



## Sports and American Culture - Unit 3 - Sports and Capitalism

### Unit Focus

The third unit of Sports and American Culture focuses on the commercialization of professional sports and the ways in which society is affected. It is impossible to ignore the heavy role of advertising, the increasingly expensive experience of fandom, and the seemingly ever-increasing salaries of professional athletes. Connected to this Sports, media, and business are all interlinked. The media uses sports to gain viewership and increase advertising revenue. Businesses pay large sums of money to the media to gain access to the large consumer audience that views sporting events. Sports generate roughly 14 billion dollars a year due to consumerism. Fantasy football, attending events, and representing fan favorite teams with clothing all provide fuel to the fire in the sports industry. The presence of a professional sports team can do great things for the local economy of a major city, providing jobs and boosting consumer spending, but what happens to that local economy when a team decides to move to a different city? Historically, the path to success and achieving the American dream is through hard work, perseverance, and education...unless you are a minority living in/around a major city. For many of these young people, the path to success and escaping the cycle of poverty is a lucrative sports contract. Does this reflect a great disparity in access to opportunity and economic inequality in American major cities?

### 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>921854 <i>Determining Helpful Sources</i>            921855 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</b></p> <ul style="list-style-type: none"> <li>• D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul> <p>921857 <i>Dimension 2. Applying Disciplinary Concepts &amp; TOOLS</i>            921879 <b>ECONOMICS</b>            921884 <i>Exchange and Markets</i>            921885 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</b></p> <ul style="list-style-type: none"> <li>• D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</li> </ul> <p>921950 <i>Dimension 3. Evaluating Sources &amp; USING EVIDENCE</i>            921951 <i>Gathering and Evaluating Sources</i></p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Evaluate how creation of and participation in an economy impacts groups of people and their world</p> <p><b>T2</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective</p>	
	Meaning	
	<th style="text-align: center;">Understanding(s)</th> <th style="text-align: center;">Essential Question(s)</th>	Understanding(s)
<p><i>Students will understand that...</i></p> <p><b>U1</b> Professional sports continue to generate growing revenue by leveraging market forces, technological forces, and often, protective laws</p> <p><b>U2</b> As professional sports become increasingly lucrative for athletes, athletics have become increasingly commercialized at the youth and collegiate levels</p> <p><b>U3</b> The economic benefits of sports teams to communities are debated among economists, and the question of whether or not a team is "good" for a community often comes down to values and priorities.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> Why do sports generate so much revenue?</p> <p><b>Q2</b> How has commercialization affected the relationship between sports/athletes and society?</p> <p><b>Q3</b> How does the presence of a sports team impact a community?</p>	

## Stage 1: Desired Results - Key Understandings

<p>921952 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>921955 <i>Developing Claims and Using Evidence</i></p> <p>921956 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul> <p>921959 <i>Dimension 4. Communicating Conclusions &amp; Taking INFORMED ACTION</i></p> <p>921960 <i>Communicating Conclusions</i></p> <p>921961 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i></p> <ul style="list-style-type: none"> <li>• D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul> <p>921965 <i>Critiquing Conclusions</i></p> <p>921966 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</li> </ul> <p>921969 <i>Taking Informed Action</i></p> <p>921970 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1)</li> <li>• Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><b>K1</b> Laws of supply and demand</li> <li><b>K2</b> How television has impacted the growth and profitability of sports</li> <li><b>K3</b> Ways that governments have supported professional sports leagues with preferential tax treatment</li> <li><b>K4</b> Ways in which organizations such as the NCAA, AAU basketball, or other private companies have profited from youth and collegiate sports</li> <li><b>K5</b> Economics vocabulary: Subsidies, bonds, scarcity, revenue, profit</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><b>S1</b> Constructing and testing hypotheses</li> <li><b>S2</b> Close reading</li> <li><b>S3</b> Interpreting data</li> <li><b>S4</b> Accountable talk through socratic seminar and argument protocols</li> <li><b>S5</b> Designing inquiries</li> <li><b>S6</b> Conducting research</li> <li><b>S7</b> Communicating findings and arguments</li> </ul>	