

Pop Culture: Power and Stereotypes

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze reciprocal relationships among social institutions and culture in order to explain impact on the individual. - Students will demonstrate the ability to analyze reciprocal relationships among individuals, groups, and society in order to explain impact on social structures. - 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. <u>Content Standards:</u> - Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences. - Soc.2.9-12. Define social context in terms of the external forces that shape human behavior. - Soc.3.9-12. Identify how social context influences individuals. - Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making. - Soc.6.9-12. Identify the major components of culture. - Soc.7.9-12. Cite examples of how culture influences the individuals in it. - Soc.9.9-12. Explain the role of social institutions in society. - Soc.10.9-12. Analyze how social structures and cultures change. - Soc.11.9-12. Analyze the influence of the primary agents of socialization and why they are influential. - Soc.12.9-12. Explain the social construction of self and groups. - Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups. - Soc.14.9-12. Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values. - Soc.15.9-12. Identify common patterns of social inequality. - Soc.16.9-12. Interpret the effects of inequality on groups and individuals. - Soc.17.9-12. Analyze why the distribution of power and inequalities can	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based upon their understanding of the power and stereotypes portrayed in pop culture.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time. - individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. - group memberships and identities provide or deny certain opportunities and power.	ESSENTIAL QUESTIONS - Who controls your opinion of political, religious, or celebrity figureheads? - Is stereotyping an innate human function?
	Acquisition	
	<i>Students will know...</i> - that politics are under the constant scrutiny of numerous aspects of media and popular culture. - that celebrities and celebrity careers can be created or destroyed via mass media and popular culture. - the role “celebrity” or “fame” plays in popular culture. - how religion has shaped popular culture in America during the 20th and 21st centuries. - the ways in which political figureheads and/or the government attempt to shape popular sentiment. - the impact of mass media on popular culture,	<i>Students will be skilled at...</i> - differentiating the sociological perspective from other social sciences. - defining social context. - identifying the influences of social context. - illustrating how data from sociological analysis is used in decision making. - identifying the components of culture. - citing examples of the influences of culture on individuals. - explaining the role of social institutions. - analyzing change over time. - explaining and analyzing influences.

result in conflict. • Soc.18.9-12. Propose and evaluate alternative responses to inequality. • Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • Civ.7.9-12. Apply civic virtues and democratic principles when working with others. • Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. • Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • 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. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.	• individuals, politics, and public opinion. • the reasons for candidates becoming pop culture figures. • the influence of the media in shaping opinions or decisions (ie: in elections). • the impact of the Internet, media, and social media on political issues, war, injustices, religion, and attention to global affairs. • the influence of politics and religion on social media. • the relationship between corruption and popular culture. • the growing appeal of Islam and its influence on popular culture. • examples of persecution for religious beliefs and the influence or attention given due to media (ex: anti-Islamic Iranian video). • the nature of celebrity status and its social and economic impact. • the nature, characteristics, and impact of stereotyping. • the impact of common stereotypical words/phrases on perception (rabbits and carrots, dumb blonde, cops and donuts, mice and cheese, prisoners in black/white stripes, southerner vs. northerner, etc.). • the impact of stereotypes on popular culture and a cultural mindset. • the ways in which we can recognize our stereotypes in order to “break the mold”. • how stereotyping is both a valuable and dangerous instrument in measuring popular culture. • <u>of</u> the following key players, places, events, and/or ideas: ○ Jonestown, Branch Davidian, Westboro Baptist Church, Kardashians, Vines, Cosby Show, Sidney Poitier, Islamic Extremism <u>vocabulary:</u> mass media, social media, paparazzi, scientology, stereotype, countertype	• explaining social construction. • identifying characteristics of groups and their reciprocal relationships. • identifying common patterns. • analyzing cause and effect relationships. • proposing and evaluating alternative responses. • evaluating the effectiveness of decisions and decision making. • applying civic virtues and democratic principles. • analyzing the impact of personal interests and perspectives. • analyzing how laws are used or challenged to address public issues. • analyzing the impact of societal change over time. • explaining how present perspectives influence interpretations of history. • using questioning techniques to assess change, continuity, and context.
Content Area Literacy Standards	21st Century Skills	

- RH.11-12.1 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.
- 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.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 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 premises, 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.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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 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.

- *access media*
- *use systems thinking*
- *adapt to change*
- *use and manage information*

Stage 2 - Evidence

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	