes.

Psychologist Daniel Levinson and his colleagues at Yale University undertook an intensive long-term study to determine the adult male developmental stages. A research team of psychologists, sociologists, and psychiatrists conducted in-depth interviews with 40 men who were between the ages of 35 and 45 at the beginning of the study. Levinson and his colleagues selected study participants from four broad occupational categories.

The researchers interviewed each man for 10 to 20 hours over a two to three month period to determine how each had experienced personal development as an adult. The interviews focused on such issues as education, work, leisure, politics, and personal relationships. From these interviews, Levinson and his colleagues determined each man’s life structure. A life structure is the combination of statuses, roles, activities, goals, values, beliefs, and life circumstances that characterize an individual. Through the analysis of these life structures, the research team was able to distinguish patterns that appear to be characteristic of most men.

After analyzing the patterns, Levinson and his colleagues concluded that there are three basic eras of adulthood. They named these eras early adulthood, middle adulthood, and late adulthood. The diagram at right shows how each era is divided into several distinct periods. Each era begins with a transitional period, which is then followed by alternating stable and transitional periods. The transitional periods last from four to five years, and the stable periods last from six to eight years. Levinson placed the greatest stress on the first five periods of adulthood.

### Collaborative Learning

#### Stages of Male Development

1. Organize the class into five groups, and assign each group one of the first five stages of male development. Have each group interview several men whose ages fall within the age range of the group’s assigned stage. The interviews should focus on such issues as education, work, leisure, politics, and personal relationships.

2. Have each group use the information obtained from the interviews to prepare a presentation on the stage of development— including the stage’s age range, main characteristics, and challenges associated with it.

3. Have the group members present their presentations to the class. **Skills Focus: Interpersonal, Verbal/Linguistic**

### Direct Teach

#### Reading Focus

What are the main eras in Daniel Levinson’s theory of adult male development? early adulthood, middle adulthood, late adulthood

**Define** What is a life structure? the combination of statuses, roles, activities, goals, values, beliefs, and life circumstances that characterize an individual

**Draw Conclusions** What is similar about all eras of adulthood? They begin and end with transition periods surrounding a time of stability; they encompass approximately a twenty-year period

**Activity** Developmental Stages of Adulthood Have students use paper and staples to make three pockets and label each pocket with an adult era. Have them make note cards labeled with the periods in each era and place them in the corresponding pocket. Invite students to write notes on the back of each note card as they read the section. **Visual/Spatial**

#### Interpreting Charts

**Levinson’s Developmental Stages of Adulthood**

**Identify** What three periods are included in the novice phase? Early Adult Transition, Entering the Adult World, Age 30 Transition

**Elaborate** Why do you think each era begins and ends with a transition period? Possible answer—There is a gradual social shift as males move from one period to another.
The Early Adult Transition Early adulthood begins with the early adult transition period—ages 17 through 22. This period represents the bridge between adolescence and adulthood. According to Levinson, the most important task of this period is leaving home, both physically and psychologically. The process begins when young adults go away to college or take full-time employment and move out of their childhood homes. However, the break with parents is seldom abrupt or total. For example, college students often receive financial support from their parents. Other young adults achieve economic independence when they enter the world of work. However, they may also continue to live at home.

Entering the Adult World The next stage in early adulthood is called entering the adult world—ages 23 through 27. The chief tasks of this period involve two slightly contradictory objectives. On one hand, the individual is expected to explore a variety of relationships and career opportunities. This expectation means that he or she must avoid strong commitments. On the other hand, the young adult is expected to become a responsible member of society and to form a stable life structure. This period is also characterized by the development of a dream of adult accomplishment. The dream is almost always phrased in terms of occupational goals. For many, the dreams are very specific, such as becoming a Nobel Prize winner or a great athlete. Although these dreams often prove to be unrealistic, they provide a sense of purpose.

The Age 30 Transition For many people, the age 30 transition—ages 28 through 32—is a difficult period. It is a time to look back on one’s choices. Divorces are common during this period as individuals examine their commitments. Levinson considered the age 30 transition to be crucial because it often involves shifts in direction. Sound choices provide a firm foundation for future development. Bad choices can have far-reaching consequences. Levinson referred to the first three periods of the early adulthood era as the novice phase. It is the time when men prepare for entry into full adulthood. Their major task during this phase is to make a place for themselves in the adult world and to construct a life structure that fits them and works in the adult world.

The Settling Down Period The last stage of early adulthood is the settling down period—ages 33 through 39. The major task of this period is what Levinson called “making it” in the adult world. Individuals try to establish themselves in society, usually by advancing in their occupations. During this period, individuals commit to things that are important to them, such as work, family, leisure, friendship, or community. They also work to fulfill the dreams they established previously.

Near the end of the settling down period, men come to realize how much they are relying on others for guidance. Feeling constrained by these influences, they begin a conscious effort to form their own identities. The first step in this process often involves separating oneself from a mentor. A mentor fosters a person’s development by believing in the person and helping the person achieve his or her dreams. The break with a mentor is important because it allows individuals to see themselves as more than “apprentice adults.”

The Midlife Transition The first stage in the middle adulthood era is the midlife transition—ages 40 through 44. This period serves as a bridge between early and middle adulthood. During the midlife transition, as in the age 30 transition, individuals question their life structures. In most instances, they come to realize that the dreams they formed in early adulthood are beyond fulfillment. Escaping the pressure of unattainable dreams is one of the major tasks of the midlife transition.

For about 80 percent of the men in Levinson’s study, the midlife transition was a period of moderate to severe crisis. These men experienced both internal conflict and conflict with those around them. One way that many of the men worked through the crisis was by becoming a mentor. For those who successfully completed the transition, middle adulthood was a fulfilling period.

Support for Levinson’s theory can be found in the fact that all the study participants went through the various periods in the same order and at about the same age. The research also indicates that the degree of difficulty that an individual experiences in a period depends on his success in mastering the previous period.

Info to Know

Boomerang Babies According to the U.S. Bureau of the Census, in 2006 there were almost 4.6 million people in the United States ages 24–35 living with their parents, or 14.3 percent of all men and 8.8 percent of all women. These people are collectively referred to as boomerang babies.

Elaine Wethington, a sociologist at Cornell University, conducted one of the largest research studies of midlife transition. She found that the majority of midlife crises are the result of “stressful life events” rather than aging.
Becoming an Adult

Sociologists develop models to understand and explain broad patterns of behavior and experiences in society. How well do real lives fit sociological models for adult development?

PROCEDURE

1. Choose one of the models of adult development discussed in this section. Then select a man or a woman to interview.
2. Develop a list of five interview questions. For example, you may wish to ask: How did you prepare for adult roles and responsibilities? When did you first feel like an adult? If you could pick the five most significant events of your adult life, what would they be? The five biggest challenges?
3. Conduct your interview. Be sure to take detailed notes and ask follow-up questions, such as “How old were you when that happened?” that will help you compare your adult’s responses to the sociological model that you chose.
4. Create a three-column chart to record your results. In the first column, list the stages of the model you chose, creating a row for each stage. In the second column, list the major characteristics of each stage. In the third column, record details from your interview that correspond with each stage.

ANALYSIS

1. Discuss with your classmates how well your adult’s life pattern matched the sociological model you chose. Did your interview results support the model? Could the model be used to help explain your adult’s life pattern?
2. How can one person’s story help sociologists understand broader patterns?

Adult Female Development

Levinson suggested that his findings were equally valid for women. Later, he repeated his life-structure study using women to test his thesis. Employing the same interview method, he studied 45 women drawn from three broad categories—homemakers, college professors, and corporate executives. Comparing his findings to those of his earlier study, he concluded that men and women go through basically the same stages of adult development. Levinson did, however, find that men and women differ greatly in terms of their social roles and identities. Therefore, Levinson concluded that men and women also dealt differently with the developmental tasks associated with each stage of adult development.

Levinson’s ideas on the similarity of male and female adult development have been a subject of some debate since he first made the suggestion in the 1970s. Some people argue that the differences he noted exist because the developmental processes for men and women are different. Irene Frieze and Esther Sales have both done work that lends support to this argument. Their research led to a suggestion of three phases in adult female development. These phases include leaving the family, entering the adult world of work and starting a family, and returning to the labor force.

Leaving the Family

Women’s entry into the adult world begins much the same way as that of men. It involves leaving home, making a psychological break from family, and developing a life plan. Some women focus more on marriage than their careers. In these cases, the specifics of the life plan are often shaped by the marriage relationship, for example, the husband’s career may take priority. This emphasis on marriage over career is one factor that distinguishes female development from male development during adulthood.

Entering the Adult World

Age at first marriage in the United States has been rising since the 1960s. Today it is an average of 25.3 years for women and 27.1 years for men. However, most women still marry and become mothers in their twenties. Although many women find motherhood and a career to be a workable combination, dual roles tend to put an added strain on women. Consequently, about 79 percent of new mothers who were in the labor force return to work before their children reach one year of age.

According to Sales, remaining out of the labor force while their children are young can limit women’s career advancement possibilities. This break in employment is another factor that distinguishes adult female development from adult male development.

Quick Lab

Objective Students will interview a man or woman and determine how closely the person’s life pattern matches a sociological model.

Procedure You may wish to create a standard template with students for recording results.

Analysis Have students discuss the results of the interviews and explain whether they believe their results support the sociological model chosen.
Close
Review the different stages of adult development for men and women. Discuss the similarities and differences.

Review
Online Quiz: Section 1

Assess
SE Section 1 Assessment
Review and Assessment Resources:
- Section 1 Quiz
- Alternative Assessment Handbook

Reteach/Intervene
Reading and Activity Workbook:
- Section 1
- Lesson Plan
- Interactive Skills Tutor CD-ROM

Thinkcentral Visit thinkcentral.com for opportunities to reteach or help students review key topics in this chapter.

KEYWORD: SPS TEACHSOC

Sources: U.S. Census Bureau; U.S. Bureau of Labor Statistics

What is a life structure?

In what ways do the developmental patterns of Section 1

Female thinkcentral.com Using your notes and a graphic

Why might using a model developed on the expe-

According to Irene Frieze and Esther Sales, what

Write a paragraph agreeing or disagreeing with

Statistically Speaking... Work and Motherhood Most American women juggle

Wage-earning dad and a stay-at-home mom

Work threatens family. The American way of life, with work and

As stay-at-home moms. Many take time out—often only a few months—to have children. Meanwhile, millions of other American women have their hands full as stay-at-home moms.

Percentage of working mothers with children younger than age one

Percentage of mothers with children age one and older in the workforce

Percentage of new mothers who return to the workforce within twelve months after childbirth

Total number of stay-at-home parents in the United States, including 8.4 million moms and 98,000 dads

Percentage of American families that have a wage-earning dad and a stay-at-home mom

Which statistic do you find most surprising? Explain.

Possible answers—changing attitudes on marriage and gender roles seem to be changing. Americans are delaying marriage or choosing not to get married at all. The marriage rate has dropped by more than 44 percent since the 1960s. Couples are delaying parenting as well. The age of mothers at the birth of their first child has risen slowly but steadily since the 1970s. Furthermore, the number of women in full-time executive, administrative, and managerial positions is increasing. In nearly one-fourth of all working couples, the wife earns more than the husband does. Such changes may signal that the developmental patterns of adult men and women are merging.

Reading Check Find the Main Idea What factors make adult female development different from adult male development?

CHAPTER 6

SECTION 1 Assessment Answers

1. the combination of statuses, roles, activities, goals, values, beliefs, and life circumstances that characterize an individual
2. early adulthood, middle adulthood, late adulthood
3. near the end of the settling down period
4. leaving the family, entering the adult world, re-entering the adult world
5. Possible answers—changing attitudes on marriage and gender roles, delaying marriage and parenting, choosing not to marry, women assuming leadership roles in the workforce, wives earning more than their husbands
6. Possible answer—because men and women differ in their social roles and identities; For example, while men may wish to delay marriage, women may desire it, though both are similar ages.
7. Students’ graphic organizers should note contrasts in the outer circles and comparisons in the circle overlap.
8. Students’ paragraphs should support their positions with at least one example of how attitudes toward marriage and gender are changing.

Answers

Statistically Speaking Possible answer—I’m surprised that more than half of working mothers have children under age one; I thought most mothers wouldn’t return to work until their child was over age one.

Reading Check Women differ from men in their social roles and identities and deal differently with the developmental tasks associated with each stage of adult development.
The World of Work

Before You Read

Main Idea
The world of work is a major component of adult life. In the last 100 years, major changes have transformed the organization of work and the composition of the labor force.

Reading Focus
1. How has the labor force in the United States changed?
2. In what ways has the nature of work changed?
3. What factors contribute to job satisfaction?

Vocabulary
work, labor force, profession, unemployment, unemployment rate, outsourcing

Teach the Main Idea

The World of Work
1. Teach Ask students the Reading Focus questions to teach this section.
2. Apply Have students list goals they hope to achieve in their future careers. Have students share their responses. Organize the responses into general categories.
3. Review Discuss factors that contribute to job satisfaction. Take a poll as to which of the following is most important for job satisfaction: salary, interesting work, working hours, job security, safety conditions, flexible hours, good working relations with co-workers. Rank the results.
4. Practice/Homework Have students interview an adult about his or her job history, including job changes, career changes, and job satisfaction. Have students write about what they learned from the interview. Verbal/Linguistic, Interpersonal

Academic Vocabulary
informal economy unofficial economic activities that take place without government approval and outside of mainstream business and industry (p. 142)

Twin RIs

Danica Patrick made history when she crossed the finish line at the Indy Japan 300 in Motegi, Japan. The 26-year-old driver became the first woman to win an IndyCar race, a sport long dominated by men. However, it hasn’t been all trophies and victory laps.

Patrick’s racing career began at the age of nine when her father bought her a go-kart. During weekends at the track with her sister, she raced against men twice her age. Her father pushed her to learn all she could about driving and maintaining her vehicle.

Finally, at age 16, Patrick was given the opportunity to further her racing career—by quitting high school, leaving her family and friends behind, and moving to England. It wasn’t easy. She rented space on a woman’s living room couch, suffered from homesickness, and was still not succeeding on the racetrack. In the end, though, it was worth it. In 2005 Patrick joined the Indy Racing League as a driver for the Rahal Letterman team. That year, she became the first female driver to lead a lap at the Indianapolis 500, and in 2008 Patrick finished 5.8594 seconds ahead of her competition to triumph at Indy Japan 300 in 2008.

As you read, use a graphic organizer like this one to take notes on the world of work.

The Adult in Society

Guided Reading

Reading and Activity Workbook:

Section 2

Academic Vocabulary
Review with students the high-use academic term in this section.

informal economy unofficial economic activities that take place without government approval and outside of mainstream business and industry (p. 142)

Taking Notes
The Labor Force—Work is the basis for the economy. Labor force consists of individuals 16 and older who are paid employees or seeking paid employment. Changing Nature of Work—Farming, manufacturing, and physical labor no longer dominate. Professional, office work, sales, and service jobs equal 76%. Growth of bureaucracies and professional occupations; technological developments; globalization and outsourcing; Job Satisfaction—Majority of workers are satisfied. Satisfaction varies by income and age. Factors contributing to satisfaction are interesting work, salary, working hours, safety conditions, co-workers, flexibility of hours.
The Labor Force

Danica Patrick’s racing career may not sound like work, but it is. Work involves performing all of the tasks necessary to produce goods and provide services that meet human needs. The service Patrick’s hard work provides, for example, meets a human need for entertainment. It also shows that work can be much more than tiresome, difficult, and dull. In all societies, work—both paid and unpaid—is the basis for the economy. In American society, many view work as an outlet for individual passion, a source of self-esteem, and an avenue for individual achievement.

It should come as no surprise then that work is an important aspect of adult life. If you begin working at age 18 and retire at 65, you will have spent 47 years in the labor force. Even if you go to college and graduate school or spend several years at home raising children, you will still be in the labor force for a long time. What will your years in the labor force be like? An examination of the labor force, the types of jobs workers hold, and the degree of job satisfaction among workers can provide answers to this question.

By definition, the labor force consists of all individuals age 16 and older who are employed in paid positions or who are seeking paid employment. People who are not paid for their services, such as homemakers, are part of what is called an informal economy and are not considered part of the labor force. In 2007 approximately 66 percent of the United States population older than age 16 was in the labor force. Who are these workers, and what types of jobs do they hold?

Composition The composition of the American labor force is changing. One of the biggest changes involves the number of working women and the types of jobs they hold. In 1970 women made up 38 percent of the labor force. In 2007 women made up 46 percent. Projections indicate that between 2006 and 2016, women will account for approximately 49 percent of the growth in the labor force. Women now hold just over half of the professional jobs in the United States.

A profession is a high-status occupation that requires specialized skills and knowledge obtained through formal education. Professional occupations include jobs such as engineer, lawyer, teacher, dentist, and writer. Another changing aspect of labor-force composition is the rise of minority workers as a percentage of the total labor force. Hispanics, who are now the fastest-growing population group among American workers are a major part of this trend. In 2004 Hispanics made up close to 14 percent of the country’s labor force. This figure is expected to increase to more than 16 percent by the year 2014.

In addition, American workers now have a higher level of education. In 1940 most workers barely had more than an eighth grade education. Today, over 90% of workers age 25 and older have high school diplomas, and almost one-third have college degrees.

Evaluate What does the rise in the education level of workers mean for those entering the job market? Education is an important factor in order to compete successfully in today’s job market.

Transparencies with Teacher’s Notes: The U.S. Labor Force: Employment by Occupation

Interpreting Graphs
The U.S. Labor Force

Activity Compare Employment
For extra credit, have students make a list of the types of businesses found near their home and compare and contrast those results with the graph.

Info to Know
Gender Differences Sociologists who study conversational patterns have found that men tend to speak and interrupt more than women, while women tend to smile, laugh, and ask more questions during conversations.

Answers
Skills Focus natural resources, construction and maintenance

Differentiating Instruction
Advanced/Gifted and Talented
1. Have students conduct research on sweatshops being operated in foreign countries. Students should determine who, what, when, where, and why when doing their research, as well as describe efforts by American businesses to improve the working conditions of foreign workers.

2. Have students create a multimedia presentation about their research findings that includes charts, graphs, or other visuals.

3. Have students present their research to the class.

4. Encourage students to discuss the role consumerism plays in foreign sweatshops and what American consumers can and/or should do to end sweatshop conditions in foreign countries.

Alternative Assessment Handbook: Rubric 22, Multimedia Presentations
Unemployment One way to understand the employment patterns in society is to look at unemployment. Unemployment is the situation that occurs when a person does not have a job but is actively seeking employment. The unemployment rate is the percentage of the civilian labor force that is unemployed but actively seeking employment. The unemployment rate varies according to such factors as age, gender, race, and cultural background.

It is nearly impossible to employ every adult member of society. There are always some people who are in the process of seeking employment. Other people cannot or do not want to work. Consequently, society sets a level of unemployment that is generally considered acceptable. In the United States, that level hovers around 5 percent. Thus, the U.S. economy is considered to have achieved full employment when about 95 percent of the labor force is employed.

Reading Check: Summarize What major trends characterize U.S. employment patterns?

The Labor Force

Recall What is considered an acceptable level of unemployment? 5%

Explain Why is the unemployment rate not necessarily accurate for all population groups? Because the rate varies according to such factors as age, gender, race, and cultural background

Defend Why is the statement “It is nearly impossible to employ every adult member of society” accurate? Possible answer: There are always some people who are in the process of seeking employment, and others who cannot or do not want to work.

Interpreting Charts

Identify Which two occupational categories employ far more men than women? Natural resources, construction, and maintenance (95.3% male) and production, transportation, and material moving occupations (77.2% male)

Rank Rank the occupation categories according to level of female employment from highest to lowest. 1) sales and office 2) service 3) management and professional 4) production, transportation, and material moving occupations 5) natural resources, construction, and maintenance

MAJOR CATEGORIES OF OCCUPATIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Employed</th>
<th>Percentage</th>
<th>Sample Job</th>
<th>Education Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and Professional</td>
<td>18,224,000</td>
<td>Male 77.2%, Female 22.8%</td>
<td>Air traffic controller</td>
<td>4-year college degree, 12-week training program, 1 to 2 years on-the-job training</td>
</tr>
<tr>
<td>Production, Transportation, and Material Moving Occupations</td>
<td>15,830,000</td>
<td>Male 95.3%, Female 4.7%</td>
<td>Roofers</td>
<td>High school diploma, 3-year apprenticeship</td>
</tr>
<tr>
<td>Natural Resources, Construction, and Maintenance</td>
<td>36,141,000</td>
<td>Male 36.7%, Female 63.3%</td>
<td>Real estate agents</td>
<td>High school diploma</td>
</tr>
<tr>
<td>Service</td>
<td>23,811,000</td>
<td>Male 42.7%, Female 57.3%</td>
<td>Chef</td>
<td>2 to 4 year college degree</td>
</tr>
<tr>
<td>Sales and Office</td>
<td>80,420,000</td>
<td>Male 49.4%, Female 50.6%</td>
<td>General surgeon</td>
<td>4-year college degree, 4-year medical degree, 3 to 8 years of internship and residency</td>
</tr>
</tbody>
</table>


Differentiating Instruction

**Struggling Readers**

**Materials** chart paper, markers

1. Have students brainstorm jobs that did not exist 25 years ago, such as cell phone manufacturers or Web page designers.

2. Have students create an image of a job that will exist 25 years from now. The job should be realistic and based on a foreseeable consumer demand. Students may use magazines or other image sources, computer-assisted drawings, or their own artwork. The images should be displayed on chart paper.

3. Have students write a short paragraph to describe the duties and educational requirements of the job they created as well as why there will be a demand for that particular occupation.

4. Have students share their jobs of the future with the class. Visual/Spatial, Verbal/Linguistic

**Alternative Assessment Handbook:** Rubric 3, Artwork and Rubric 40, Writing to Describe

**Answers**

Reading Check more women and minorities in the labor force, higher workforce level of education, women holding more professional positions
The Changing Nature of Work

Describe What is outsourcing? a practice that involves moving business units and jobs across national boundaries, where operating and labor costs are less expensive.

Identify Cause and Effect What has contributed to the considerable growth that has occurred in the number of people with professional, office work, sales, and service jobs? growth of bureaucracies and professional occupations and technological developments, particularly the computer.

American Jobs and Outsourcing

Click the link in the Interactive Online Edition for additional content on American jobs and outsourcing.

Interpreting Visuals

Technology Focus Activity Local Internet Policies

Have students call or e-mail a local business to inquire about their employee Internet access policy. Have students share and discuss what they learn. To avoid duplication, have students select different businesses.

Verbal/Linguistic

Reading Check What is outsourcing? What has caused the loss of U.S. manufacturing jobs?

Thinking Critically

Analyze Do you think employers should ban Internet access or encourage workers to take ebreaks? Explain.

Compare and Contrast

1. Assign small groups of students the following pairs of countries: Australia and Kenya, Canada and Mexico, India and England, Pakistan and Russia, Sudan and Norway.
2. Ask each group to access the CIA World Factbook online (https://www.cia.gov/library/publications/the-world-factbook/) to find the literacy level, leading economic industry, birth and death rates, and median age for each country.
3. Have students create charts or graphs to present the data collected to the class.
4. Discuss the findings of each group in class.

Verbal/Linguistic

Alternative Assessment Handbook: Rubric 7, Charts
Job Satisfaction

Opinion polls and social science research indicate that the vast majority of workers in the United States, regardless of what they do, are satisfied with their jobs. For example, in a 2007 Harris poll, 42 percent of the respondents said that they were “very satisfied” with their jobs. Another 38 percent reported they were “somewhat satisfied.” However, the level of satisfaction varied according to such factors as income and age. For example, workers earning more than $35,000 a year reported greater satisfaction with their work than people with lower incomes. Similarly, older workers were more satisfied with their jobs than younger workers were.

What factors contribute to job satisfaction? Another Harris poll conducted in 2007 found that the most-satisfied workers identified the interesting nature of their work, their salary, and their working hours as the most important factors contributing to job satisfaction. A Gallup poll conducted the same year resulted in somewhat different findings. It found that workers expressed the greatest satisfaction with such job characteristics as workplace safety conditions, relations with co-workers, and flexibility of hours.

The conditions that workers are unhappy with provide a better measure of what drives job satisfaction. In the Gallup poll, workers expressed dissatisfaction with high levels of on-the-job stress, their retirement benefits, and their income. They also indicated unhappiness with health insurance benefits, the amount of recognition they receive for accomplishments, and their chances for promotion.

One solution for dissatisfied workers is to look for new jobs. Even people who express high levels of satisfaction with their jobs do not stay in those jobs for their entire working lives. For example, about one-quarter of the respondents in a 2001 Harris poll said it was very likely that they would change jobs in the next five years. Statistics also suggest that moving from job to job is a well-established pattern among American workers. A long-term study conducted by the U.S. Bureau of Labor Statistics (BLS) found that, on average, American workers hold nine jobs between the ages of 18 and 34. Another BLS study found that employee tenure—the median number of years that workers have been with their current employer—is 3.5 years.

Career changes are also becoming a common occurrence among American workers. Changing careers means that workers go into a new field for which their previous experience does not directly qualify them. Statistics indicate that the average worker will change careers from five to six times in a lifetime.

Close

Review the major occupation categories and discuss the factors that contribute to job satisfaction.

Review

Online Quiz: Section 2

Assess

SE Section 2 Assessment

Review and Assessment Resources:

Section 2 Quiz

Alternative Assessment Handbook

Reteach/Intervene

Reading and Activity Workbook: Section 2

Teacher Management System: Section 2 Lesson Plan

Interactive Skills Tutor CD-ROM

Visit thinkcentral.com for opportunities to reteach or help students review key topics in this chapter.

KEYWORD: SPS TEACHSOC

Answers

Reading Check  According to a 2007 Harris poll, 43 percent of respondents stated they were “very satisfied” with their jobs. Another 38 percent reported they were “somewhat satisfied.”
The Later Years

Main Idea
Americans entering the later years, or old age, face a new set of life transitions, challenges, and opportunities.

Reading Focus
1. What changes characterize late adulthood?
2. What new opportunities do older Americans enjoy?

Vocabulary
gerontology
social gerontology
young-old
middle-old
old-old
Alzheimer’s disease
dependency

The Later Years

Why are seventy-somethings braving frostbite and altitude sickness to conquer Earth’s highest peak? On May 25, 2008, Min Bahadur Sherchan, a 76-year-old Nepalese grandfather, became the oldest man to climb Mount Everest, the world’s highest mountain. Early in the morning, Sherchan reached Everest’s 29,035-foot summit with his climbing guides. Remarkably, Sherchan was just 25 days away from celebrating his seventy-seventh birthday.

Scaling Everest was a lifelong dream for Sherchan, a retired soldier. In realizing his dream, he beat a record set one year earlier by a 71-year-old Japanese teacher. Following close on Sherchan’s trail was 75-year-old Yuichiro Miura, a Japanese skier who reached the summit on May 26—his second ascent since turning 70 and recovering from two heart operations.

Sherchan and his climbing peers have also done much to conquer stereotypes about old age as a time of failing health and loneliness. On his 2008 expedition Web site, Sherchan said he wanted his climb to the top of the world to inspire others “to achieve a better life even in old days.” Likewise, Miura has expressed a desire to “challenge the limit of humans.” As the world’s population grows older and older, these are important messages, offering a vision of old age that is full of possibilities, rewarding experiences, and new achievements.

After setting a world record as the oldest person to scale Everest, Min Bahadur Sherchan (left and inset) poses with fellow climber Yuichiro Miura (right).
Changes in Late Adulthood

Improved health care has enabled more people around the world to live longer than ever before. People age 65 and older are the fastest-growing segment of the world’s population. In the United States, people age 65 and older made up just over 11 percent of the population in 1980. This figure was more than 12 percent in 2000. Some estimates indicate that by the year 2030, some 20 percent of the population will be age 65 and older.

What is the period of late adulthood like? The field of gerontology—the scientific study of the processes and phenomena of aging—provides answers to this question. Sociologists are most interested in social gerontology, the study of the nonphysical aspects of the aging process. This section examines what social gerontologists have discovered about the characteristics of late adulthood.

People are now living longer. Thus, it has become impossible to view the late adulthood era as a single period of development. Life at age 65 is very different from life at 85. In recognition of this fact, gerontologists place individuals aged 65 and older into three groups. These groups are the young-old, the middle-old, and the old-old.

The topics of interest to gerontologists differ depending on the age group they are studying. Among the young-old—ages 65 through 74—adjustment to retirement is a key developmental issue. When the middle-old—ages 75 through 84—and the old-old—ages 85 and older—are considered, issues surrounding physical and mental decline and death take on added importance. This shift in emphasis is related to health and physical well-being. The young-old generally are in good health and can care for themselves. However, the body wears out eventually. For most senior citizens, physical and mental functioning declines with age, although the level of decline varies widely. Therefore, health and death issues become major areas of concern for the middle-old and the old-old.

Adjustment to Retirement In American society we tend to identify individuals by their jobs. When two people meet for the first time, the question of what each does for a living is likely to arise. In light of the importance placed on an individual’s role in the labor force, it is reasonable to assume that people have difficulty adjusting to retirement. But is this actually the case?

For some people, the loss of the work role is a great shock. This shock is particularly evident in those who strongly identify with their jobs or who do not want to retire. However, research indicates that work-role loss affects a much smaller number of retired people than is generally assumed. In fact, one study found that elderly people consider retirement one of the least stressful events that they have experienced. Most gerontologists feel that the level of adjustment to retirement reflects a person’s earlier attitudes and behavior. People who were happy and well adjusted in their working lives will generally enjoy retirement. Conversely, people who were unhappy or unfulfilled in their work rarely find retirement satisfying.

Young-Old

| Age Range | 65 to 74 years old |
| Population in the United States (2007 est.) | 19,352,149 |
| Percentage of U.S. Population | 6.4% |

Major Concerns:
- adjustment to retirement
- maintaining social networks
- pursuing new opportunities
- positive mental health

Middle-Old

| Age Range | 75 to 84 years old |
| Population in the United States (2007 est.) | 13,023,511 |
| Percentage of U.S. Population | 4.3% |

Major Concerns:
- physical health
- mental functioning
- dependency
- death issues

Old-Old

| Age Range | 85 years and older |
| Population in the United States (2007 est.) | 5,512,298 |
| Percentage of U.S. Population | 1.8% |

Major Concerns:
- physical health
- mental functioning
- dependency
- death issues

Info to Know

The Aging of America The population of the United States continues to age. In 1850, the median age of Americans was 18.9 years of age. By 1999, the median age had increased to 35.5 years. By 2025 the median age of Americans is expected to rise to 38.5 years.

Skills Focus: Synthesizing Information from Multiple Sources

Housing Brochures for Seniors

1. Have students conduct research on the types of housing, senior communities, and assisted-living facilities available to senior citizens in their community.

2. Have each student use their findings to create a brochure that advertises housing options for seniors. In the brochure, students should identify and describe each option, and then rank each option based on various characteristics, such as affordability, quality of life, and social activities.

3. As a class, discuss housing options for seniors offered by the community and determine if the need for senior housing is sufficiently met.

4. Have students create a classroom display with their brochures. Visual/Spatial

Alternative Assessment Handbook: Rubric 2, Advertisements

Direct Teach

1. What changes characterize late adulthood? physical and mental decline and death at varying rates, emphasis on health and physical well-being, dependency, and adjustment to retirement

Changes in Late Adulthood

Define What is social gerontology? the study of the nonphysical aspects of the aging process

Sequence What are the three stages of late adulthood? young-old (ages 65–74), middle-old (ages 75–84), old-old (ages 85 years and older)

Activity Late Adulthood Have students brainstorm words they associate with late adulthood. Then have them categorize the words as “positive characteristics” and “negative characteristics.” Have students discuss why each word has positive or negative characteristics.

Verbal/Linguistic

Alternative Assessment Handbook: Rubric 11, Discussions
Changes in Late Adulthood

Describe What is Alzheimer’s disease? an organic condition that results in the progressive deterioration of brain cells

Cause and Effect What are the effects of Alzheimer’s disease? a slow but steady deterioration of memory of current events, the inability to perform simple tasks, hostile and disoriented behavior; failing sight, speech, and muscle coordination, regression to a child-like state, and loss of control of bodily functions.

Analyze How has new research on late adulthood supported or refuted your previous assumptions about late adulthood? Explain. Possible answer—The new research supports my assumption that the aging process affects individuals differently.

Biography

Sandra Day O’Connor (1930– )

President Ronald Reagan appointed Sandra Day O’Connor to the United States Supreme Court in 1981. She was the first woman to serve on the United States Supreme Court. She continued to serve as an Associate Justice until 2006, when she voluntarily left the Court at the age of 76. Subsequently, she served as a member of the 2006 Iraq Study Group and as of 2008, she continued to serve as Chancellor of the College of William and Mary.

Differentiating Instruction

Struggling Readers
1. Have interested students volunteer at a local senior center or assisted-living facility.
2. Have them keep a journal of their experiences and activities. Encourage students to include photos or drawings in their journals.
3. Have volunteers present an oral report of their experiences that highlights positive events, or events that affected them personally. Remind students to respect the confidentiality of individuals they met.
4. Ask students to write a brief summary of what they learned about older adults from their volunteer experience. [5] Verbal/ Linguistic, Interpersonal

Alternative Assessment Handbook: Rubric 15, Journals
and muscle coordination begin to fail. In the final stages of disease, people with Alzheimer’s often regress into a childlike state to the extent that they are no longer able to control their bodily functions.

Only about 13 percent of the population older than 65 suffers from Alzheimer’s disease. However, after age 60 the incidence of dementia nearly doubles with every five years of age. Dementia will become a greater challenge in the future because the American population is aging and people are living longer.

Dealing with Dependency and Death For the middle-old and the old-old, the issues of dependency and death take on increasing significance. In this context, dependency is the shift from being an independent adult to being dependent on others for physical or financial assistance. As you have already read, remaining independent is one of the greatest desires of elderly people. Dependency changes an individual’s status in society, necessitating new roles and behaviors. For example, when an aged parent is forced to live with a grown child because of dependency, the parent-child relationship often becomes reversed. The child takes over the role of the caregiver and authority figure. The aged parent is expected to be grateful for the assistance and to follow the wishes of the child. This change in roles can be very difficult for a person who has become accustomed to making his or her own decisions. Consequently, dependency often strains the parent-child relationship.

Although elderly people fear dependency, they do not appear to fear death. In fact, the fear of death is much more common among middle-aged people. The lack of this fear among people in late adulthood is interesting when one considers that their likelihood of dying in the near future is much greater. Researchers believe that several factors contribute to lower levels of fear of death among senior citizens. First, elderly people are at the end of their lives. They see fewer prospects for the future; thus, people in late adulthood may feel that they have less to lose by dying.

THE ADULT IN SOCIETY 149

Critical Thinking: Summarize

Characteristics of Late Adulthood

Materials art paper, paint, markers

1. Have students create a painting or drawing that illustrates or symbolizes the characteristics of late adulthood.

2. Have students write a paragraph to explain their artwork and summarize their understanding of late adulthood.

3. Encourage students to share their artwork and summaries with the class and discuss the factors that inspired their art.

4. Display students’ work in the classroom or hallway. Visual/Spatial, Verbal/Linguistic

Alternative Assessment Handbook: Rubric 3, Artwork

Answers

Statistically Speaking Florida, Maine, Montana, New Mexico, North Dakota, Vermont, West Virginia, Wyoming; these states are projected to have about a quarter of their populations at age 65 or older.
Close
Review the stages of late adulthood and the changes that occur at each stage.

Review
• Online Quiz: Section 3

Assess
SE Section 3 Assessment
Review and Assessment Resources:
Section 3 Quiz
Alternative Assessment Handbook

Reteach/Intervene
§ Reading and Activity Workbook: Section 3
§ Teacher Management System: Section 3 Lesson Plan
§ Interactive Skills Tutor CD-ROM

Section 3 Assessment Answers
1. Social gerontology focuses on the study of the nonphysical aspects of the aging process.
2. age range, percent of the U.S. population, and concerns
3. an organic condition that results in the progressive deterioration of brain cells
4. income, health, social networks, and identity—in particular the loss of a work role
5. Possible answer—The reversal of parent-child relationship results in the parent having to adjust to the child making such decisions as where the parent will live or how much money the parent should spend.
6. Students’ answers should recognize the dramatic changes in physical and mental health, social networking, or status that occur during late adulthood.
7. Physical: body cells begin to die, muscles and tissue shrink, muscles weaken, skin develops wrinkles, body loses weight, all organs and functions of the body slow down; Social: change in income, health, social networks, identity, loss of work role, time to explore new activities
8. Students’ paragraphs should summarize the social changes associated with retirement and the opportunities afforded by retirement.

Second, many elderly people, having lived longer than they expected, feel they are “living on borrowed time.” Finally, facing the deaths of friends and family members who are close to them in age helps prepare older Americans for their own deaths.

Reading Check Cause and Effect How does dependency change an older person’s life?

New Opportunities
For many older Americans—particularly those who are financially secure—retirement is accompanied by a feeling of freedom. In retirement, they have the time to do many of the things they always wanted to do. They also have the chance to try new things. Many people use part of their time in late adulthood to travel. Others take college courses. Still others pursue activities—such as crafts, golf, photography, or gardening—that they may have been interested in for many years. Some may become more active in politics and community life. For example, they may participate in such lobbying groups as the Gray Panthers or the AARP, formerly known as the American Association of Retired Persons.

Some elderly Americans begin a second career, either for pay or as volunteers. In recent years, part-time employment opportunities have increased for senior citizens. Many businesses, particularly those in the service sector, have attempted to draw from this growing pool of experienced workers.

Volunteer programs provide opportunities for older people to get involved in the community. The Retired Senior Volunteer Program (RSVP) finds positions for people aged 60 and older in libraries, museums, and social service agencies. Retired managers and administrators may work with Service Corps of Retired Executives (SCORE), offering management assistance to small businesses and community organizations. In the Foster Grandparent Program, older adults spend 20 hours a week caring for youngsters in hospitals, correctional institutions, and day care centers.

Research has shown that individuals who have planned ahead for retirement are in a better position to take advantage of the opportunities in this period of life. This preparation involves financial planning. It also involves broadening one’s interests and perhaps developing some hobbies during middle adulthood. Similarly, planning for retirement involves taking care of one’s health by maintaining a proper diet and a reasonable exercise routine. Probably most important of all, it involves cultivating patterns of living that make the most of life in every growth period.

Reading Check Draw Conclusions What social factors contribute to the ability of older Americans to volunteer in their community?
Challenging Stereotypes about the Aging

"You can’t teach an old dog new tricks." At some point in your life you have probably heard this saying, but have you ever stopped to think about what it really means? In a nutshell, this saying expresses one of the most basic stereotypes that Americans hold about elderly people—older people are resistant to change. According to popular wisdom, as people grow older, they grow more rigid in their habits and more conservative in their social and political thinking. But is this true?

Old people are stodgy—stubborn, old-fashioned, and unwilling to change. Not so, says a new study published in the American Sociological Review. According to this study, the idea of older people growing increasingly conservative bears no weight at all. In fact, the study found that old people grow more open-minded and that, on occasion, they are more liberal in their thinking than younger people (Daniègles et al., 2007). Sociologists Nicholas Daniègles and Stephen Cutler of the University of Vermont worked with Melissa Hardy of the Pennsylvania State University to analyze data from the U.S. General Social Survey that measured changes in attitudes at different life stages. In all, the researchers studied the social and political beliefs of people over a 32-year period. They divided the group into two cohorts, or age-based groups: one for ages 18 to 39 and the other for age 60 and older.

For each cohort, the researchers studied three areas of beliefs. The first area concerned attitudes toward historically disadvantaged groups, such as African Americans and women. The second area explored opinions about the civil liberties of groups outside of mainstream American society, such as communists and atheists. The third area focused on privacy issues, including beliefs about sex outside of marriage and right-to-die issues.

Contrary to stereotypes of older people being "set in their ways," the researchers found that people in the older cohort changed their attitudes significantly over time and did so at a higher rate than people under age 40. What is even more fascinating is that older people are notably more tolerant of changes in their attitudes over time, not more conservative.

Nicholas Daniègles, the study’s lead researcher, has suggested one possible explanation for these surprising results. Because older people often start from a more conservative position, changes within their cohort appear more obvious. For example, while both young and old may have become more open-minded about race relations over the last 30 years, the change is more obvious in the older population.

In some ways, however, younger people were even more conservative in their thinking than people in the older cohort. For example, people under age 40 held more-conservative opinions about communists and atheists than did people over 60. Over time, however, both cohorts became increasingly conservative about sex outside of marriage.

Such results show that people’s attitudes grow and change throughout their lives, sometimes in unexpected ways. More importantly, they challenge us to rethink commonly held assumptions about older people and the aging process.

Thinking Critically

1. **Draw Conclusions** Why do you think stereotypes of aging Americans as conservative persist?
2. **Discuss** Do you think it is possible to use people’s age to predict their attitudes on topics? Explain.

**SOURCES**

Trading Places: Becoming Your Parent’s Parent

How would you cope with becoming your parent’s caregiver?

1. Introduction
This simulation will help you review the stages of adulthood by examining the effects of dependency on elderly people and their adult children. You will work in small groups to write a case study that describes the symptoms an aging person might experience that would lead to a loss of independence. Your group will use its case study as the basis for a simulation in which you will take on the role of either an adult child or an aging adult. Finally, the class will discuss how dependency changes the status of adults in American society. To complete this simulation, follow the steps below:

- Following your teacher’s instructions, form groups of four to six students. Each group should have at least one male student and one female student.
- Your teacher will invite one volunteer from each group to play an aging father or mother who is losing his or her independence. The other students in the group will play the roles of adult children.
- Work with the students in your group to review the chapter material on the stages of adulthood for both men and women, as well as the characteristics of late adulthood. Write down a few main points about late adulthood, paying careful attention to the concept of dependency and the changes in physical and mental functioning that might lead to dependency.
- Conduct additional research on dependency and caring for adult parents, if your teacher instructs you to do this. Your group is now ready to write the case study.

2. Writing the Case Study
Working as a group, select at least two specific changes in physical and mental functioning that might lead to an adult child becoming the caregiver to an aging parent. Then write a scenario based on these changes. Your scenario should be written on a single sheet of paper and should include each of the four items listed below.

- A fictional name and age for the parent and for each child;
- A brief description of the adult child’s current roles or responsibilities;
- A description of the parent’s physical and mental symptoms, with any relevant details;
- A description of how the parent’s physical and mental symptoms are changing his or her life and the lives of his or her children.

Sample Case Study

At age 42, Margaret Perry is slowly becoming her mother June’s caregiver. June, age 74, is a widow and a retired schoolteacher. She had always been fiercely independent and had raised four children of her own. Lately, however, June has been making strange phone calls to Margaret, a busy stay-at-home mother of three children.

In the first call June said, “I’m quitting my senior’s activity club. They think I’m stealing from them.” A week later, June called again assisting her high school sweetheart, the one who died in the Korean War, was coming over to take her out dancing.

Then the police called. June had been pulled over for reckless driving. The police said it would be safer for June—and everybody else—if June did not drive anymore. June disagreed. “They can take away my driver’s license,” she says, “but I’m still going to drive.”

At this point, Margaret suspects the worst. The forgetfulness and the fantasies could be signs of dementia. June needs care, so Margaret is pleased when June agrees to move in with her. Still, Margaret knows it will be a big role reversal for both of them.

Differentiating Instruction

English-Language Learners

1. Have students discuss services for the elderly in their native countries. Are extended families more of the norm? Are there private or government-sponsored homes for seniors?

2. Have students write the lyrics to a song honoring the elderly or an elderly person in particular. The lyrics should be written in English and in the students’ native languages.

3. Have interested students work with a music student or music teacher to create music to accompany the lyrics. Ask willing students to present their songs to the class.

4. Display the lyrics written in both languages on a special classroom wall area.

Verbal/Linguistic

Alternative Assessment Handbook: Rubric 26, Poems and Songs
3. Reversing Roles

Imagine what it would be like to be a child “in charge” of his or her parents. What issues would you have to deal with? How would a parent respond to being “ordered around” by his or her child? Work with your group to brainstorm what life would be like when the parent and child roles reverse. As you brainstorm, be sure to address who should make decisions about each of the areas below and identify why these areas might be a source of conflict.

- Driving privileges
- Independent trips and outings
- Diet and exercise
- Medical information and decisions
- Living situation
- Finances

4. The Simulation

Review with your group the case study you wrote and the results of your brainstorming session. Then write a short script that focuses on a conflict that arises between an aging parent who is losing his or her independence and the adult-child caregivers. Be sure to write at least four lines for each person in your group. Your teacher will invite each group to perform its script for the class.

5. Discussion

What did you learn from this simulation? Hold a group discussion that focuses on the following questions:

- Overall, how successful were the simulations in communicating the challenges faced by families?
- Would you rather be placed in the position of the aging parent or the adult child who must become a caregiver? Explain.
- In what ways are the reversed roles similar to the relationship between a parent and a child?
- How would you react if someone placed you in a nursing facility against your wishes?
- Do you think involving an outside professional, such as a doctor, nurse, or lawyer, would make it easier or more difficult to make decisions about a dependent parent?
Comprehension and Critical Thinking

1. a. early adult transition
   b. Adult female development emphasizes marriage and family over career, and child rearing often interrupts or halts career advancement.
   c. Students’ answers should explain why they agree or disagree with the applicability of Levinson’s arguments to adults today, and then defend their viewpoints.

2. a. age, gender, race, and cultural background
   b. During the 1900s, the majority of jobs shifted from farming, manufacturing, and physical labor to professions, office work, and service industries.
   c. Students’ answers should rank in importance changes in the number of women and minorities in the workforce, as well as increased levels of education, and defend their rankings.

3. a. challenges—adjusting to retirement, coping with changes in physical and mental functioning, and dealing with issues of dependency and death; opportunities—freedom to pursue hobbies and learn new things, start a new career, and volunteer
   b. Elderly people are at the end of their lives and thus have less to lose by dying than by becoming dependent. Many elderly feel they have lived longer than expected, and have faced the death of friends and family.
   c. Students’ answers should reflect an understanding that, as the aging population grows, the perception of age in American society will also change, especially as more and more adults remain active and healthy in their later years.

Internet Activity

4. Students’ tables or charts should be organized to identify and describe the goals of the research group and indicate how the goals relate to issues faced by the elderly. Three statistics should be cited to support the importance of the group’s goals. Written explanations should include the group’s history and mission.

Reviewing Vocabulary

1. identify
2. compare and contrast
3. make judgments
4. recall
5. summarize
6. rank
7. explain
8. predict

Internet Activity

4. Use the Internet to research a group that works to protect the rights of older Americans, such as the AARP or the Gray Panthers. Then design a table outlining the goals of the group you select. Write a brief introduction that explains the history of your group and its mission to serve elderly people. In your chart, be sure to identify and describe the goals of your group and how they relate to issues that concern older people. Use at least three statistics to help explain why specific issues are of concern to your group.

Sociology in Your Life

15. What is the future of work in the United States? Identify three careers that interest you. Conduct Internet research on the Bureau of Labor Statistics Web site to find information about the future of employment in the United States and in your career choices. Then write two paragraphs summarizing the results of your research. In your first paragraph, tell whether the U.S. job market is expected to grow, what the fastest-growing jobs and industries are, and what occupations will add the largest number of workers. In your second paragraph, describe the employment outlook for each of your career options. Be sure to describe the level of training or education you will need and the salary you can expect for each career.
SKILLS ACTIVITY: INTERPRETING GRAPHS

Study the bar graph below. Then use the information to help you answer the questions that follow.

<table>
<thead>
<tr>
<th>Job Satisfaction Among American Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Satisfied 50%</td>
</tr>
<tr>
<td>Slightly satisfied 20%</td>
</tr>
<tr>
<td>Dissatisfied 10%</td>
</tr>
<tr>
<td>Source: The Gallup Organization</td>
</tr>
</tbody>
</table>

16. Identify In what year did a higher percentage of employees report that they were dissatisfied with their jobs?
17. Analyze Between 1997 and 2007, was there an overall increase or decrease in job satisfaction among American workers?
18. Make Judgments What job characteristics do you think contribute most to job satisfaction?

WRITING FOR SOCIOLOGY

Use your knowledge of adulthood to answer the question below. Do not simply list facts. Present a clear argument based on your critical analysis of the question, using appropriate sociological terminology.

19. Briefly describe each of the terms below from a sociological perspective. For each term, include a general description and a review of major characteristics and trends. Then use real-world examples to help explain the term within the context of American society.
   - Middle adulthood
   - Labor force
   - Alzheimer’s disease

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Review and Assessment Resources: Chapter Test, Forms A and B
Alternative Assessment Handbook
TOS ExamView Test Generator: Chapter Test
HAP Holt Online Assessment Program (in the Premier Online Edition)

Reteach/Intervene

Reading and Activity Workbook
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