



## Sports and American Culture - Unit 4 - Sports and Identity

Unit Focus
The final unit will focus on the ability of sports to both mirror and define our cultural and national identities. Students will begin the unit by exploring the psychology of sports fandom, and how athletic events can cause fans to behave in ways they ordinarily wouldn't, including carrying out violent acts against others. Then, students will investigate how sports can also inspire a sense of unity between drastically diverse segments of society, especially when a sporting event is elevated to new meaning by global conflicts or politics. Students will conclude the unit by undertaking the challenge of applying their learning to the design of a "perfect" pep rally, which maximizes the positive psychological and cultural elements of sports fandom while minimizing the negative effects.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 10</i>            921845 Dimension 1. Developing Questions &amp; PLANNING INQUIRIES            921850 Constructing Supporting Questions            921851 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> <li>• D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.                921854 Determining Helpful Sources                921855 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</li> <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.                921950 Dimension 3. Evaluating Sources &amp; USING EVIDENCE                921951 Gathering and Evaluating Sources                921952 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</li> <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.                921955 Developing Claims and Using Evidence                921956 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</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> <li>• D3.3.9-12. Identify evidence that draws information directly and</li> </ul>	T1 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.  T2 Understand roles in communities and how to propose and/or create change in communities based on important issues.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Humans are hard-wired to behave in certain ways when identifying with groups; people's identities as sports fans are similar to other identities they might hold	Q1 Why do people sometimes exhibit behaviors during athletic events that they would never exhibit elsewhere?
	U2 If not managed proactively, athletic events can breed racism, violence, and other undesirable behavior from fans	Q2 To what extent do sports reinforce differences between people, and to what extent can sports bridge those divides?
	U3 Sports can serve as a unifying force across diverse segments of a population, particularly when an event occurs in a broader geopolitical context	Q3 When can sports serve as political venues/platforms?
	ACQUISITION OF KNOWLEDGE AND SKILL	
KNOWLEDGE	SKILLS	
K1 Psychology terms: ingroup/outgroup bias, deindividuation, basking in reflected glory, superstitious conditioning, identity	S1 Applying psychology concepts to understand fan behavior	
K2 Causes and effects of racism at sporting events	S2 Close reading	
K3 Causes and effects of violence at sporting events	S3 Mapping complex concepts	
	S4 Debating	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

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).

*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...*

- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
- 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.

K4 Historical context surrounding historically significant athletic events: Joe Louis vs. Max Schmeling, 1980 Winter Olympics, 2001 ALCS

**Student Growth and Development 21st Century Capacities Matrix**  
*Critical Thinking*

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

*Creative Thinking*

- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry.