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UNIT 5: ENTERTAINMENT WARRIORS

Unit Overview

This unit explores issues of stereotyping, violence, and the complex representation of men and women in the mass media. This unit analyzes the symbolic violence of sports, as well as the increasingly real violence found at sporting events. Students examine the role of violence as a form of entertainment by learning about Roman gladiatorial games and contemporary wrestlers.

Many people have conflicting opinions about the sport of television wrestling today. Is it real or fake? Are the participants heroes or circus performers? Are they powerful or puppets? Is wrestling a male morality play or a training ground for violence?

Students analyze the different types of entertainment warriors in our culture today and create an imaginary non-violent game or sporting event for the 21st century, and develop an ad, news media message, magazine cover, or website to promote it.

Many activities in this unit are useful for exploring concepts in Character Education, including **respect, fairness, self-discipline, and justice.**

The “essential questions” of this unit are:

- **How are contemporary entertainment warriors similar and different to those of the past?**
- **How are gender stereotypes created, reinforced, or altered through sports and games, and what impact do they have on real people?**
- **Why do people like to watch entertainment violence, and what impact does it have on our beliefs, attitudes, behaviors, and values?**



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UNIT 5: ENTERTAINMENT WARRIORS

CLASSROOM ACTIVITIES

5.1 Rage in a Cage

Examine the role of women in the World Wrestling Federation in this critical reading activity and, in doing so, examine how the game promotes stereotypes.

5.2 Violence in Sports

Interview family members about their perceptions of aggression and violence in sports.

5.3 Roman Gladiators

Work in a team to discover answers to questions about the Roman gladiatorial games.

5.4 Roman Games Scavenger Hunt

Teams of students find the answers to different questions about the Roman gladiatorial games.

PRODUCTION ACTIVITY

21st Century Sport

Invent a non-violent game or sport for the 21st century and create a media announcement (print, video, radio, or Internet) to promote it.

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UNIT 5: ENTERTAINMENT WARRIORS

CONNECTIONS TO MARYLAND STATE CONTENT STANDARDS

The *Assignment: Media Literacy* curriculum has been designed to align with Maryland State Content Standards. Many of the activities and lessons are modeled upon the structure and format used in the MSPAP tests for language arts and social studies.

For each unit, the standards are listed for each subject area. The numbers at the end of each line refer to specific instructional goals identified in the Maryland Content Standards.

Use the chart below to identify the specific instructional objectives developed in each unit of the program.

MIDDLE SCHOOL LANGUAGE ARTS

1.8.1	Concepts of Print and Structural Features of Text (all)
1.8.5	Comprehension and Interpretation of Informational Text (all)
1.8.6	Evaluation of Informational Text (all)
2.8.1	Characteristics of Literary Genres (all)
2.8.2	Comprehension, Interpretation, and Analysis of Text (all)
2.8.3	Comparison of Literary Text from Diverse Cultures (all)
2.8.4	Evaluation of Literary Works (all)
3.8.1	Organization and Focus (all)
3.8.2	Research (all)
3.8.3	Revision and Evaluation of Writing (#1,2,3,4)
3.8.4	Personal Narrative Writing
3.8.6	Informational Writing (#1)
3.8.7	Persuasive Writing
4.8.1	Acquisition and Application of New Vocabulary (#2,3,5,6)
4.8.2	Comprehension and Application of Standard English Language Conventions (all)
5.8.1	Active Listening Strategies (all)
5.8.2	Comprehension and Analysis (all)
6.8.1	Organization and Delivery Strategies (#2,3)

MIDDLE SCHOOL HEALTH

Outcome # 3	Students will demonstrate the ability to identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives (#3.4,5.3,1.2)
Outcome # 4	Students will demonstrate the ability to effectively use communication skills to enhance personal, family, and community health. (#1.5,3.5)
Outcome # 5	Students will demonstrate the ability to use goal-setting and decision-making skills to address issues related to personal, family, and community health. (#1.3)

MIDDLE SCHOOL SOCIAL STUDIES

1.8.1	Construct various timelines of key events, people, and periods of the historical periods studied and explain how major events are related to each other.
1.8.2	Compare the present with the past, evaluating the consequences of past events and decisions and the lessons learned, including how the combination of events and ideas give birth to new patterns.
1.8.3	Explain the central issues and problems of the historical periods studied, placing people and events in a matrix of time and place.
1.8.7	Identify and trace the development of an author's argument, viewpoint, or perspective in a historical account.
1.8.8	Assess the credibility of primary and secondary sources, assessing the accuracy and adequacy of the author's details to support claims, note instances of bias, propaganda, and stereotyping, draw sound conclusions.
1.8.9	Explain the different points of view in historical accounts of controversial events and determine the context in which the statements were made (e.g., the questions asked, the sources used, the author's perspective).
1.8.11	Identify topics, ask and evaluate questions, and develop ideas leading to inquiry, investigation, and research.
7.8.1	Describe the influence of the media on political life in the United States, including recognizing bias in reporting, analysis, and editorializing.



TEACHER NOTES

UNIT 5 | ACTIVITY 5.1 | RAGE IN A CAGE

This critical reading activity introduces students to the role of women athletes in televised wrestling. Students explore how point of view is developed in writing and discuss male and female “entertainment warriors” and the public’s interest in violence as a form of entertainment.

Getting Started

You may want to ask students to rate their interest in TV wrestling on a five-point scale, noting the responses and tallying them on the blackboard. How many students “love” watching wrestling, “like” watching, “neither like nor dislike,” “dislike,” or “hate” watching wrestling? You might want to discuss patterns in the responses.

Play the video segment provided as a pre-reading activity. The video introduces some of the important questions about professional wrestling that interest many people.

This activity uses Activity Sheet 5.1 (A) and 5.1 (B). Students will need copies of both sheets to complete the activity. Depending on your students and the time available, you may want to use the reading as a read aloud with large group discussion, or as an in-class reading and writing activity. Or you may want to assign the reading and questions as a homework activity.

Review the answers with students to check students’ reading comprehension and critical thinking skills. These questions provide a valuable opportunity for students to share their ideas about professional wrestling. You may be surprised to find some very thoughtful and articulate ideas in a discussion about this topic.

UNIT 5 | ACTIVITY 5.1 (A)

RAGE IN A CAGE

By Catherine Gourley
Excerpted from *Media Wizards*

When Joanie was a little girl growing up in Rochester, New York, her brothers used to wrestle inside the dog kennel in the backyard. In these cage matches, the boys imitated the TV stars of the World Wrestling Federation (WWF). Joanie loved sports, all kinds of sports. The only way she could join the boys' game was not by practicing her hammerlock but by making championship belts out of tinfoil for whoever won the match inside the dog cage.

That was one of Joanie's lives. Graduating with honors from high school and studying Spanish literature at the University of Tampa, Florida, was her other life. Joanie's dream was to work for the Peace Corps or join the Secret Service as an agent. You might say her dream came true. Joanie has gone undercover as "Chyna," only it's not the United States government she is protecting. It's the WWF's DeGeneration-X, a team of professional wrestlers.

When Chyna strides calmly into an arena—wearing a sleeveless black leather vest, black boots, and black shades—the fans take notice. So do the wrestlers in the ring. Chyna commands respect, in part because her body is so incredibly powerful, but also in part because she is so coolly self-controlled. She doesn't smile. She rarely speaks. Fans may jeer at her, but she never cracks. She's there to do a job: protect DX superstars Shawn "The Heartbreak Kid" Michaels, the Road Dog, and X-Pac. No one wrestles dirty and gets away with it when Chyna is in the house.

It's all an act, though. The WWF is a game, not so different really than a bunch of kids wrestling in the backyard. Well, maybe a little different. Now Joanie

wrestles instead of fashioning tinfoil belts for the boys. And she does it in front of millions of fans and TV viewers. Now it isn't stupid. Now it's very profitable and, she admits, even thrilling.

What's real and what's fake about world wrestling?

For one thing, the money is real. Fans spend millions, and not just on tickets for the explosive live events. Spending doesn't stop at ringside, either. The wrestling federation has licensed a magazine and video games, not to mention T-shirts, hats, gym bags, drinking cups, wristwatches, backpacks, cardboard stand-ups of WWF stars . . . even beach blankets!

The wrestling is also real. Those scoop slams to the mat and double clotheslines over the ropes are choreographed and practiced as in any sport, but they are crunchingly right on. Yet even the wrestlers themselves admit it's pure entertainment. "Basically, we are all human versions of superheroes," says Mike "The Hitman" Hart. He compares himself to Batman. "Only I'm a little better," he adds.

Within a year of joining the federation, Chyna had been dubbed "the fourth wonder of the world" and became a comic book superhero in her own right—the Amazon, the woman warrior. Still, in portraying Chyna, Joanie has also broken a stereotype—the one that says girls don't belong in the sport of wrestling.

"Right now, I'm working with the guys on their level," she says.

Joanie describes Chyna as if she is someone other than herself. "There's a mystery to Chyna. You never see her jumping up and down or really smiling. There is so much I can do with my character. She hasn't even been unleashed yet."

Name _____ Class _____ Date _____

UNIT 5 | ACTIVITY 5.1 (B)

RAGE IN A CAGE

Directions: After reading the article on the preceding page, answer the questions that follow.

1. Beyond televised performances, what other media does the World Wrestling Federation use to promote its stars and matches?

2. Joanie calls Chyna “her character.” The methods of characterization used by fiction writers include passages of written text describing the character’s physical appearance, behavior or actions, thoughts, dialogue, and the reaction of others. Which methods of characterization does Joanie use to create Chyna? Provide examples.

3. In creating this article, the author selected quotes by Joanie and Mike “The Hitman” Hart.

- a. What does Hart want you to believe about professional wrestlers?

- b. What does Joanie want you to believe about Chyna?

- c. What does the author of this article want you to believe about the World Wrestling Federation?

4. The author compares Chyna to an Amazon. Who were the Amazons? Is this or is this not an appropriate comparison? Why?

5. The author explains some of the things about wrestling that are real. What aspects of wrestling are not real?



TEACHER NOTES

UNIT 5 | ACTIVITY 5.2 | VIOLENCE IN SPORTS

This activity explores the increasing prominence of violence in sports. In this activity, students learn about some reasons why sports are becoming more violent and interview family members about their perceptions of violence in sports.

Background

People have complex and contradictory beliefs and attitudes about violence in sports. This learning experience provides an opportunity for students to clarify their own beliefs by sharing ideas with others. In addition, family communication is strengthened as students interview their family members about their attitudes about this controversial and important topic.

Getting Started

You might write the names of these athletes on chart paper or the blackboard and ask students what they know about these individuals:

- Latrell Sprewell
- Tony Gwynn
- Bobby Knight
- Mark McGuire
- Gary Williams
- Marty McSorley

What do students already know about these individuals?
Where did they learn this information?

Watching the Video

In preparing students to watch the video, ask them to pay attention and write down one idea that they disagree with as they watch and listen. Play the video clip for students. Share ideas that students identified and ask why they disagreed.

Play the videotape again as you ask students to identify one idea or statement that they agree with as they watch a second time.

Preparing for the Interview

Give every student three copies of the interview sheets or ask students to copy the sentences out on their own paper. You may want to use all the statements or select a meaningful subset of them.

Introduce the activity by reading the instructions aloud and reminding students that people have different attitudes and beliefs about these statements—no two people are likely to have exactly the same attitudes about this complex topic. Ask students to mark their responses to the statements.

For homework, students take home the questionnaire and ask two family members to respond to the statements.

Point out the Challenge activity and ask students to ask for more information and opinions from family members. They can do this by asking, “Why do you think that?” or “Can you explain why you feel that way?” in response to each statement. This will help to clarify the opinions of the family members and will serve as an opportunity for parent-child communication.

Sharing the Interview Results

You may want to have teams of students chart or graph the results of the interview, by tallying the responses in small groups then placing the data on a large chart on the blackboard. This will create an informal opportunity to share results in a collaborative learning activity. What patterns emerge from this exercise?

Name _____ Class _____ Date _____

UNIT 5 | ACTIVITY 5.1 (B)

**VIOLENCE IN SPORTS
An Interview Activity**

Instructions: Read through the statements below and indicate whether you agree or disagree with the statement. Then take the statements home and interview two family members. Read each statement aloud and ask them to agree or disagree. Use a different colored pen or pencil for each family member so you can see the similarities and differences between the responses.

- | | | |
|---|-------|----------|
| 1. Serious sport is war minus the shooting. | Agree | Disagree |
| 2. There is a definite link between violence on the playing fields and violence in society. | Agree | Disagree |
| 3. Sports officials know that fans enjoy the punching and slashing and don't stop the violence because they know it attracts viewers. | Agree | Disagree |
| 4. The people who coach kids' local sports are influenced by the extreme coaching behavior they see in professional and college sports. | Agree | Disagree |
| 5. Athletes get appropriate punishment when they violate the rules of the game. | Agree | Disagree |
| 6. When it comes to violence off the field, professional athletes often act as though they are above the law. | Agree | Disagree |
| 7. TV announcers deliberately make sports violence seem even more exciting by the way they talk about it. | Agree | Disagree |
| 8. People like to think of rival teams as their personal enemies. | Agree | Disagree |
| 9. Sporting events communicate the message of "win at all costs" and "don't be a loser" which are valuable life lessons to learn. | Agree | Disagree |
| 10. Sporting events today are probably less violent and dangerous than they were in the past. | Agree | Disagree |

Challenge: Pick two statements and ask one family member to talk more about them. On the back of this page, write down two sentences that represent their opinions.



TEACHER NOTES

UNIT 5 | ACTIVITY 5.3 | ROMAN GLADIATORS

Students learn about the gladiatorial games of ancient Rome, exploring critical thinking questions about the games' purpose and audience.

Getting Started

The activity consists of four short reading passages and some questions for discussion. Before reading, you might want to see what students already know about the gladiatorial games and invite them to reflect on the similarities and differences between the ancient games and contemporary forms of entertainment violence.

You might share with them this interesting bit of information: Emperor Trajan once staged games for 123 consecutive days during which time 5,000 combatants and 11,000 animals were killed.

This activity is ideal for student silent reading followed by large group discussion. Be sure to ask students for reasons and evidence to support their choice of answers. Encourage them to identify specific passages in the text to justify their answers.

UNIT 5 | ACTIVITY 5.3**ROMAN GLADIATORS**

Instructions: *The gladiatorial combats of ancient Rome were media events. Read all the passages and answer the questions that follow.*

Passage A: In Rome in 264 B.C, the sons of Junius Brutus honored the death of their father with a gladiatorial combat. The fighting continued for nine days, the period of mourning. This may have been the first “game” ever, blood of the living shed for blood of the dead.

(hermes.richmond.edu/students/mbabb/bladiat.html)

Passage B: If transported back to Rome, modern-day Americans would find much of Roman entertainment extremely violent; especially the thousands of gladiator contests and animal fights sponsored by Trajan to celebrate his military victories . . . Emperor Trajan once staged gladiatorial games for 123 consecutive days where some 5,000 combatants and 11,000 animals were killed. Some upper-class Romans were appalled at the brutality of the games but justified them as a means of directing popular anger away from the elite. A much larger group defended the gladiatorial games as useful lessons in bravery and courage in the face of death . . . Vast sums of money were needed. . . . Only the emperor could afford to pay the costs of training gladiators and transporting animals from countries as far away as India and Africa. Hence the games were a means of displaying the wealth and power of the emperor and through him the power of the Roman people themselves.

(www.artsednet.getty.edu)

Passage C: Some advertisements were worded in very general terms, announcing merely the name of the giver of the games with the date. Sometimes when the troop was particularly good the names of the gladiators were announced in pairs as they would be matched together. Example: The Thracian Pugnax, of the gladiatorial school of Nero, who has fought three times, will be matched against the Murranus, of the same school and the same number of fights.

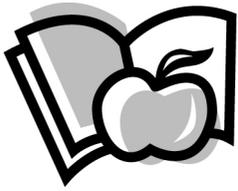
(Harold Whetstone Johnston, *The Private Lives of the Romans*)

Passage D: From our point of view a gladiatorial combat is perceived as bringing death to one of the combatants; but it can equally be seen as giving a condemned man an opportunity to regain his physical and social life . . . The posters advertising games found at Pompeii suggest that those who had the fighting skills to survive their first four or five matches might well become popular enough with the public to avoid being killed altogether . . . Furthermore, it was in the interests of the editors, the professional organizers who trained gladiators, to keep their expensively trained professionals in service for as long as possible.

(Wiedemann, *Emperors and Gladiators*, posted at www.scalareale.org)

Questions:

1. Which passage suggests that gladiatorial combat was a way to exalt the emperor’s power?
2. Like all media messages, media events are carefully constructed with an audience in mind. Who was the intended audience for the gladiatorial combats and which passage(s) reveals how the games were staged?
3. Which passage suggests the Roman people had different points of view regarding the games?
4. Which passage suggests that modern-day people might misinterpret the violence of the games?
5. What role did money play in staging gladiatorial games?



TEACHER NOTES

UNIT 5 | ACTIVITY 5.4 | ROMAN GAMES SCAVENGER HUNT

This research activity involves teams of students competing for points by finding the answers to different questions about the Roman games.

Background

Competition is an essential element of games and sports. This activity provides a structured “research competition” for students to help them gain research skills, experience academic competition, and learn about the role of entertainment warriors in ancient Rome.

Getting Started

You might want to assign students to teams of two or three people, and then introduce this activity as a competition. You may want to offer some small prize as a token award for the team that gets the most number of points.

You may want to ask students to do this as in-class library research, or assign this as homework. Provide a firm deadline for the competition.

Students who have access to the Internet will find great starting points for research in the sources identified in parentheses after the passages on Activity Sheet 5.3. However, students without Internet access can still complete the scavenger hunt activity using traditional library research methods. Numerous books have been written about life in Roman times with chapters devoted to “amusements” or games.

The Private Lives of the Romans by Harold Whetstone Johnson is a good choice. Also, in the reference section of the library, students may find a text that provides a fairly detailed synopsis of movies, including *Spartacus*.

Awarding the Prize

The learning experience is enhanced if you ask these questions orally and ask students to provide answers aloud. When students present their answers to these questions, consider allotting five or ten points per question and then, based on the amount of and quality of information the team retrieves, awarding full or partial credit.

Allow time to reflect on how competition affects human behavior. What feelings and behaviors did students notice about themselves and others in the process of awarding points and selecting a winning team?

Questions and Answers:

The Games

- 1. In what year and upon what occasion did the first gladiatorial combats appear?** Rome in 264 B.C. The sons of Junius Brutus staged the combat to honor their dead father.
- 2. Where and how were the games advertised?** Printed flyers announced date of games and oftentimes who was fighting whom. In addition, students may discover that flyers were posted or advertisements were painted directly on sides of homes. Sometimes flyers also covered tombstones that lined a street into town.
- 3. How many amphitheatres were constructed throughout the empire for the purpose of staging gladiatorial games?** Students may not get the exact number (the Getty Arts website states 273 arenas and centers throughout the empire), but there were hundreds of amphitheatres in which games could be placed. Some were in major cities like Rome and Pompeii but others were in smaller centers of population as well.
- 4. What is the difference between a gladiatorial combat and a hunt?** In combat, two men fight one another. In a hunt, one man fights a wild animal such as a lion or a bear. Hunts, in fact, symbolized Roman order over chaos and natural orders. Of course, the human did not always slay the animal.
- 5. What is the difference between a gladiatorial combat and a circus?** A circus featured charioteers, not gladiators. The chariot races could be just as brutal and violent, however.

The Warriors

- 1. What classes of "slave" were trained to become gladiators?** Emphasize that all gladiators were slaves. Generally, they were convicted criminals or slaves who had proven so intractable that fighting in the arena was their last option for life. Keep in mind that a master could punish quite severely and even sentence to death an incorrigible slave. Students who suggest that gladiators were enemy soldiers taken prisoner after battles would also be correct, as the first gladiators were in fact already trained in combat. But in time, schools developed to train slaves to become warriors.
- 2. Where did gladiators live?** In the barracks-like buildings of the schools. They were not free to come and go from this barracks. They were, in effect, prisoners. Remind students that gladiators were slaves and therefore considered "property." Depending on a man's skill, he could be worth quite a bit of money.

3. **What does “mitte, mitte!” mean?** The Richmond University website provides such an example. The cry “mitte” (loosely translated) is “send him back,” meaning they allowed him to live to fight again another time.
- 4a. **Who was Cicero?** Marcus Tullius Cicero was a Roman writer and statesman, often called “Rome’s greatest orator.”
- 4b. **What point is Cicero making in this quote?** Cicero was entertained by the wild animal hunts and therefore he enjoyed the violence of the game. However, his phrase “a person of taste” suggests that some citizens (himself included) were above the vulgarity and brutality of the sport. It seems to him a senseless, though exciting, amusement.

Weapons and Armor

1. **What class of gladiators wore metal cylinders on their legs and a leather sleeve on the left arm?** Thracians dressed in this manner. They were considered “lightly armored” as opposed to the Samnites who were considered more “heavily armed.” In the movie *Spartacus*, the character of Kirk Douglas is a Thracian and he fights his friend, a Samnite, who uses the weapons described in question 2, the trident and the heavy net.
2. **What were the Latin names for the three-pronged spear and the heavy net?** The three-pronged spear is a trident. Students who provide the Latin name, *fuscina*, should earn more points. The heavy net was a retiarii.
3. **Find an image that shows a gladiator’s helmet, weaponry, and a battle between gladiators.** Numerous sources provide images that depict the three items listed here.

Who was Spartacus?

1. **At what school did Spartacus train?** He is a real historical figure, a slave who became a gladiator. He led a bloody slave rebellion after managing to escape the training school in Capua (south of Rome) where he was imprisoned.
2. **In what year did Spartacus lead a slave revolt?** 73 B.C. For two years, he and his army of rebellious slaves fought and defeated Roman legions.
3. **Where did Spartacus and his slave-army take refuge?** Mount Vesuvius.

4. **How does Spartacus die in the movie and is this historically accurate?** He is captured in battle and is crucified alive, a punishment common—though a grisly and painfully slow death—in ancient Rome. However, historians say that he died in battle. In the movie, a final scene shows actor Kirk Douglas on the cross. His wife, a slave also, traveling along the roadway, sees him and shows him his son, who has been freed. Thus, Spartacus in the movie dies knowing that his life and his rebellion has not been completely in vain. At least his son will not be a slave.

5. **What was the fate of the slaves in Spartacus’s army? Is the movie representation historically accurate?** They were crucified on crosses that lined the Appian Way for miles and miles. Their slow deaths were to be a lesson to other slaves as to their fate if they rebelled. The movie depicts this gruesome fact of history accurately.

UNIT 5 | ACTIVITY 5.4

ROMAN GAMES SCAVENGER HUNT

Instructions: You will be assigned one of the four topics below. Use the library and the Internet to answer the questions. Consider using these websites in gathering your information.

- <http://www.artsednet.getty.edu>
- <http://www.scalareale.org>
- <http://hermes.richmond.edu/students/mbabb/bladiat.html>

<p>The Games = 25 points</p> <ol style="list-style-type: none"> 1. In what year and upon what occasion did the first gladiatorial combats appear in Rome? 2. Where and how were the games advertised? 3. Approximately how many amphitheaters were constructed throughout the empire for the purpose of staging gladiatorial games? 4. What is the difference between a gladiatorial combat and a hunt? 5. What is the difference between a gladiatorial combat and a circus? 	<p>The Warriors = 25 points</p> <ol style="list-style-type: none"> 1. What classes of “slave” were generally trained to become gladiators? 2. Where did the gladiators live? 3. A gladiator has just been defeated by another. But he has fought courageously. The crowd decides the warrior’s fate by crying “mitte! mitte!” What was his fate? 4. Cicero wrote: “The wild animal hunts, two every day for five days, are magnificent—I wouldn’t deny it. But what pleasure can it give a person of taste when either a feeble human being is torn to pieces by an incredibly strong wild animal or a handsome beast is transfixed by a spear?” <ol style="list-style-type: none"> a. Who was Cicero? b. Explain in your own words the point Cicero is making in this quote.
<p>Weapons and Armor = 25 points</p> <ol style="list-style-type: none"> 1. What class of Gladiators wore metal cylinders on both legs and a leather sleeve on the left arm for protection? 2. What were the Latin names for the three-pronged spear and the heavy net used as weapons by some gladiators? 3. Some of the artwork that has survived from ancient Rome depicts the games and provides clues for historians as to what life might have been like as a gladiator in the arena. Find an image that shows: <ol style="list-style-type: none"> a. a gladiator’s helmet b. a gladiator’s weaponry c. a battle between gladiators 	<p>Who Was Spartacus? = 25 points</p> <ol style="list-style-type: none"> 1. At what school did Spartacus train? 2. In what year did Spartacus lead a slave revolt? 3. According to historical records, where did Spartacus and his slave army take refuge? 4. In the 1960 movie <i>Spartacus</i>, how does Spartacus die and is this or is this not what historians believe to be true? 5. According to the movie also, what was the fate of the 6,000 rebellious slaves captured after the Roman legions defeated Spartacus’s army? Does this agree or disagree with historical records?





TEACHER NOTES



UNIT 5

INVENT A 21ST CENTURY SPORTING EVENT

Teams of students create a media announcement (print, video, or web) for a non-violent sporting event or interactive game that could be popular fifty years from now.

This activity involves a team of students in designing a persuasive message to promote a non-violent sport or game for people in the year 2050 to play.

Review the Checklist

Pass out the Production Activity worksheet and review the steps in the process needed to complete the activity. Encourage students to check off the steps by using the circles in the left margin. Establish a realistic deadline and monitor students' work during the process.

Defining Non-Violence

You may find that students are challenged by the emphasis on creating non-violent games or sports. Discuss with students the importance of developing creative ways to make a game exciting, fun, and enjoyable to watch without using violence. What are the most exciting non-violent sports of the present time?

Evaluation

Use the Evaluation Rubric provided to give students feedback about their projects. You might also want students to evaluate each other's work using this evaluation sheet.

Publishing Student Work on www.AssignmentMediaLit.com

See the Resources section on page 157 to learn how you or your students can send completed ideas for new sporting events to be published on the *Assignment: Media Literacy* website.

ASSIGNMENT



UNIT 5

INVENT A 21st CENTURY SPORTING EVENT

(**ASSIGNMENT:** Teams of students create a media announcement (print, web, video) for a non-violent sporting event or game that could be popular 50 years from now.

USE THIS CHECKLIST TO COMPLETE THIS ACTIVITY:

Invent a non-violent sporting event or game.

- Brainstorm a sporting event or an interactive game to develop for the year 2050.
- Decide whether you will create an evolution of an existing sport or game or whether you will create an entirely new sport or game.
- Develop the game so that it is non-violent but still exciting to play and watch.

Write a description of your sporting event or game.

- Think through and plan the basic rules and format for the sporting event or game.
- Describe your sport or game in a single paragraph, including the main components of play.

Select a media format and design a persuasive message to promote the game.

- Decide on your target audience—who do you want to inform about your new sport or game?
- Decide on what kind of format to use—a poster, a TV ad, a radio announcement, a magazine cover, a website, or some other format.
- Create a slogan of no more than seven words to get people’s attention.
- Create the images, artwork, photos, or other visuals for the message.
- Complete or assemble the creative message.
- Send your completed project to the www.AssignmentMediaLit.com website to publish it.

EVALUATION



UNIT 5

INVENT A 21ST CENTURY SPORTING EVENT

Student Team: _____

The game or sport created is entertaining, playable, and non-violent.

4	The game or sport created would be fun to play or watch, would be a plausible game for the future, and is non-violent.
3	The game or sport created might be fun to play or watch, and could be a plausible game for the future, but it has violent elements.
2	The game or sport created doesn't seem like it would be fun to play or watch or is violent.
1	The game or sport's description is so unclear that it's hard to tell if it would be an interesting sport or game of the future.

The media message designed is persuasive and attractive.

4	The media message uses images and words to communicate a persuasive message introducing the new game or sport. A slogan has been created that is attention-getting. The media message is attractive and eye-catching.
3	The media message uses images and words to communicate a persuasive message introducing the new game or sport. The slogan is too long or not attention-getting. The media message is not especially attractive and eye-catching.
2	The media message doesn't use language effectively to communicate a persuasive message introducing the new game or sport. The slogan is too long or not attention-getting. The media message is not especially attractive and eye-catching.
1	The media message isn't persuasive because of its poor use of images and language. The slogan is missing or inappropriate and the message is not eye-catching or attractive.

Comments:

Grade: