Unit 2 –
Pop Culture

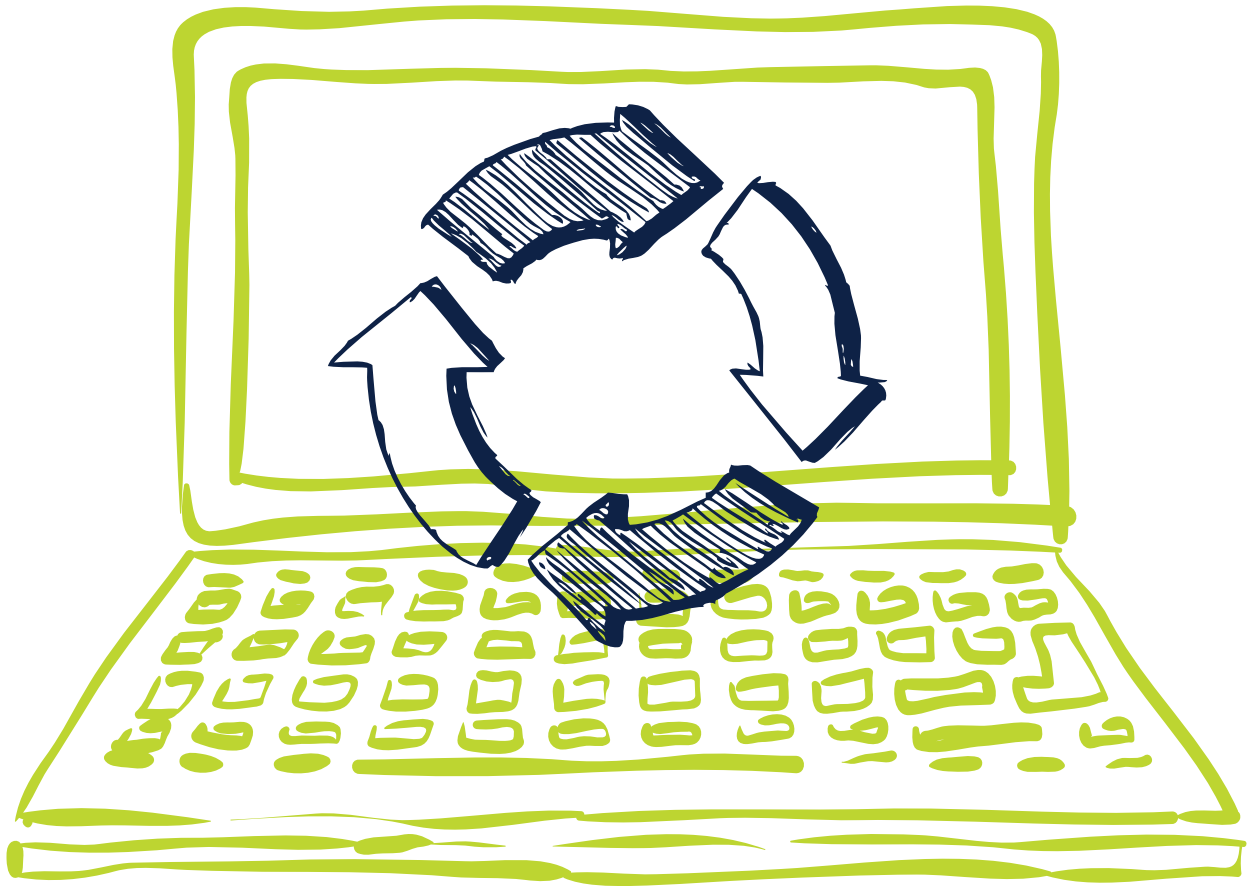VIF
INTERNATIONAL
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& CURRICULUM

Unit 2: Pop Culture investigates the connectedness of the world's people by examining components of pop culture and its effects on regions of the world.

Pre- and Post-assessments

Pre-assessment:
1. In this pre-assessment exercise, ask students to demonstrate their current knowledge of nine content-related vocabulary words by using them in sentences.
2. Write the following nine words on the board in no particular order:
   • Global
   • Society
   • Citizen
   • Community
   • National
   • Culture
   • Music
   • Pop culture
   • Globalization
3. On sheets of lined paper, students will create three possible sentences by choosing three of the nine words to include in each of their three sentences. A sample sentence might be: As a result of globalization, citizens of the world are all a part of one community.
4. Explain that the sentences are "possible sentences" because students are not expected to already know the meaning of the words in relation to one another. Let students know that by the end of the unit on pop culture, they should be able to fully understand all words and their relationships to one another.
5. Collect students possible sentences for use at the end of the unit.

Post-Assessment:
1. Pass out students' original possible sentences from the beginning of the unit.
2. Using their new knowledge, ask students to review the sentences they wrote at the beginning of the unit. If any of their sentences are correct, students will write explanations of why they are correct. If, based upon their new knowledge, any sentences are incorrect, students will explain why and produce corrected versions.
3. Solicit a few of incorrect sentences from students in order to facilitate a class discussion about how students' new knowledge has allowed them to identify inaccuracies and rewrite sentences that reflect the correct meanings and the relationships of words to one another.

To view the Standards Alignment for this unit click here.
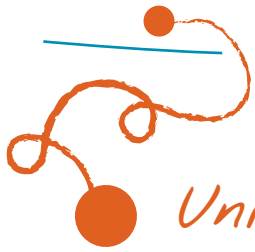
Unit 2 – Pop Culture

Essential Questions

1. What are the things, ideas, places, and people that define popular culture?
2. What are the impacts of American pop culture on other regions of the world?
3. What are the global connections to the pop culture of the United States?
4. How is popular culture influenced and reflected in the media?
5. How has the Internet helped to spread popular culture around the world?

Word Sense

Essential terms for students to know to understand content in the unit.

Culture   Pop culture influence
Trends

Geo Locations

Continents, regions, countries and cities used in the unit activities.

Japan
United Kingdom
Mt. Everest
Antarctica

Resources – print

Fedorak, S. (2009). *Pop culture: The culture of everyday life.* **Toronto, ON: University of Toronto Press Higher Education**
Pop culture is defined and the effect of globalization on pop culture is explored including mass media, artistic expression, and the popular culture in different cultures.

Johnson, S. (2005). *Everything bad is good for you: Today's popular culture is actually making us smarter.* **New York, NY: Penguin Group.**
The author argues that popular entertainment of video games, television shows, and the Internet virtual environments are educational as well as fun.

Guins, R. A., & Cruz, O. Z. (2005). *Popular culture – A reader.* **London, England: Sag Publications, Ltd.**
The book is divided into seven sections that explore the pervasive nature of popular culture as a part of everyday life.

Storey, J. (2006). *Cultural theory and popular culture: An introduction.* **Athens, GA: University of Georgia Press.**
The author analyzes cultural theory using the concepts of popular culture. He explores many topics including cultural traditions, the politics of cultural field and postmodern music and television.

Resources – web

Popular culture. *Cultural Politics.*
http://www.wsu.edu/~amerstu/pop/
Resources about popular culture in the United States, including websites regarding television, films, advertising, sports, fashion and more.

The Museum of Broadcast Communications.
www.museum.tv/
Information about the Museum of Broadcast Communications' collections and exhibitions as well as educational resources about the history of radio and television communications.

Newspaper Association of America.
www.naa.org
Numerous resources on all components of the newspaper business, including books, video, reports and advertisements.

Mondotimes.
www.mondotimes.com
Links to 14,000 newspapers in 200 countries and information about the largest newspapers.

PollingReport.com.
www.pollingreport.com/media.htm
The latest poll information on mass media concerning television programming, newspapers, radio and magazines.

Newstaxi.com.
http://newstaxi.com
News RSS feeds of the latest headline articles from many sources around the world.

MediaWise.
www.mediawise.org.uk
Links to issues in news delivery and essays that provide insight into the economic influences on this societal activity.

Play the Game.
www.playthegame.org
Run by the Danish Institute for Sports Studies, this site provides information on international academic research and policy initiatives in sports.

Resources – video

Ikeda, K. (Producer). (2008). *On another playground: Japanese pop culture in America* **[DVD]. Urbana, IL: Media Production Group.**
This documentary explores the integration of Japanese pop culture into the lifestyles of countries including the United States.

By the Numbers

Statistics that relate to this unit can be located in the following resource:

Beazley, M. (2008). *Snapshot: The visual almanac for our world today.* **London. England: Octopus Publishing Group, Ltd.**

Journal or Blog Activity

Read the passage below and respond to the questions that follow in your journal or blog.

"Extreme tourism has become quite popular in the 21st century. People are paying large amounts of money to climb Mount Everest, visit Antarctica, and even go into space" (Beazley, 2008, p. 199).

1. What do you think the next extreme tourism trip will be?
2. What does extreme tourism indicate about popular global culture?

Perspective Taking

Read the quote and statement below and take a perspective. Use examples to illustrate your point of view.

"The global fashion world now uses a size zero. Several governments have pressured the fashion industry to eliminate size zero and promote healthier body images" (Beazley, 2008, p. 208).

Fashion is closely connected with culture. This means that a piece of clothing popular in one culture might not exist, may be considered in bad taste, ugly or even unhealthy in another culture. Give an example of a popular U.S. health or beauty tradition that may be perceived as unhealthy/unattractive in another culture. Then give an example of a health/beauty tradition from another country that is perceived as unhealthy/unattractive in the U.S.

Tech Connect

Virtual Tourism
www.new7wonders.com
Can't get there in person? Take a virtual vacation online. Visit the world's most popular attractions by going to the New 7 Wonders website. Use the satellite view in Google Maps to get close up to some of the world's most interesting locations.

Pop Culture Top Ten List
http://www.skype.com/en/
http://www.epals.com/
What are the ten most popular cultural items or ideas in your region? Are they the same across the globe? Using Skype or an ePals account, find out what is popular in other regions from students like yourself.

Local Links

Resource	Activity
People	Invite a social scientist from your local university to talk to your class about international popular culture. Learn how popular culture is studied, how it changes from year to year and how other countries influence our pop culture.
Businesses and Organizations	Visit your local newspaper and find out how they keep up with popular culture in an effort to keep their readers interested. How do international newspapers cover popular culture? Do all newspapers put the same emphasis on popular culture?
Field Trips	All you have to do to see local pop culture is visit a mall. What are the predominant styles? What are people reading and watching? Are any of the pop culture trends international?

Lesson 1

Making Culture Pop!

Length   45 minutes
Materials   One piece of chart paper for each group of four students, pad of Post-it notes for each student

Learner Outcome
Students will be able to give examples of the things, ideas, places and people that define pop culture.

Essential Questions
What are the things, ideas, places and people that define popular culture?

Activating
1. Provide each student with a pad of Post-It Notes.
2. Inform students that they will be brainstorming a topic by writing each idea on a separate sticky note. Explain that they will have two minutes to brainstorm as many ideas as they can generate.
3. Post or verbally share the following question for which students should brainstorm responses:
    - Name all of the current popular songs, toys, games, TV shows, fashion trends, films and other cultural trends that did not exist five years ago.
4. After two minutes, call time and ask students to collect their sticky notes and divide into groups of four.

Connecting
1. Provide each group with a piece of chart paper.
2. Explain that the ideas that students individually brainstormed are examples of what we commonly call popular culture, or pop culture for short. These can include music, film, TV, advertising, sports, fashion, toys and food, to name just a few.
3. Guide students in sharing their ideas with group members. As they do so, they should begin to look for naturally emerging categories. For example, if multiple songs titles have been generated, students might create a category called "Music."
4. Using the chart paper, have students organize their categories into a chart, mind-map or matrix of their choice and organize all of the sticky notes within each appropriate category.
5. Post each group's chart paper for the whole class to view.
6. Allow students to do a gallery walk to view all of the examples of popular culture in the United States. Make sure to point out the commonalities among the categories each group generated.

Summarizing
Ask students to take out their journals and respond to the following question:
    - What do you think the popular culture trends will be next year?

Assessing
Formative: Mind maps/charts/matrixes.
Summative: Journal entries.

Extending

As an extension of brainstorming what makes up popular culture, have students ask a trusted adult to recall popular culture items from their childhood.

Lesson 2

America, Japanese Style.

Length   45 minutes

Materials   Copies of <u>Open Head for Japan</u>, copies of <u>American Pop Culture in Japan</u>, video clips from *The Japanese Version*:

- <u>Welcome to the 50's.</u>
- <u>The Japanese Version open tease.</u>
- <u>Japanese cowboys reinterpret the myth of the open range.</u>
- <u>Fake christian wedding in Japan.</u>

Learner Outcome

Students will identify American pop culture's influence on Japan.

Essential Questions

What are the impacts of American pop culture on other regions of the world?

Activating

1. Pass out a copy of <u>Open Head for Japan</u> to each student.
2. Ask students to fill the open head with words, phrases and graphics that come to their mind when they think of the Japanese people.
3. Have students share in pairs or as a class in order to get students' preconceived ideas out in the open.

Connecting

1. Pass out a copy of <u>American Pop Culture in Japan</u> to each student.
2. Explain to students that they will be viewing segments of a documentary film called *The Japanese Version*.
3. Read the first two paragraphs of the film's <u>Study Guide</u> to the class.
4. Choose three of the film segments to share with students and, as they watch, have them record evidence they see of American pop culture.

Summarizing

1. Students will debrief after the film clips using their notes to discuss the following question:
   - Why do you think the film is called *The Japanese Version*?
2. In their journals, have students answer the following question:
   - How has American pop culture influenced Japan?

Assessing

Formative: Open Head For Japan worksheets; American Pop Culture in Japan worksheets.
Summative: Journal entries.

Extending

Now that students have seen the Japanese "version" of American pop culture, ask them to list examples of other regions' pop culture in America. An example you might start out with is the popular Pokémon characters that were originally Japanese "Pocket Monsters." The name Pokémon comes from the Japanese "Poketto Monsuta," or Pokémon for short.

Lesson 3

Unexpected Origins

Length   45 minutes
Materials   Copies of the Pop Culture Anticipation-Reaction Guide for the class, Internet access for students

Learner Outcomes
Students will identify the global source of several American pop culture trends.

Activating
1. Pass out copies of the Pop Culture Anticipation-Reaction Guide to students.
2. Ask students to review each of the trends listed and decide whether or not the source of the trends were the U.S. or another global region. Tip: As trends change, change out the topics listed in the middle column.
3. Students will indicated where they think the trends in the left-hand column labeled "Anticipation."
4. After students have finished, you can either ask them to set their guides aside for later use or you may survey the class to find out students' thinking on a few examples. Either way, do not provide any answers at this point.

Connecting
1. Have students count off numbers 1-10. You should end up with two to three students per number.
2. Explain to students that their numbers correspond to the numbered pop culture trends on their Pop Culture Anticipation-Reaction Guides. For example, Manga is the trend for number fours.
3. Using the Internet, students will research the origin of their pop culture trends. Their purpose will be to identify the countries of origin and explain how the trends spread to the United States. This can be done individually or in small groups of students studying the same trend.

Summarizing
1. Have students take out their Pop Culture Anticipation-Reaction Guides. Each group will briefly (one minute) report to the class about the origin of their trend and provide an explanation of how the trend came to the United States. Students will quickly discover that all trends fall in the "Other" column, as none are originally from the U.S.
2. Encourage students to indicate the country of origin under "Other" in the "Reaction" column so that they have a record of all trends researched.
3. At the bottom of their guides, ask students to write about something that surprised them during their research activity.

Assessing
Formative: Pop culture trend research.
Summative: Anticipation-Reaction Guides.

Extending

As an extension, have students go home and identify a movie, TV show, toy, game, clothing item, etc. that they would consider a pop culture item that has its origin in a country other than the United States. Encourage them to research the origin of the item and how it came to the U.S.

References

Beazley, M. (2008). *Snapshot: The visual almanac for our world today.* London: Octopus Publishing Group, LTD.

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cnam2000. (2009, April 27). Japanese cowboys reinterpret the myth of the open range (From the Japanese Version). [Video]. Retrieved from http://youtu.be/_iC4IsKdHXU

cnam2000. (2008, February 22). The Japanese version opening (From the Japanese Version). [Video]. Retrieved from http://youtu.be/9Yxc_xTIQyk

cnam2000. (2009, April 27). Welcome to the 50's (From the Japanese Version). [Video]. Retrieved from http://youtu.be/ssBg0HHFG8U

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Japanese Version study guide. (n.d.). *The Center for New American Media.* Retrieved from http://www.cnam.com/downloads/tjv_sg.html

Standards Alignment

Common Core State Standards

Grade 6

CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Grade 7

CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Grade 8

CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Grades 6-8

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Grades 9-10

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Grades 11-12

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.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.

National Curriculum Standards for Social Studies

Middle Grades

Theme 1: Culture

Knowledge

Learners will understand:

- "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions institutions, and ways of living together of a group of people.
- That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.

Processes

Learners will be able to:

- Ask and find answers to questions related to culture.
- Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts.

Higher Grades

Theme 1: Culture

Knowledge

Learners will understand:

- "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns.

Processes

Learners will be able to:

- Ask questions related to culture and find select, organize, and interpret data from research to address research questions.

P21 Standards - 21st Century Skills

Think Creatively
- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

Work Creatively with Others
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

Reason Effectively
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Use Systems Thinking
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

Make Judgments and Decisions
- Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- Analyze and evaluate major alternative points of view.
- Synthesize and make connections between information and arguments.
- Interpret information and draw conclusions based on the best analysis.
- Reflect critically on learning experiences and processes.

Solve Problems
- Solve different kinds of non-familiar problems in both conventional and innovative ways.
- Identify and ask significant questions that clarify various points of view and lead to better solution.

Communicate Clearly
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

Collaborate with Others
- Demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

Access and Evaluate Information
- Access information efficiently (time) and effectively (sources).
- Evaluate information critically and competently.

Use and Manage Information
- Use information accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.

International Society for Technology in Education Standards

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.

**4. Critical Thinking, Problem Solving, and Decision Making**
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Career Technical Education Standards

2. Apply appropriate academic and technical skills.
4. Communicate clearly, effectively and with reason.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Open Head for Japan

Name _____ Date _____
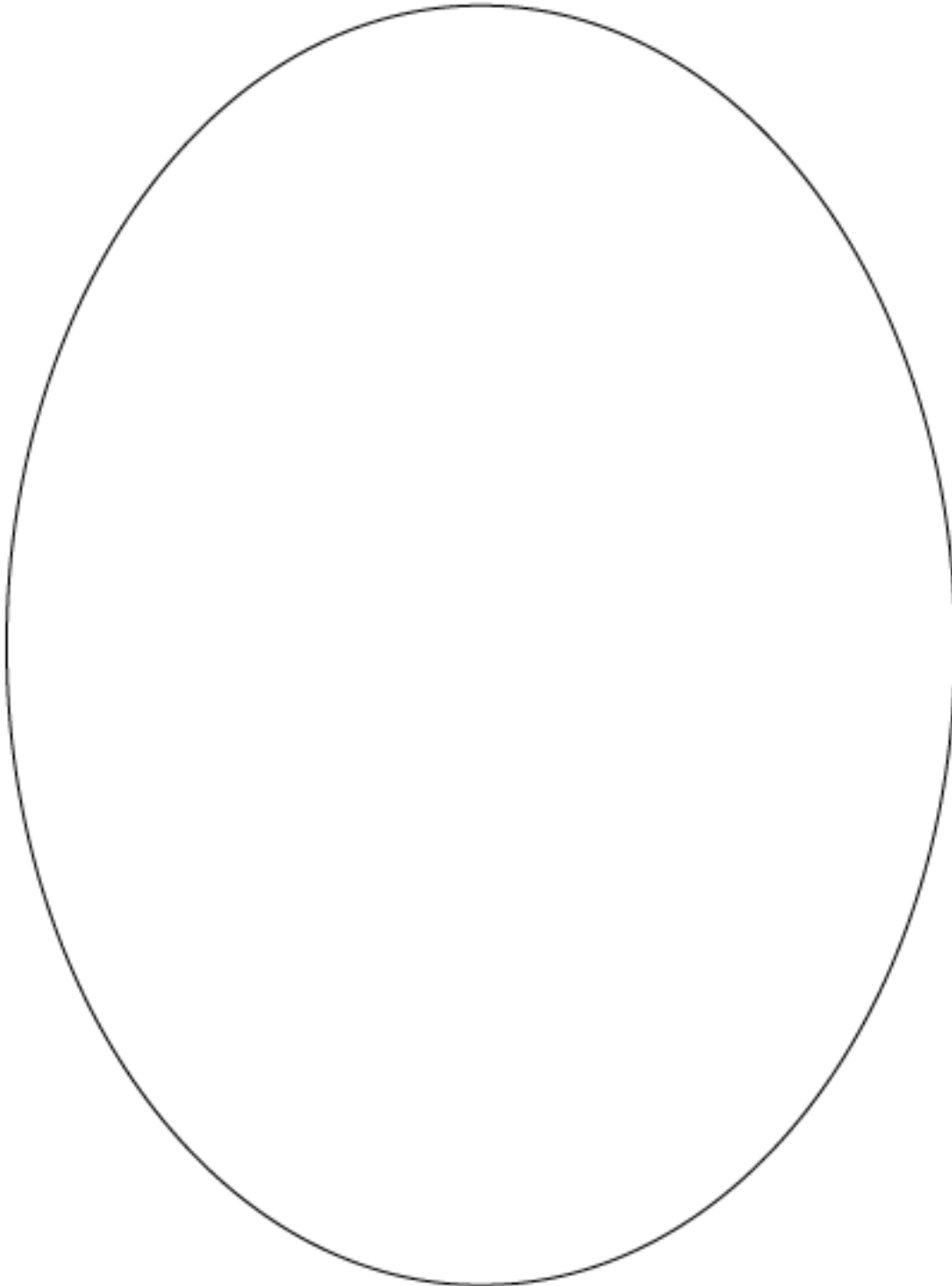
American Pop Culture in Japan

Name _____ Date _____

Film Clip	Evidence of American Pop Culture

Pop Culture Anticipation-Reaction Guide

Name _____ Date _____

Directions: Review the pop culture trends listed below. In the "Anticipation" column, decide whether you think the trend started in the U.S. or in another global region. Check "U.S." if you think the trend's origin was in the United States. Check "Other" if you think the trend began in another global region.

Anticipation   Reaction

U.S.	Other	Pop Culture Trends	U.S.	Other
		Punk Rock		
		Hello Kitty		
		Pokémon		
		Manga		
		Harry Potter		
		Godzilla		
		Winnie the Pooh		
		Dancing With The Stars		
		American Idol		
		Survivor		

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