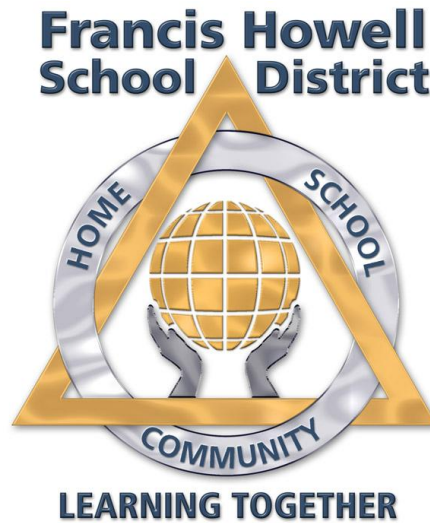


Modern American Culture

Curriculum



Board Approved: August 18, 2016

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Course Rationale

Modern American Culture will provide students the opportunity to apply a variety of critical approaches to studying popular culture. This course also provides high school students, who enjoy social studies and history in particular, with a non-AP semester elective option. Modern American Culture will occasionally explore current events, or other areas of popular culture, to enhance the curriculum. Students will analyze how such critical factors as ethnicity, race, gender, class, age, and region are shaped by and reshaped in popular culture.

The course will incorporate each of these approaches:

1. Historical Analysis (how have these other three dimensions changed over time? how does current popular culture differ from that of ten, twenty, or thirty years ago? what accounts for the changes?)
2. Production Analysis (who owns the media? who makes these texts? with what intentions? under what technical constraints? how democratic or elitist is the production of popular culture? how much is commerce? how much creative expression?)
3. Textual Analysis (how do specific works of popular culture make their meanings? how do explicit meanings differ from implied ones? how do texts consciously and subconsciously shape those who hear, see, or touch them?)
4. Audience Analysis (how do different groups of popular culture consumers, or users, make similar or different sense of the same texts?)

Course Description

This course will explore modern American culture and its impact on history by providing an introduction to critical issues and approaches in the study of modern American history. Culture is all around us, influencing how we think, how we feel, and how we live our lives in countless ways. This course will use our own expertise as consumers of media as a take-off point for exploring the various roles played by mass-mediated culture in our lives. We will look primarily at television, film, advertising, music, sports, fashion and new technologies that have impacted our ability to save time and energy in the household and our daily lives. We will analyze how critical factors such as ethnicity, race, gender, class, age, and region are shaped by and reshaped in our culture. Students will continue to develop skills in organizing materials, note-taking, communication, researching, and critical thinking.

Modern American Culture Curriculum Team

Curriculum Committee

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Kim Coil
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Francis Howell Central High School
Francis Howell North High School
Francis Howell High School

Social Studies Content Leader
Director of Student Learning
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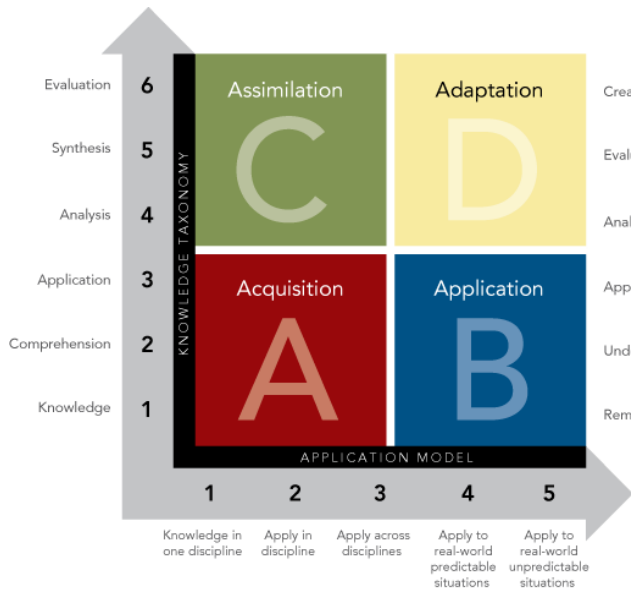
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Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

	A	B	C	D
Creating				
Evaluat				
Analyzi	Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.
Applyir				
Unders				
Remerr				

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and

analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

National Standards for the Social Studies

<http://www.socialstudies.org/standards/>

Missouri State Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Priority Standards are denoted in bold throughout the curriculum document.

Course Map

Unit Title	Unit Description	Unit Timeline	PE Summary	PE Standards
Unit 1: Consumer Culture	Consumer culture will focus on the impact of innovations, economic trends, and the influence of corporations on mass culture.	4 weeks	Students will identify the persuasive strategies used in the ten example pieces. For each piece students will write a sentence explaining why it is the technique identified. As a summary, students will pick one commercial and explain how it reflects the culture of that era. Then, using the definition of culture - “how people act, dress, speak, and believe” - describe the changes that have occurred in US culture from the earliest commercial to the most recent commercial.	NCSS 1.2 NCSS 1.8 NCSS 2.2 RH.11-12.1 WHST.11-12.2
Unit 2: American Leisure	American leisure is a unit designed to reflect the impact of sports, games, art, and literature on mass culture.	4 weeks	Students will demonstrate an understanding of the effects of actions, cultural traditions, and institutions by researching a chosen topic and writing an argumentative paper that outlines a cohesive argument how society or culture was impacted, long term and short term.	NCSS 1.2 NCSS 5.5 RH.11-12.1 WHST.11-12.1 ISTE 3
Unit 3: Media and Entertainment	Media and Entertainment is a unit designed to reflect the impact of television, movies and music on mass culture.	8 weeks	Students will view episodes of their choice from designated TV shows and analyze the way people act, dress, speak and believe as well as the historical era. Students will then produce a visual image or digital presentation focused on their episode to determine how it reflects the culture of that time period. Following the presentations each group/individual will pair off with a project group from another decade. They will discuss the similarities and differences between their episodes and time periods. The final step is to write a reflection on how television reflect the culture of the times.	NCSS 1.2 WHST.11-12.1 ISTE 2

Unit 1: Consumer Culture

Content Area: Social Studies	Course: Modern American Culture	Unit 1: Consumer Culture
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Unit Description: Consumer culture will focus on the impact of innovations, economic trends, and the influence of corporations on mass culture.	Unit Timeline: 4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an independent world.

Understandings – *Students will understand... (Big Ideas)*

1. how mass culture affects the way Americans act, dress, speak and believe.
2. the cause and effect relationship between mass culture and historical eras.
3. how culture reflects our history.

Essential Questions: *Students will keep considering...*

- Why do consumers buy what they buy when they buy it?
- What innovations influence the purchases of consumers?
- How has mass culture been shaped by consumerism?
- How do economic trends affect consumer culture?
- How is consumer culture influenced by corporations?

Students will know/understand.....	Standard	Students Will Be Able to.....	Standard
<p><u>Course Introduction</u></p> <ul style="list-style-type: none"> • Culture is how you act, dress, speak and believe. • Popular culture reflects events and changes in society at that time. • Fad-intense and widely shared enthusiasm that is short lived. • <u>Mass Culture</u>: Ideas and values that result from common exposure to the same media, news, music, art, and entertainment. • Many accept the popular values, others reject it and create a counter-culture. <p><u>Consumerism</u></p> <ul style="list-style-type: none"> • Spurred by rapid expansion during WWI, American businesses thrived in the 1920s. Corporations expanded more and more into overseas markets, while at home a national consumer culture emphasized leisure and fun. • Between 1922 and 1929, national per capita income rose 24 percent. This gives Americans more disposable income. • Many poor and affluent families shared one thing in common: they stretched their incomes, small or large, through new forms of borrowing such as auto loans and installment plans. Many people borrowed money in the 1920s in order to buy what they wanted. • In the 1950s, consumption was a significant difference from the 1920s. Buying things was once a sign of personal indulgence but consumption in the 1950s became associated with citizenship. Consumption was fulfilling a social responsibility in order to help ensure full employment and improved living conditions for the rest of the nation. • Rise of convenience foods is influenced by the 	<p>NCSS 1.2 NCSS 2.2</p> <p>NCSS 1.2</p> <p>NCSS 1.2</p> <p>NCSS 5.3</p> <p>NCSS 1.8</p> <p>NCSS 1.8</p> <p>NCSS 1.8</p> <p>NCSS 1.8</p> <p>NCSS 1.8</p>	<p><u>National Curriculum Standards for Social Studies</u></p> <p>Give examples of the value of cultural unity and cultural diversity, within and across groups</p> <p>Analyze historic and current issues to determine the role that culture has played</p> <p>Research and analyze past periods, events, and recurring issues, using a variety of sources, as well as secondary sources; validate and weight evidence for claims, and check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by evidence</p> <p>Analyze instances of tensions between individual expression and group conformity</p> <p>Identify and analyze reactions to science and technology from the past or present, and predict ongoing effects in economic, geographical, social, political, and cultural areas of life</p> <p><u>Social Studies Literacy Standards</u></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><u>ISTE Standards</u></p> <p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and</p>	<p>NCSS 1.2</p> <p>NCSS 1.8</p> <p>NCSS 2.2</p> <p>NCSS 5.3</p> <p>NCSS 8.7</p> <p>RH.11-12.1</p> <p>WHST.11-12.2</p> <p>ISTE 1</p>

<p>economics of the times.</p> <ul style="list-style-type: none"> ● Shopping options have changed over time and have helped to create a national culture. ● The invention of the automobile has had a significant impact on American culture. <p><u>Advertising/Marketing:</u></p> <ul style="list-style-type: none"> ● One of the most striking developments in American life in the postwar decades was the emergence of the teenager as a cultural phenomenon. <ul style="list-style-type: none"> ○ A phenomenon first noticed in the 1920s and with its roots in the lengthening years of education, the role of peer groups, and the consumer tastes of young people. ○ Market research revealed a distinct teen market to be exploited. ● Planned Obsolescence -companies that design products with an artificially limited useful life so you will go out and purchase another at a later time. <ul style="list-style-type: none"> ○ To keep you working, they have to keep you wanting. ○ Cell phones, electronics, clothing styles & shoes. ● Advertising to express emotions, catch phrases, slogans, subconscious, and jingles are created to appeal to particular groups. ● Advertising and marketing has evolved with technological innovations. ● There are different types of advertising such as print, radio, tv, movie trailers, internet, clothing logos, and billboards and techniques change over time. ● Persuasive Techniques in Advertising: <ul style="list-style-type: none"> ○ Appeal to Emotion (Pathos) ○ Appeal to Logic or Reason (Logos) ○ Appeal to Credibility or Character (Ethos) 	<p>NCSS 1.2</p> <p>NCSS 8.7</p> <p>NCSS 1.8</p> <p>NCSS 8.7</p> <p>NCSS 1.2</p> <p>NCSS 8.7</p> <p>NCSS 2.2</p> <p>NCSS 2.2</p>	<p>process using technology.</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>Students apply digital tools to gather, evaluate, and use information.</p>	<p>ISTE 2</p> <p>ISTE 3</p>
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<p><u>Fashion</u> - American Style</p> <ul style="list-style-type: none"> ● Clothing styles vary by social status, region, occupation and climate. ● American fashion is widely influenced by celebrities and the media. ● Other influences <ul style="list-style-type: none"> ○ Western designers ○ Economy (depression/recession) ○ War ○ Women’s independence (hemlines) ● Re-Emerging fashions-repeat of decade fashion at later time. <p><u>Conspicuous Consumption</u> (Fads)</p> <ul style="list-style-type: none"> ● The act or practice of spending money on things that are not necessary in order to impress others or achieve social standing. ● Idleness and disposable income fuel many fads. 	<p>NCSS 1.2</p> <p>NCSS 1.8</p> <p>NCSS 1.8</p> <p>NCSS 1.2</p> <p>NCSS 1.8</p> <p>NCSS 1.8</p> <p>NCSS 1.8</p>		
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Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
3	<p>NCSS 1.2 NCSS 1.8 NCSS 2.2</p> <p>RH.11-12.1 WHST.11-12.2</p>	<p>Description of Assessment Performance Task(s):</p> <p><i>Using the attached powerpoint, students will identify the persuasive strategies used in the ten example pieces. For each piece students will write a sentence explaining why it is the technique identified. As a summary, students will pick one commercial and <u>explain how it reflects the culture of that era</u>. Then, using the definition of culture - “how people act, dress, speak, and believe” - describe the changes that have occurred in US culture from the earliest commercial to the most recent commercial.</i></p> <p><u>PowerPoint for Assessment: Commercials in History Assessment</u></p> <p>Teacher will assess:</p> <ul style="list-style-type: none"> ● Persuasive strategies are correctly identified for each piece. ● Sentence correctly explains the technique identified. ● Summary accurately explains the changes that have occurred in US culture. <p><u>Performance:</u></p> <p>Mastery: <i>Students will show that they really understand when they are able to score 20 out of 25 points on the rubric. Near mastery will be identified at an 18 out of 25 points on the rubric.</i></p> <p>Scoring Guide: Unit 1 Performance Event Rubric</p>	<p>C</p> <p><u>21 Century</u></p> <p><i>critical thinking</i></p>

Unit 1: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1, 2, 3	<p>NCSS 1.2 NCSS 1.8</p> <p>RH.11-12.1</p> <p>ISTE 2</p>	<p>1. Activity: Course Introduction Article from New York Times</p> <p>Students will: Read the article and participate in an online Message Board/Blog response assignment.</p> <p>When students read the article, teachers can provide students with reading structures. Options include partner reading strategies such as Say Something or Mix-Pair-Share. Students could also complete annotating activities such as Focused Reading and Chunk and Chew, or students could participate in group processing of reading such as Round Robin, Talking Chips discussion or First Turn Last Turn.</p> <p>Then students will respond to the following questions in an online discussion:</p> <ol style="list-style-type: none"> 1. What is Popular Culture? 2. How has Popular Culture evolved over time? 3. Which fact (from one of the subtopics in the article) is most surprising to you and why? 4. This article is from 2013, how do you think an article for today would be different? Give examples. <p>Students will also be expected to write a meaningful response to at least one person in the message board/blog.</p> <p><u>Objective:</u> <i>The Students will:</i></p> <ul style="list-style-type: none"> ○ Understand the concept of popular culture and how it has evolved over time. ○ Use technology as a forum for student response and opinion in order to gain a clearer understanding of popular culture. 	<p>Identifying similarities and differences</p> <p>Summarizing and notetaking</p> <p>Homework and practice</p> <p>Cooperative Learning</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21 Century</u> Collaboration</p> <p>Communication</p> <p>Critical Thinking</p>

		<p>Appendix Document: What Was, Is and Will Be Popular: The Driving Forces of Pop Culture New York Times Article</p> <p><i>PBS's Idea Channel has a great video that would supplement this lesson very well. Does Pop Culture Need To Be "Popular"? Idea Channel PBS Digital Studios https://youtu.be/EoovlwC4N4A</i></p>		
1, 2, 3	<p>NCSS 1.2 NCSS 2.2</p> <p>ISTE 1 ISTE 2</p>	<p>2. Activity: Pop Culture Presentation</p> <p>Students will: create a multimedia presentation using Glogster, VoiceThread, Prezi, etc... representing some of the fashion trends from one of the decades between 1920 and 1990. Students will work in small groups with defined roles and tasks. Each multimedia presentation will demonstrate five fashion trends and address the following:</p> <ol style="list-style-type: none"> 1. Will include both male and female trends. 2. Will include both hair and clothing trends as well as accessories. 3. Will include at least one visual image to represent each trend. 4. May include an embedded video clip. 5. How does it reflect the culture? 6. How does it reflect the historical era? 7. What aspects of that decade's fashion are still relevant today? <p><u>Objective:</u> <i>The Students will:</i></p> <ul style="list-style-type: none"> ○ Analyze changing trends in fashion as they relate to the history and culture of the era. ○ Analyze continuities and changes in fashion style exemplified in the historical era. 	<p>Identifying similarities & differences</p> <p>Nonlinguistic Representation</p> <p>Cooperative Learning</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21 Century</u></p> <p>Creativity</p> <p>Collaboration</p> <p>Communication</p> <p>Critical Thinking</p>
1, 2, 3	<p>NCSS 1.2 NCSS 1.8 NCSS 2.2 NCSS 8.7</p>	<p>3. Activity: Fast Food & Convenience Socratic Seminar</p> <p>Students will read the articles about Fast Food and Eating Habits. Organize students in an Inside Outside Circle or any other situation conducive to whole group discussion. This activity also uses the historical</p>	<p>Cooperative Learning</p> <p>Summarizing & Notetaking</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21 Century</u></p>

	RH.11-12.1 ISTE 3	<p>thinking skill of continuity and change over time.</p> <p>Students will spend class discussing the following:</p> <ol style="list-style-type: none"> 1. How have TV Dinners and Fast Food changed the dynamic and structure of the American Family? 2. Do you think convenience foods have made American's lives better or worse? Why? 3. How have these items changed since their creation/beginnings? 4. Identify the reasons that explain the popularity and need for these convenience foods. <p>Students could also be asked to complete research on their own before the Socratic Seminar and bring in evidence to support their thinking.</p> <p><u>Objective:</u> <i>The Students will:</i></p> <ul style="list-style-type: none"> o Evaluate the impact of convenience foods on modern American culture. o Express individual opinions based on materials; read and respond to opinions of classmates in an appropriate manner. o Assess choices Americans have made that impact society today. <p><u>Appendix Documents:</u> http://www.cbsnews.com/news/how-americans-eat-today/ http://www.history.com/news/hungry-history/mcdonalds-surprising-start-75-years-ago http://www.history.com/news/hungry-history/fries-with-that-a-brief-history-of-drive-thru-dining</p>	Identifying Similarities & Differences	Collaboration Communication Critical Thinking
1	NCSS 2.2	<p>4. Activity: Persuasive Techniques in Advertising</p> <p>Students will take notes from a PowerPoint presentation about persuasive techniques in order to define the following terms and view examples of</p>	Summarizing & Notetaking Identifying	<p><u>R/R Quadrant</u></p> <p>A</p>

		<p>each:</p> <ul style="list-style-type: none"> ○ Appeal to Emotion (Pathos) ○ Appeal to Logic or Reason (Logos) ○ Appeal to Credibility or Character (Ethos) <p><u>Objective:</u> Students will be able to define the persuasive techniques in advertising.</p> <p>PowerPoint Link: Persuasive Techniques Lecture</p>	<p>Similarities & Differences</p>	<p><u>21 Century</u></p> <p>Communication</p>
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Unit 1: Resources

UNIT RESOURCES

Teacher Resources:

- www.ussporthistory.com
- <https://www.washingtonpost.com/news/wonk/wp/2015/09/08/why-americans-dress-so-casually/>
- <http://study.com/academy/lesson/consumer-culture-theory-definition-quiz.html>
- <http://www.shmoop.com/history-american-fashion/summary.html>
- <http://smallbusiness.chron.com/consumer-culture-57886.html>
- <http://www.pbs.org/wgbh/americanexperience/features/general-article/tupperware-consumer/>
- Does Pop Culture Need To Be "Popular"? | Idea Channel | PBS Digital Studios <https://youtu.be/EoovlwC4N4A>

Content Resources:

- Rise of convenience foods is influenced by the economics of the times. Examples could include:
 - Fast food - drive in vs. drive thru (take-out/take away restaurants)
 - Franchising
 - TV Dinners
 - Microwave
- Shopping options have changed over time and have helped to create a national culture. Some examples could include:
 - Malls - Strip Malls, Open Malls, Enclosed Malls, Outlet Malls, Consignment Stores
 - Big Box Stores (Walmart)
 - Department Stores / Chain Stores (JCPenney, Famous Barr, Macy's)
 - Five and Dime Stores (Woolworth, Ben Franklin)
- The invention of the automobile has had a significant impact on American culture.
 - Cars changed the way Americans spent their leisure time, as proud drivers took their machines on the road.
 - New infrastructure was created
 - Hotels/Motels
 - Drive-in Movies
 - Fast Food
 - Suburbia
 - Vacation Culture

- Gas stations
- Clothing styles vary by social status, region, occupation and climate.
 - Jeans, sneakers, baseball caps, cowboy hats and boots are some items of clothing that are closely associated with Americans. Ralph Lauren, Calvin Klein, and Michael Kors are some well-known American brands.
- Re-Emerging fashions-repeat of decade fashion at later time. Examples of topics:
 - Timeline of trends in fashion
 - Hair styles/cuts
 - Sagging (prison culture)
- Examples of Popular Fads: Rubik's Cube, Pet Rock, Berlin Wall piece, Cabbage Patch kids, video games, Betty Boop, dance marathons, gambling, Pez, Silly Putty, Slinky, 3D movies, Car hops, hoola hoop, Barbie Dolls, Black lights, mood rings, sea monkey, lava lamps, Ouija Board, Super ball, Tie-dye, Beanie Babies, Roller Skating & Roller Blades, 8-track tapes, Tickle Me Elmo, Moped, Rocky Horror Picture Show, Streaking, Arcades, Boom boxes, Care Bears, Friendship bracelets & pins, Hackey Sack, Jelly Shoes, Penny Loafers, Slap Bracelets, Trivial Pursuit, WWE, Fanny Packs, Furby, grunge, napster, overalls, piercings, tattoos, pokemon, ring pops

Student Resources:

- [What Was, Is and Will Be Popular: The Driving Forces of Pop Culture New York Times Article](#)
- <http://www.cbsnews.com/news/how-americans-eat-today/>
- <http://www.history.com/news/hungry-history/mcdonalds-surprising-start-75-years-ago>
- <http://www.history.com/news/hungry-history/fries-with-that-a-brief-history-of-drive-thru-dining>

Vocabulary:

Intro: Counterculture, Culture, Fad, Mass Culture, Popular Culture

Consumerism: Big Box Stores, Chain Stores, Department Stores, Fast food, Five and Dime Stores, Franchising, Malls, Suburbia

Advertising/ Marketing: Ethos, Jingles, Logos, Pathos, Planned Obsolescence, Slogan

Fashion: Calvin Klein, Ralph Lauren, Supermodel, Trends

Conspicuous Consumption: Conspicuous Consumption, Disposable Income

Unit 2: American Leisure

Content Area: Social Studies	Course: Modern American Culture	Unit 2: American Leisure
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Unit Description: American leisure is a unit designed to reflect the impact of sports, games, art and literature on mass culture.	Unit Timeline: 4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. how mass culture affects the way Americans act, dress, speak and believe.
2. the cause and effect relationship between mass culture and historical eras.
3. how culture reflects our history.

Essential Questions: *Students will keep considering...*

- How have sports served as an avenue for change?
- How have sports and games helped bring families and communities together?
- How have art and literature reflected culture?
- How have disposable income and leisure time facilitated the rise of mainstream activities?
- What can we learn about culture through our artforms?

Students will know/understand.....	Standard	Students Will Be Able to.....	Standard
<p><u>Sports, Games and Competition</u></p> <ul style="list-style-type: none"> ● Baseball has historically been America’s pastime. ● Football has emerged as the new America’s pastime. ● Racial and gender equality has been achieved through inclusion in athletics. ● Sporting events serve as an avenue for American patriotism. <ul style="list-style-type: none"> ○ Olympic Games (1980 Hockey Game) ● Sports has provided many Americans with more than a much-needed escape from the hardships of their daily lives; it has given them a visceral connection to our nation’s lived traditions and cultural values. ● From the late nineteenth century to our present day, professional and college sports have served as two of the nation’s most powerful community-building institutions, helping to define American identity on the grassroots level as powerfully as our political system, our broadcast media, or Hollywood film. ● There has been a rise of youth sports over the decades. 	<p>NCSS 1.2 NCSS 5.5</p>	<p><u>National Curriculum Standards for Social Studies</u> Give examples of the value of cultural unity and cultural diversity, within and across groups</p> <p>Evaluate different interpretations of the influence of groups and institutions on people and events in historical and contemporary settings</p> <p>Analyze instances of tensions between individual expression and group conformity</p> <p>Examine the belief system of specific contemporary and historical movements that have caused them to advocate public policies</p> <p><u>Social Studies Literacy Standards</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p>NCSS 1.2</p> <p>NCSS 5.2</p> <p>NCSS 5.3</p> <p>NCSS 5.5</p> <p>RH.11-12.1</p>
<p>Art and Literature had three characteristic tendencies in common during the 20th century:</p> <ul style="list-style-type: none"> ● A tendency to be less and less accessible (understandable) to the average person. ● A tendency to glorify art itself. ● A tendency to undercut traditional standards and values. 	<p>NCSS 1.2 NCSS 5.2</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><u>ISTE Standards</u> Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.</p>	<p>WHST.11-12.2</p> <p>ISTE 1</p>
<p><u>Art</u> Federal Art Project and WPA:</p> <ul style="list-style-type: none"> - The Federal Art Project (1935–43) was a New Deal program to fund the visual arts in the United States. - During its years of operation, the government-funded Federal Art Project of the WPA hired hundreds of artists who collectively created more than 100,000 	<p>NCSS 1.2 NCSS 5.2</p>	<p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>Students apply digital tools to gather, evaluate, and</p>	<p>ISTE 2</p> <p>ISTE 3</p>

<p>early freight-train days to its big-city boom on the streets of New York City and Philadelphia, and to its modern-day influences.</p> <ul style="list-style-type: none"> - Sometimes used as method to mark gang territory, but that is not actually Graffiti Art. - Unlike painting on one’s private canvas, street art is public and subject to being covered by a competing artist, so you never really know how long a piece is going to remain visible. It’s an open forum for the public to communicate about their current culture. - There are different styles. “Throwies” are meant for what is called bombing, where you just getting something up really fast. That is usually a bubble letter and a one-color fill with a contrasting color outline and maybe a second outline around the whole thing with another color. Something to be done in under two or three minutes. - A “tag” is what represents the graffiti artist (like a personal signature) and may be the easiest thing to throw on a wall. - Art form distinctly American in flavor yet global in its reach. - Notable artists such as pioneers “Demetrius” TAKI 183, Keith Haring, Zephyr, DONDI, Sever, Lady Pink, and Quik. <p>Street Art: (Chalk/Pastel Art)</p> <ul style="list-style-type: none"> - 3D street art — alternatively known as pavement, chalk or sidewalk art — is a form of anamorphic art pioneered by American Kurt Wenner. Sprawling over sidewalks, walls, and public spaces, artists use chalk or pastels to render pictures that use mathematical continuation of perspective to give the illusion of three-dimensionality. Though the medium is widely regarded as a modern art, street art traces its origins back to the Renaissance. - Centered around festivals celebrating the artform and teaching younger generations how to create their own masterpieces. 	<p>NCSS 1.2 NCSS 5.2 NCSS 5.3</p>		
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<ul style="list-style-type: none"> - Wenner’s work was utilized by the media and led to a new group of artists who used his technique to create their own styles. Brian Davis and Elise McConnell are two examples. - In street art, a “wheat paste” refers to a simple adhesive made out of flour, water, and glue to stick and seal a piece to a wall or building. Wheat paste is a really good example of how graffiti is different from street art. “Street art” really means bringing art on to the public street. That can mean using a paint brush and applying acrylic paint or a wheat paste. As with most street art, it has a temporary life span—six months for a wheat paste that has been well-sealed with a top coat or just three weeks to a month for one that has not. 			
<p><u>Literature</u></p> <ul style="list-style-type: none"> ● Harlem Renaissance <ul style="list-style-type: none"> ○ The Harlem Renaissance was the name given to the cultural, social, and artistic explosion that took place in Harlem between the end of World War I and the middle of the 1930s. During this period, Harlem was a cultural center drawing black writers, artists, musicians, photographers, poets and scholars. Many had come from the South, fleeing its oppressive caste system in order to find a place where they could freely express their talents. ○ Among those artists whose works achieved recognition were Langston Hughes and Claude McKay. ○ The Renaissance was more than a literary movement. It involved racial pride, fueled in part by the militancy of the "New Negro" demanding civil and political rights. The Renaissance incorporated jazz and the blues, attracting whites to Harlem speakeasies, 	<p>NCSS 1.2 NCSS 5.2 NCSS 5.5</p>		

<p>where interracial couples danced. But the Renaissance had little impact on breaking down the rigid barriers of Jim Crow that separated the races. While it may have contributed to a certain relaxation of racial attitudes among young whites, perhaps its greatest impact was to reinforce race pride among blacks.</p> <ul style="list-style-type: none"> • Beatniks-a person who participated in a social movement of the 1950s and early 1960s which stressed artistic self-expression and the rejection of the mores of conventional society. • A counterculture is a subculture whose values and norms of behavior differ substantially from those of mainstream society, often in opposition to mainstream cultural mores. A countercultural movement expresses the ethos and aspirations of a specific population during a well-defined era. When oppositional forces reach critical mass, countercultures can trigger dramatic cultural changes. • Prominent examples of countercultures: Beat Generation (1944–1964), and perhaps most prominently, the counterculture of the 1960s (1964–1974), usually associated with the hippie subculture. 	<p>NCSS 1.2 NCSS 5.3</p> <p>NCSS 1.2 NCSS 5.3</p> <p>NCSS 1.2 NCSS 5.3</p>		
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Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1	<p>NCSS 1.2 NCSS 5.5</p> <p>RH.11-12.1 WHST.11-12.1 1</p> <p>ISTE 3</p>	<p>Description of Assessment Performance Task: Students will demonstrate an understanding of the effects of actions, cultural traditions, and institutions by researching a chosen topic and writing an argumentative paper that outlines a cohesive argument how society or culture was impacted, long term and short term.</p> <p>Students will write an argumentative essay using the following prompt: <i>Sports, Games & Competition, Art, and Literature are an important part of American culture. Pick a specific cultural phenomenon from one of these categories, provide some background information on the topic, and give three examples that explain how it impacted society in regard to how Americans act, dress, speak and believe at that time and in the future. (How does it reflect society at the time and what does it say about society? What impact or change did it have on culture from then on?)</i></p> <p>After choosing a topic, students will conduct research to find resources to help support their analysis of the topic.</p> <p>Possible Examples: Sports: the Black Sox scandal, the 1936 Olympic gold medal wrestling match between a Jew and a German, Lou Gehrig’s “Luckiest Man” speech, Jackie Robinson signs with the Dodgers, the U.S.-China ping pong exchange, the Miracle on Ice US-Sov. Union hockey game Art: How did Pop artists use commercial products to create art that challenged the traditional ideas and values of what could be valued as "Art"? How did Graffiti Art signify a change in the way Americans act, think and believe, as well as the ability of younger people to express themselves in a constructive way?</p> <p>Teacher will assess: <i>Student chose appropriate topic.</i> <i>Provide background information in an introductory paragraph.</i> <i>Student provides three relevant examples.</i> <i>Student connects three examples to how society was impacted in regard to how Americans act, dress, speak, and believe. This will show if the student understands</i></p>	<p>C</p> <p>21 Century <i>critical thinking</i></p>

		<p><i>the changing character of American society and how culture was impacted, long term and short term.</i></p> <p><u>Performance:</u></p> <p>Mastery: <i>Students will show that they really understand when they are able to score 12 out of 15 points on the rubric. Near mastery will be identified at an 11 out of 15 points on the rubric.</i></p> <p>Scoring Guide: <i>Unit 2 Performance Event Rubric</i></p>	
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 3	<p>NCSS 1.2 NCSS 5.2 NCSS 5.5</p> <p>RH.11-12.1</p>	<p>1. Activity: Why Sports History is American History (Gilder Lehrman)</p> <p>Article Analysis - Students will be provided with a copy of the article and will then annotate it according to the directions included in the Annotation Guide linked below. Students will then have a whole class discussion focused on the objectives of the lesson.</p> <p><u>Objective:</u> <i>The Students will:</i></p> <ul style="list-style-type: none"> ○ Analyze three key dimensions of sports and their impact in American History. <ul style="list-style-type: none"> ■ Role in socializing and Americanizing immigrants. ■ Role in assisting minorities and giving them a platform to challenge discrimination. ■ Shattering of gender norms for women. ○ Scrutinize and interpret the evolution of how sporting games have turned into key cultural events (Super Bowl, Olympics). <p><u>Appendix Documents:</u> “Why Sports History Is American History”: Article PDF Annotation Guide</p>	<p>Summarizing & Notetaking</p> <p>Homework & Practice</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21 Century</u> Communication Critical thinking</p>
1, 3	<p>NCSS 5.3</p> <p>RH.11-12.1 WHST.11-12.1</p> <p>ISTE 2</p>	<p>2. Activity: The Weak Shall Inherit the Gym Message Board/Blog Discussion</p> <p>Students will: Read the article and participate in an online Message Board/Blog response assignment. They will respond to the following questions:</p> <ol style="list-style-type: none"> 1. Do you agree or disagree with Reilly’s stance? Why? 2. Give a piece of evidence from the article that supports your opinion. 3. Since the article was written in 2001, do you think this article is still relevant? Provide ONE current example that supports your opinion and cite the source. <p>Students will also be expected to write a meaningful response to at least one person in the message board/blog using the writing structure “Is It Safe?”. Have</p>	<p>Summarizing & Notetaking</p> <p>Homework & Practice</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21 Century</u> Critical Thinking Communication</p>

		<p>students post their pieces of evidence and ask others to evaluate by numbering how “safe” it is on a scale of 1 (completely unsafe) to 5 (completely safe). Safe meaning: how likely someone might be to accept this evidence.</p> <p><u>Objective:</u> <i>The Students will:</i></p> <ul style="list-style-type: none"> ○ Investigate a topic, collect and evaluate evidence to establish a position in a concise manner. ○ Analyze the changing culture of society in regard to children’s “playground” sports and games. ○ Use technology as a forum for student response and opinion. <p><u>Appendix Documents:</u> “The Weak Shall Inherit the Gym”: Article PDF</p>		Collaboration
1, 2, 3	NCSS 1.2 NCSS 5.3	<p>3. Activity: Pop Art Exit Slip Activity</p> <p>Students will view the Pop Art video by Khan Academy. They will then pick one piece of art from the video and answer the following questions:</p> <ol style="list-style-type: none"> 1. How did it appeal to you? 2. Why is it a good representation of Pop Art and the era in which it was created? <p><u>Objective:</u> <i>The Students will:</i></p> <ul style="list-style-type: none"> ○ Understand key Pop artists and their style of artwork. ○ Describe how Pop Art reflects the era in which it was created. <p><u>Appendix Documents:</u> Pop Art video by Khan Academy</p>	Summarizing & Notetaking	<p><u>R/R</u> <u>Quadrant</u></p> <p>A</p> <p><u>21</u> <u>Century</u></p> <p>Communication</p>

UNIT RESOURCES

Teacher Resources:

- Great Gatsby, Catcher in the Rye, Grapes of Wrath, American Psycho (1980s), Feminine Mystique (1960s women’s movement)
- Cold War/spy novels
 - From Russia w/ Love - Fleming
 - Manchurian Candidate - Condon
 - Tom Clancy
 - 1984
- Beatniks-Allen Ginsberg- “Howl”; Jack Kerouac “On the Road”
- Graffiti: Art Through Vandalism

- Websites
- <https://www.khanacademy.org/humanities/art-1010/pop/a/pop-art>
- <https://www.khanacademy.org/humanities/art-1010/pop/v/warhol-gold-marilyn-monroe-1962>
- <https://www.khanacademy.org/humanities/art-1010/pop/v/andy-warhol-campbell-s-soup-cans-why-is-this-art>
- http://www.moma.org/learn/moma_learning/themes/pop-art
- http://www.moma.org/learn/moma_learning/tools_tips
- http://www.moma.org/learn/moma_learning
- http://www.theartstory.org/section_movements.htm
- http://www.huffingtonpost.com/e-nina-rothe/inside-the-history-of-ame_b_901274.html
- <http://mentalfloss.com/article/61441/12-things-you-probably-didnt-know-about-street-art>

Content Resources

- Board games, video games, outdoor games such as horseshoe pitching and washers, hopscotch, tag, dodgeball, jacks, marbles, lawn games, flagpole sitters, card games, and duck-duck-goose are all games that have been played by children and adults in their leisure time.

Student Resources:

- “Why Sports History Is American History”: [Article PDF](#)
- [Annotation Guide](#)
- “The Weak Shall Inherit the Gym”: [Article PDF](#)
- [Pop Art video by Khan Academy](#)

Vocabulary:

Sports: Amateur Sports, Inclusion, Jackie Robinson, Jim Crow, Olympics, NCAA, Patriotism, Professional Sports, Segregation, Title IX

Games & Competition: Board Games, Games of Chance, Leisure

Art: Gothic, Graffiti, Pop Art, Warhol Effect

Literature: Beatnik, *Catcher in the Rye*, Comics, Counterculture, Espionage, *Grapes of Wrath*, *Great Gatsby*, Harlem Renaissance, Slang

Unit 3: Media and Entertainment

Content Area: Social Studies	Course: Modern American Culture	Unit 3: Media and Entertainment
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Unit Description: Media and Entertainment is a unit designed to reflect the impact of television, movies, and music on mass culture.	Unit Timeline: 8 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an independent world.

Understandings – *Students will understand that... (Big Ideas)*

1. how mass culture affects the way Americans act, dress, speak and believe.
2. the cause and effect relationship between mass culture and historical eras.
3. how culture reflects our history.

Essential Questions: *Students will keep considering...*

- How does technology affect the way Americans communicate, spend money and leisure time?
- How does television, movies, and music affect and reflect mass culture?
- What is media's role in American society?
- How has media been used in popular culture to construct and reinforce beliefs?
- What is the relationship between technology, media and cultural changes in our popular culture?
- How does media allow for expression from the counterculture?

Students will know/understand.....	Standard	Students Will Be Able to.....	Standard
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<p>Television</p> <ul style="list-style-type: none"> • The transition of radio culture to a television culture. • Evolution of TV from a cultural wasteland to a vital part of society-used to report important news and creates a common culture by linking us together over long distances. • Started as only having a few channels available as a more public service to now offering more entertainment in a wider variety of ways. • The emergence of cable television. (pay TV) • Americans now access media content through a variety of sources other than television. • Promotes what is considered acceptable customs, norms, and behaviors in society at a specific time. (changes over time) • TV networks/shows often reflect events that are occurring at that time. • Cartoons and other youth programming emerged in the 1970s and 1980s. • TV programming developed unique new formats to accommodate the views of the masses (broadcasting to narrowcasting). 	<p>NCSS 8.7</p> <p>NCSS 1.2</p> <p>NCSS 8.7</p> <p>NCSS 1.2</p>	<p>National Curriculum Standards for Social Studies Give examples of the value of cultural unity and cultural diversity, within and across groups</p> <p>Examine the belief system of specific contemporary and historical movements that have caused them to advocate public policies</p> <p>Identify and analyze reactions to science and technology from the past or present, and predict ongoing effects in economic, geographical, social, political, and cultural areas of life</p> <p>Social Studies Literacy Standards Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>ISTE Standards Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	<p>NCSS 1.2</p> <p>NCSS 5.5</p> <p>NCSS 8.7</p> <p>RH.11-12.1</p> <p>WHST.11-12.1</p> <p>ISTE 2</p>
<p>Movies</p> <ul style="list-style-type: none"> • Movies often reflect events that are occurring at that time. • Movies have been made to preserve history, entertain, reflect social norms, challenge social norms, and record social mannerisms. • Movies are developed as a way to look back or reflect on a specific time period as well as made during the time period in which to exemplify life at that time. • The movie industry created a new type of celebrity. • The MPAA ratings system emerged in the 	<p>NCSS 1.2</p> <p>NCSS 5.5</p> <p>NCSS 1.2</p>		

<p>1960s to satisfy creative artists and the growing desire for government regulation.</p> <ul style="list-style-type: none"> • Movies can be used to help understand the broader historical time period. <p>Music</p> <ul style="list-style-type: none"> • Music can be a form of social protest. • Music is a reflection of the changing societal patterns. • Radio evolved as a music format. • Dances are influenced by the socially transmitted behaviors, beliefs, and values of a group of people. 	<p>NCSS 5.5 NCSS 1.2</p> <p>NCSS 8.7 NCSS 1.2</p>		
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Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
<p>1, 2, 3</p>	<p>NCSS 1.2 WHST.11-12.1 ISTE 2</p>	<p>Description of Assessment Performance Task(s):</p> <p style="text-align: center;">Media and Entertainment Television Project</p> <p>Individuals or pairs pick 1 TV show and gain approval from the instructor – sign up, divide up by decade to create equal representation among the decades.</p> <p>Present to class in some format – Voicethread, multimedia presentation, etc...</p> <p>Step 1: Students will view episodes of their choice from designated TV shows.</p> <p>Step 2: Analyze the way people act, dress, speak and believe as well as the historical era.</p> <p>Step 3: Produce a visual image or digital presentation. Include:</p> <ul style="list-style-type: none"> ● 3 pictures ● Name of TV show distinctly displayed ● Basic plot of TV show (paragraph summarizing the premise of show) ● How does it reflect the culture? - 3 examples ● How does it reflect the historical era? - 3 examples ● Connection to how people act, dress, speak, and believe. <p>Step 4: Following the presentations each group/individual will pair off with a project group from another decade. They will discuss the following prompt:</p> <ul style="list-style-type: none"> ● How do your television shows reflect change over time? What is similar between your shows? What is different? How do they reflect how the culture has changed between your decades? <p>Step 5: Write a Reflection: How does television reflect the culture of the times? Detail a specific TV show and provide three examples of its impact or portrayal of culture during that time period and explain how those examples are accurate of the time period.</p>	<p style="text-align: center;">C</p> <p style="text-align: center;"><u>21 Century</u></p> <p>Critical thinking</p> <p>Collaboration</p> <p>Communication</p> <p>Creativity</p>

		<p>Teacher will assess: Student's ability to provide three examples of how the television show impacted or portrayed the culture of that time period and the evidence used to support the student's argument.</p> <p><u>Performance:</u></p> <p>Mastery: Mastery will be based only on the Written Reflection Rubric of the project and a score 8 out of 10 points for their analysis must be met to reach mastery. Near mastery will be represented by a 7 out of 10 points.</p> <p>Scoring Guide: Multimedia Presentation Scoring Guide Written Reflection Rubric</p>	
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Unit 3: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1, 3	NCSS 1.2 NCSS 8.7	<p>1. Activity: Recommended as Front-loading Activity</p> <ul style="list-style-type: none"> ● Watch video of the Red Hot Chili Peppers, “Dani California.” ● How does the video show changes in how we act, dress, speak, and believe from the 1950s through the end of the century? ● Students will write down five examples from the video of continuities and five examples of changes creating a comparison chart for discussion. <ul style="list-style-type: none"> ○ Examples might include: <ul style="list-style-type: none"> ■ <u>Continuities</u> - instruments of a band, structure of a band including a vocalist, platform and staging, etc ■ <u>Changes</u> - Clothing, expression, theatrics, make-up, size of speakers and drum kits, type of guitars, lack of conformity, etc. <p><u>Objective:</u></p> <ul style="list-style-type: none"> ○ <i>Students will analyze the continuities and changes in music style exemplified in the video.</i> ○ <i>Students will discuss the continuities and changes in the progression of the Rock and Roll music genre with classmates.</i> <p>Appendix Documents: https://www.youtube.com/watch?v=Sb5aq5HcS1A Assessing Continuity and Change Over Time T-Chart</p>	Summarizing and Notetaking	<p><u>R/R Quadrant</u></p> <p style="text-align: center;">C</p> <p><u>21 Century</u> <i>Communication, Critical Thinking, Creativity</i></p>
1, 2	NCSS 8.7 RH.11-12.1	<p>2. Activity: Article Analysis</p> <p>Students will read the article “From G to X: How a Decade Gave Birth to Movie Ratings” and participate in a group discussion. First, students will read the article and annotate it according the annotation guidelines included below. This could be done as homework.</p> <p>In order to process the information, students will then participate in a small group discussion activity called Talking Chips. Each student is given two chips. Any</p>	Generating and testing hypothesis Cooperative Learning	<p><u>R/R Quadrant</u></p> <p style="text-align: center;">C</p> <p><u>21 Century</u> Critical thinking, communication,</p>

		<p>student begins the discussion by placing one of his/her chips in the center of the table. Any student with a chip continues discussing, using his/her chip. When all chips are used, teammates each collect their chips and continue the discussion using their talking chips. Students will be discussing the following prompt: Was the ratings system a response to a demand for greater freedom or a marketing ploy or some of both?</p> <p>The activity ends with a whole class discussion of the prompt.</p> <p>Objective: <i>The Students will:</i></p> <ul style="list-style-type: none"> ○ Students will evaluate the article for the cause and effect of the MPAA rating system. ○ Students will discuss if the ratings system was a response to a demand for greater freedom or a marketing ploy or some of both. <p><u>Appendix Documents:</u> Video clip with article "From G to X: How a Decade Gave Birth to Movie Ratings" Annotation Guide</p>		Collaboration
1, 2, 3	<p>NCSS 1.2 NCSS 5.5 NCSS 8.7</p>	<p>3. Activity: Song Lyric Analysis Analyze songs and lyrics from the 1950s and 1960s, then compare and contrast those lyrics of the past with songs and lyrics from a more modern genre. In small groups, view the music lyrics and listen to various songs of the 1950s and 1960s (Ex. Folk, British Invasion)</p> <p>Objective: <i>The Students will:</i></p> <ul style="list-style-type: none"> ○ Interpret lyrics and music for evidence of the historical era. ○ Compare music and describe how the music changed over time. (Ex. Buddy Holly - Woodstock) <p><u>Appendix Documents:</u> 1950s & 1960s Music Questions 1950s & 1960s Music Lyrics</p>	Identify similarities and differences	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21 Century</u> communication, creativity</p>
1, 3	NCSS 1.2	4. Activity: How Has Culture Changed Over Time	Identifying similarities	<u>R/R Quadrant</u>

	<p>WHST.11-12.2</p>	<p>Each student should pick an older family member or family friend to interview about their experiences involving media and entertainment in his or her respective lifetime. Students will be given a list of questions to ask this person.</p> <p>Prompt: Based on your interview, how has media and entertainment changed over time from when your subject grew up? What was the most interesting thing that you learned? What was the most surprising thing that you learned? Put yourself in the role of being interviewed in the future, how do you think media and entertainment will change during your lifetime?</p> <p>One final piece...</p> <p>Create a hashtag that summarizes your subject's life experience in regards to media and entertainment</p> <p>Objective: Students will gain an understanding of how culture has changed and stayed the same over time.</p> <p>Student Handout: Media and Entertainment Interview student handout</p>	<p>and differences</p> <p>Generating and testing hypothesis</p>	<p>D</p> <p><u>21 Century</u></p> <p>Communication</p> <p>Critical thinking</p>
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UNIT RESOURCES

Teacher Resources:

- <http://www.cnn.com/2014/05/29/showbiz/tv/sixties-television-then-now/>
- <http://www.cnn.com/2014/08/06/showbiz/sixties-movie-ratings/>
- <http://newswise.com/articles/music-experts-share-how-mtv-killed-the-radio-star-and-changed-culture-forever-30-years-after-launch>
- <http://www.npr.org/2011/11/06/141991877/the-golden-age-of-mtv-and-yes-there-was-one>
- <http://americainclass.org/sources/becomingmodern/machine/text6/moviestalkies.pdf>
- <http://www.filmsite.org/30sintro.html> (all decades)

Content Resources:

- TV programming developed unique new formats to accommodate the views of the masses (broadcasting to narrowcasting).
 - 1950s:
 - Limited time on air, started day's broadcast time w/ National Anthem
 - Night time (off air) w/ test pattern bars
 - Westerns (Good triumphs over evil)
 - Game Shows
 - Silent Generation (Leave it to Beaver)
 - I Love Lucy
 - Commercials
 - News Programming
 - Children's TV (ex. Mickey Mouse Club)
 - 1960s
 - Variety Shows
 - Milton Berle, Sid Caesar, Bob Hope
 - Newlywed Game
 - SciFi (StarTrek, Twilight Zone, etc.)
 - TV news as a lens for America (Civil Rights, Vietnam, 1972 Olympics, JFK Assassination, etc.)
 - Sesame Street
 - 1970s (Television Gets Real)
 - Mary Tyler Moore
 - All in the Family
 - Brady Bunch
 - Three's Company
 - Nostalgia (Happy Days, MASH, Waltons)

- Sonny & Cher
 - Saturday Night Live
- 1980s: (Specialized Programming)
 - Emergence Of Cartoons (70s/80s)
 - Cable TV
 - Family Ties, Facts of Life, Square Pegs, Cosby Show
- 1990/2000s: (Broadcasting vs. Narrowcasting)
 - Non-traditional families (ex. Roseanne, Full House, Golden Girls, Ellen, Murphy Brown)
 - Reality TV - result of writers strike of 1991 (ex. Real World, Survivor)
 - Narrowcasting
- Movies can be used to help understand the broader historical time period.
 - 1920s/30s:
 - Emergence of movies (silent film, talkies, nickelodeons, etc.)
 - Emergence of movie stars:
 - Shirley Temple
 - Charlie Chaplin
 - Golden Age of Film (1930s)
 - Wizard of Oz
 - Gone with the Wind
 - Snow White
 - 1940s:
 - Wartime Propaganda
 - Emergence of Disney
 - Abbot & Costello
 - Casablanca
 - Citizen Kane
 - Maltese Falcon
 - It's a Wonderful Life
 - 1950s:
 - Reflection of silent generation
 - Reflection of counterculture or youth rebellion
 - James Dean
 - Marlon Brando
 - Cold War/Red Scare
 - Alfred Hitchcock
 - 1960s:
 - 2001: A Space Odyssey
 - Ben Hur

- Pink Panther
- Breakfast at Tiffany's
- Spy Films (Bond, Ocean's Eleven, The Thomas Crown Affair)
- Planet of the Apes
- 1970s:
 - The Godfather
 - Jaws (1975 - 1st blockbuster)
 - Grease
 - American Graffiti
 - Star Wars
 - Star Trek
 - Kramer vs. Kramer
 - Urban Cowboy
 - Smokey & the Bandit
 - Saturday Night Fever
 - Neil Simon/Woody Allen
 - Jim Henson's Muppets
- 1980s:
 - War Games - rise of technology/cold war tensions/hacking
 - Rise of the Blockbuster:
 - ET, Star Wars, Indiana Jones, Back to the Future,
 - Emergence of Teen Movies & Rites of Passage:
 - The Outsiders (Brat Pack)
 - The Breakfast Club, Sixteen Candles, Pretty in Pink, St. Elmo's Fire, Ghostbusters, Ferris Bueller's Day Off, Top Gun, Karate Kid
- 1990s/2000s:
 - Disney Renaissance (Lion King, Aladdin, Little Mermaid)
 - Technology in Film (Jurassic Park, Forrest Gump, Twister, Titanic, etc.)
 - Movies from home: The rise and fall of Blockbuster Video
- Spanning the Decades:
 - James Bond, Star Wars Franchise, Terminator, Die Hard, American Bandstand, MTV
- Impact of Movie/TV (theme songs, commercials)
- 1920s/1930s:
 - Jazz Era
- Dances
 - Charleston (20s)
 - Lindy Hop (30s)

- 1940s:
 - Big Band Era
 - Swing
 - Polka
 - Rise of Gospel
 - Roots of Country Music

Dances

- Jitterbug

- 1950s:
 - Rockabilly (mix Blues/Country music)
 - Classic Pop (Frankie Lymon, Doris Day, etc.)
 - Rock n' Roll (Elvis, Buddy Holly, etc.)
 - Doo Wop

Dances

- Sock Hop Dances at School/in Towns
- Bunny Hop
- The Madison (depicted in movie Hairspray)
- Hand Jive

- 1960s:
 - Folk
 - British Invasion
 - Pop
 - Motown
 - Rock
 - Civil Rights

Dances - American Bandstand influenced!!

- The Twist
- Mashed Potato
- The Stroll
- Monster Mash
- The Pony
- Hitch Hike
- Swim

- 1970s:
 - Stadium Rock (ex. Queen)
 - Heavy Metal (Alice Cooper, Led Zeppelin)
 - Punk Rock (Ramonones, Sex Pistols, etc.)
 - Disco

Dances

- Hustle
- Bump
- Funky Chicken
- YMCA
- 1980s:
 - MTV & the music video (Madonna, Michael Jackson, etc.)
 - Rise in popularity
 - Controversies
 - Rap & Hip Hop as part of mainstream culture
 - Censorship

Dances

- Breakdancing
- Moonwalk
- Electric Slide
- Lambada
- Thriller
- 1990s/2000s:
 - Impact of technology (music sharing/Napster, iTunes/Mp3)
 - Music & Violence (LA Riots, East/Coast West Coast, Columbine)
 - The multi platform artist (ex. Jay Z, Beyonce, etc.)
 - The re-emergence of pop music (Boy Bands, Spice Girls, etc.)

Dances

- Macarena
- Tootsie Roll
- Line Dancing

Student Resources:

- <https://www.youtube.com/watch?v=Sb5aq5HcS1A>
- [Assessing Continuity and Change Over Time T-Chart](#)
- [Video clip with article](#)
- [“From G to X: How a Decade Gave Birth to Movie Ratings”](#)
- [Annotation Guide](#)
- [1950s & 1960s Music Questions](#)
- [1950s & 1960s Music Lyrics](#)

Vocabulary:

Television: Broadcasting, Cable, Counterculture, Narrowcasting, Nostalgia, Reality TV, Silent Generation, Variety Shows

Music: British Invasion, Big Band, Disco, Folk, Grunge, Heavy Metal, Jazz, Motown, MTV, Napster, Punk, Rap/Hip Hop, Rockabilly, Rock and Roll

Movies: Blockbuster, Brat Pack, MPAA Rating System