

Modern Entertainment Interdisciplinary Plan

Grade: 10

Unit Topic: Modern Entertainment 2000-2009

Main Purpose of the Unit: To understand the proper place of modern entertainment in American culture, to discover historical roots of modern entertainment, and to explore the ethical implications of such.

Standards this unit will fulfill/address:

1. English:

- RI.1: Read closely to comprehend texts of grade-level appropriate complexity:
 - a. Determine what the text says explicitly and implicitly.
 - b. Provide an objective summary of the text.
 - c. Cite strong and thorough textual evidence

2. History:

- 9–12.1.3 Draw conclusions based on the research processes
- 9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies.
- 9–12.2.6 Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women’s roles, technological developments)

3. Politics:

- 6.1 Explain how group and cultural influences contribute to human development, identity, and behavior (e.g., religion, education, **media**, government, and economy)

4. Catholic Studies:

- VI.II.4.d. The Responsibilities of the media and art.

5. Business:

- 7.3.1 Information Technology: Demonstrate respectful, responsible and ethical behavior in a digital world.

6. Math:

- Analyze statistics of modern entertainment
- Calculate statistics within the classroom of similar facts
- Analyze and understand the growth happening in modern entertainment

7. Music:

- Compare and contrast the ethical choices of musicians to their music
- Understand the driving force behind musician’s music
- Debate whether a musician is held to the same standards as the rest of society

Objectives this unit will fulfill/address:

1. English:

- Students will be able to explain the satirical content of this excerpt through analyzing explicit and implicit rhetorical analysis of M.T. Anderson’s *Feed*.
- Students will be able to compare and contrast the situation of entertainment in *Feed* with technology in our world, specifically with social media, YouTube, television, etc.
- Students will be able to examine Anderson’s argument through citing textual evidence and providing real-world examples.

2. History:

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3. Politics:

- Students will evaluate and analyze the effects of various types of media, and its influence on political systems and cultural groups with small group research and an in class reading. (e.g., federalism; separation of powers; media and special interest groups)
- Students will discuss with each other what their thoughts are on the in class reading and formulate an opinion based on their readings and discussion.

4. Catholic Studies:

- After reading an excerpt from the *Catechism of the Catholic Church* and a message that captures some thoughts on social media by the recent Pope Benedict XVI, students will utilize their understanding of the role of social media to discern whether popular examples of media entertainment ought to be accepted or rejected.
- This exercise will lead to the student's greater ability to make a sound judgment on which forms of entertainment are good and which are contrary to our nature.

6. Business:

- Determine the advantages that has come with people being able to build their businesses through social media, effects of increased games/apps.
- Find how much time and money people are spending on video games.
- Build on proper ways to use current communication.

7. Math:

- Read *The 2017 Mobile App Market: Statistics, Trends, and Analysis*
- Discuss statistics that stuck out to students (Text Annotation)
- Talk about how statisticians would test this data and collect it
- Collect data within the class and perform tests on class data
- Compare and contrast between article and class data

8. Music:

- Read *In these #MeToo times, you might hear your music or see art differently*
- Discuss article in groups of 3 (Save the Last Word for Me)
- Debate: Which is more important: Music or Musician's Ethics (Take a Stand)?
- Plan for 5 minutes, debate for 10 minutes

Reading that will be used:

1. English:

- An excerpt of M.T. Anderson's 2002 novel, *Feed*

2. History:

- The 2000s by Bob Batchelor

3. Politics:

- A news article entitled "*Politics as Entertainment*" written for a student publication *The Daily Princetonian*.
<http://www.dailyprincetonian.com/article/2018/10/politics-as-entertainment>

4. Catholic Studies:

- *Catechism of the Catholic Church* 2493-2499
- Message of His Holiness Pope Benedict XVI For The 43rd World Communications Day

5. Business:

- “Thanks to extras, ‘Fortnite’ is the highest-earning free video game”
<https://newsela.com/read/fortnite-makes-money/id/45375/>

6. Math:

- The 2017 Mobile App Market: Statistics, Trends, and Analysis
<https://www.business2community.com/mobile-apps/2017-mobile-app-market-statistics-trends-analysis-01750346>

7. Music:

- In these #MeToo times, you might hear your music or see art differently
<https://newsela.com/read/me-too-art-artists/id/49066/>

Reading strategy(ies) that will be used:

1. English:

- Students will be using text annotation and coding in order to better understand and interpret the text.
- I will also be encouraging students to keep this question in mind: How are the characters in this novel similar to teenagers in our culture today?
- Students will discuss by turning and talking to the students around them to better decipher the text and understand the arguments being formulated.

2. History:

- Students will be using annotation and coding in order to better understand and interpret the text.
- Students will develop conversation questions about the technological changes during the 2000s.

3. Politics:

- The reading strategy students will use is written discussion.
- Students will write down their thoughts about the article as they read.
- Then in small groups they will pass their sheet of paper to each member of the group. (essentially having a discussion via written word without talking)

4. Catholic Studies:

- Students will engage in developing conversation questions in order to build a conversation that stretches their abilities to think about media entertainment and its relationship to our lives as Catholics.
- They will also read while thinking about how they can integrate the use of media entertainment into a holy life.

5. Business:

- I will be using take a stance for my article on making money by playing fortnite. Students will be asked whether or not they agree with paying for skins on the game that give no advantage.
- They will also be asked if they agree with the business decision of making the game free to play, and their thoughts on people streaming to make money from this game.

6. Math:

- Text Annotation will be the strategy for this article, taking particular note of surprising numbers.

8. Music:

- I will use *Save the Last Word for Me* for discussion and *Take a Stance* for the big question.

Content Outline:

1. English:

- Technology, especially an excessive use of it, has an effect on individuals.
- The characters in *Feed* are so engrossed in entertainment that they are increasingly bored of seemingly exciting activities (i.e. going to the moon).
- Anderson wrote this book before the universal use of smartphones and before the invention of social media.
- Comparing and contrasting the characters in this book to individuals today perhaps reveals something ominous about where entertainment today is going in our culture.

2. History:

- Comparing and contrasting technological advances of the 2000s to the 20th century.
- The impact some technological advances had in the 2000s compared to the impact to some of the technological advances of the 20th century.
- Understanding how technology has made it easier to attain historical information.

3. Politics:

- Political discussions are becoming more and more common, In the authors experience, however, many of these discussions are held casually, flippantly even, as if people were discussing the latest sports or celebrity gossip.
- It is crucial that our generation create a way to maintain the pervasiveness (culturally and individually transcending nature) of politics while injecting a larger sense of seriousness into how we talk about it.
- We must find a way to maintain this new found level of access to political information (by way of a non stop flow of media) without losing its impact.
- We are at risk of losing track of the differences between political events and entertainment.

4. Catholic Studies:

- Whenever students post bits of information on social media, their nature and the moral law demand that the content must be true (idea from *Catechism*).
- As students mature and experience various forms of media, they must work to develop a well-formed conscience to be able to discern which areas of entertainment they should or should not engage in (idea from *Catechism*).
- There are many benefits and exciting possibilities in engaging in media entertainment, but dangers of diversion, the lack of silence for contemplation, and the lack of attention given to family and friends who are physically present are potential drawbacks that must be carefully guarded against.

5. Business:

- Read “*Thanks to extras, ‘Fortnite’ is the highest-earning free video game*”
- Discuss the business decisions that have been on Fornites’ end (free, products, tournaments).
- Evaluate the amount of time we spend on social media in general and its effects.

6. Math: Read *The 2017 Mobile App Market: Statistics, Trends, and Analysis*

- Discuss statistics that stuck out to students (Text Annotation)
- Talk about how statisticians would test this data and collect it

7. Music:

- Read *In these #MeToo times, you might hear your music or see art differently*
- Discuss article in groups of 3 (Save the Last Word for Me)

Procedures and Activities:

1. English:

- Students will be given a bell ringer activity asking to answer the question: What do you like to do when you are bored? Why? → small and large group discussion about answers
- Teacher will give a short presentation to provide context on the reading, making sure to address the issue of swearing and explicit language in the excerpt.
- Teacher will show the students an example of annotation and reading with a question in mind by reading the first paragraph aloud.
- Students will apply the strategies by reading on their own.
- Students will turn and talk to their partners to discuss their findings.
- Students will form a circle and participate in a group discussion about what they read.
- Students will be given a question to answer to turn in for an exit slip: Do you think there is a possibility that our society today could escalate to the point of the characters in *Feed*? Why or why not?

2. History:

- Students will read and discuss sections of the reading. Creating conversation about the changes of technological advances made through that time.
- Students will then compare the technological advances of the 2000s to some of the large technological advances of the 20th century.
- Group discussions will be built on how technological advances have changed the lives of so many people in today.
- Discussion will then lead to how the students believe technological advances could change the future.

3. Politics:

- Students will read the article on politics as entertainment and annotate while reading using the written discussion strategy.
- Students will then get in small groups of three or four and pass their notes around the group until their original sheet gets back to them.
- All the groups will join in a class discussion about their thoughts on the article and the effects of media on modern politics and vice versa.
- Under the direction of the teacher the students will then decide on a focus question to write about for homework.

4. Catholic Studies:

- At the beginning of class, students will, as a bell activity, record an estimate of the time they spend using media each week, and they will also share what specific types of entertainment they are engaging in with media.
- The teacher will lead a brief discussion on the relationship between human nature and truth.
- Students will read CCC 2493-2499 in groups of two. They will do so with the question in mind: “How can we integrate the use of media entertainment into a holy life?”

- One student from each group will write one idea on the board after their discussion.
- The students will then switch partners, and read silently the message by Pope Benedict XVI. As they read, students will construct conversation questions regarding various aspects of the essay. Upon completion of this, each group will converse based off the questions that they have created.
- Students will then return to their seats, and the whole class will discuss the topic of media entertainment in light of the readings.

5. Business:

- A bell ringer will be on the board that will assess students on how much time they spend on social media and or playing games on phone/console.
- Teacher will ask students to take an initial stance on whether they like video games, then think about advantages and disadvantages.
- Read through “*Thanks to extras, ‘Fortnite’ is the highest-earning free video game*” in a small group and discuss initial feelings towards article.
- Debate will be started with students being asked to “Take a Stand”.
- Reflective writing will take over as an exit slip for students reflect on if they are spending too much time or money on social media/gaming, and how it is affecting them.

6. Math: Calculating students’ statistics within the classroom and analyzing article data and drawing conclusions.

- Collect data within the class and perform tests on class data
- Compare and contrast between article and class data

7. Music: Debate on Music vs. Musician’s Ethics. Through contribution to the debate, students show understanding of what they’ve read.

- Debate: Which is more important: Music or Musician’s Ethics (Take a Stand)?
- Plan for 5 minutes, debate for 10 minutes

Assessment/Evaluation:

1. English:

- The exit slip given to students will serve as a formative assessment for the day’s lesson.
- Eventually, students will be required to write an essay, and one of the possible options to write on will be the effects of modern entertainment as represented in young adult literature.

2. History:

- Students will write an essay connecting technology to their lives everyday and how technological advances have eased their lives. In the essay students will need to make the technological advances of the 2000s to some of the advances of the 20th century.

3. Politics:

- Students will write a reflection piece (half a page to a page) with a focus question drawn from the reading (which will be decided on by the class) to be completed at home and turned in next class period.
- There will be an in class quiz with short answer and multiple choice given during the next class period about the modern media and politics based on what was covered in class.

4. Catholic Studies:

- As homework for a future class period, students will satisfy the objectives stated above by choosing two common modes of media entertainment. They will address whether each

one is acceptable and why, and if it is not what would need to change to make it acceptable. This will be accomplished in the format of a short paper.

5. Business:

- Students will be formally assessed on their exit slip that they will be handing in.
- For the future students will begin to research how technology in general has started to help Businesses. For instance, ads, apps, and computer coding.

6. Math:

- HS.S-IC.1* Understand the process of making inferences about population parameters based on a random sample from that population.
- HS.S-IC.6* Evaluate reports based on data.
 - a. Evaluate articles, reports or websites based on data published in the media by identifying the source of the data, the design of the study, and the way the data are analyzed and displayed.
 - b. Identify and explain misleading use of data; recognize when claims based on data confuse correlation and causation.
 - c. Recognize and describe how graphs and data can be distorted to support different points of view

8. Music

- 12.7.1 Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- 12.7.2 Evaluate a given musical work in terms of its aesthetic qualities.
- 12.9.2 Know sources of American music, the evolution of these genres* and musicians associated with them.
- 12.9.3 Know various roles that musicians perform and representative individuals who have functioned in each role.

References:

Anderson, M.T. (2002). *Feed*. London: Walker Books.

Catechism of the Catholic Church. New York, New York: Doubleday.

USA Today, (2018) Retrieved from <https://newsela.com/read/fortnite-makes-money/id/45375/>