

History of Sports: Heroes, Money and the Media

ESTABLISHED GOALS:

Competencies:

- Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.
- Students will demonstrate the ability to analyze causal relationships in an economic system by describing the effects of competition, incentives, government, and institutions on a market economy.
- Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action.
- Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.
- Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.
- Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.

Content Standards:

- Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.
- Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
- Eco.5.9-12. Describe the consequences of competition in specific markets.
- Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Geo.5.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- His.2.9-12. Analyze change and continuity in historical eras.
- His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras..
- His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
- His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.
- His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Transfer

Students will be able to independently use their learning to make informed decisions based on their understanding of the reciprocal impact between mass media and US culture and society.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- economic decision making involves setting goals, identifying the resources available to achieve those goals and weighing the additional benefit of an action against the additional cost.
- all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.
- chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.
- active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.

ESSENTIAL QUESTIONS

- How far would you go to make money in sports?
- Are athletes held to the same code of law as non-athletes?

Acquisition

Students will know ...

- that Americans started looking to sports for their heroes during the 1920's.
- that technological changes furthered heroes in the early 1900's and in modern times.
- the economic impact of heroes in consumer culture both then and now.
- that steroid and drug use impacted our "heroes".
- that gambling plays a considerable role amongst professional athletes and it impacts the game.
- that technology and the economy have impacted the commercialization of sports from mail-order to social media.
- that mass marketing of athletes has significantly

Students will be skilled at...

- analyzing the influence of incentives on systems.
- evaluating the existence of competition in specific markets
- describing the consequences of competition.
- analyzing cause and effect relationships
- evaluating the influences of decisions and decision making.
- analyzing change and continuity over time.
- analyzing influences on historical perspectives.
- explaining how present perspectives influence interpretations of history.
- analyzing the relationship between primary and secondary sources.

● D2.Soc.14.9-12. Explain how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values. ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning	increased in the past few decades. ● the relationship between and among athletes, management, spectators, and communities. ● the pros and cons of labor unions in sports. ● that the Salary Cap impacts different markets. ● that the economic demand for a sport influences its expansion. ● that radio and television have changed the economic possibilities and revenue of American sports. ● that television has helped some sports attain national prominence while doing little or nothing (even hurting) for others. ● that television impacts local prep, collegiate, and semi-professional teams and leagues. ● that pseudo-sports (wrestling, roller derby) exist and that capitalize on the American sporting dollar through television/media. ● the contrast between athletes in the pre-television era with those of the last few decades in terms of on and off-field behavior and national expectations and perceptions. ● <u>of</u> the following key players, places, events, and/or ideas: ○ Babe Ruth, Howard Cosell, ESPN, Michael Vick, Aaron Hernandez, Louisville Grays, Black Sox, Pete Rose, “The Greatest Game Ever Played” on CBS, Michael Jordan, Tiger Woods <u>vocabulary:</u> mass media, social media, salary cap, union, pay per view	● distinguishing between long-term causes and triggering events to develop an argument. ● integrating evidence from multiple sources into a reasoned argument. ● critiquing varying media for historical accuracy. ● taking informed action.
Content Area Literacy Standards ● RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. ● RH.11-12.8: Evaluate an author’s premise, claims, and evidence by corroborating or challenging them with other information. ● RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. ● WHST.11-12.1: Write arguments focused on discipline-specific content. ● WHST. 11-12.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a		21st Century Skills ● <i>use systems thinking</i> ● <i>make judgments and decisions</i> ● <i>think creatively</i> ● <i>communicate clearly</i> ● <i>use and manage information</i> ● <i>analyze media</i> ● <i>create media products</i> ● <i>interact effectively with others</i>

problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection and research.

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>			
<i>Language Arts Integration</i>		<i>Mathematics Integration</i>	
1.OA.1 Use		1.OA.1 Use	
<i>Technology Integration</i>		<i>District Materials</i>	
1.OA.1 Use			

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