



## Sports and American Culture - Unit 1 - Race

### Unit Focus

This first unit in Sports and American Culture focuses on the role of race in the development of American professional sports. Throughout the past century, courageous minorities opened many areas in sports for other minorities to follow. People like Jackie Robinson, Venus and Serena Williams, and Tiger Woods proved that African Americans could play sports just as well, and in many cases, better than white athletes. Since entering the public arena, many black and minority athletes have used their new status to push for social change, and serve as positive role models for their communities. At the same time, many struggle with the expectations that accompany their newfound fame and making choices that potentially could compromise their future. At a macro level, the power structure in professional sports mirrors the social power structure of American society. This observation, which highlights socioeconomic and race related disparities is an issue that needs to be investigated and understood.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 10</i>            921845 Dimension 1. Developing Questions &amp; <b>PLANNING INQUIRIES</b>            921846 Constructing Compelling Questions            921847 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</b></p> <ul style="list-style-type: none"> <li>• D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul> <p>921857 Dimension 2. Applying Disciplinary Concepts &amp; <b>TOOLS</b>            921924 <b>HISTORY</b>            921925 <i>Change, Continuity, and Context</i>            921926 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</b></p> <ul style="list-style-type: none"> <li>• D2.His.2.9-12. Analyze change and continuity in historical eras.</li> <li>• D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> <li>• D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul> <p>921944 <i>Causation and Argumentation</i>            921945 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</b></p> <ul style="list-style-type: none"> <li>• D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> </ul> <p>921950 Dimension 3. Evaluating Sources &amp; <b>USING EVIDENCE</b>            921951 <i>Gathering and Evaluating Sources</i>            921952 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</b></p>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.  <b>T2</b> Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i>  <b>U1</b> While minority athletes have played significant roles in breaking down social barriers, the roles that athletes have assumed have both reinforced and dispelled racial stereotypes  <b>U2</b> Minority athletes often face different expectations than white athletes to serve as role models or "give back" to their communities; these reflect broader societal expectations of different minority groups.  <b>U3</b> The management and corporate structure of sports teams is reflective of socio-economic divisions in the broader corporate world, as well as the racial wealth gap that exists in American society</p>	<p><i>Students will keep considering...</i>  <b>Q1</b> How have sports allowed minority athletes to effect social change?  <b>Q2</b> Should minority athletes serve as role models for their communities?  <b>Q3</b> Why do black athletes face different behavioral expectations than white athletes?  <b>Q4</b> Why don't minorities have more significant roles in the management or ownership of sports teams?</p>	

## Stage 1: Desired Results - Key Understandings

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.  
*921955 Developing Claims and Using Evidence*  
*921956 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.  
*921959 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION*  
*921960 Communicating Conclusions*  
*921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...*
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  
*921965 Critiquing Conclusions*  
*921966 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.  
*921969 Taking Informed Action*  
*921970 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**Madison Public Schools Profile of a Graduate**

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)

Acquisition of Knowledge and Skill	
Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p><b>K1</b> Timeline of racial integration in major American sports</p> <p><b>K2</b> Key facts about historically significant minority athletes</p> <p><b>K3</b> Key facts about the Civil Rights Movement and Vietnam War</p> <p><b>K4</b> Examples of differing expectations for white and black athletes</p> <p><b>K5</b> Differences in wealth between white and black Americans</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Close reading</p> <p><b>S2</b> Contextualization/"historical fingerprinting"</p> <p><b>S3</b> Conducting historical inquiry</p> <p><b>S4</b> Respectfully sharing ideas through socratic seminars or debates</p> <p><b>S5</b> Communicating findings through writing, orally or with visual mediums</p> <p><b>S6</b> Conducting original research through interviews</p>