

# Friday Night Lights

Content Area: **Generic Content Area**  
Course(s):  
Time Period: **1 marking period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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This unit will entail a close reading and discussion of the sports literature classic Friday Night lights along with related resources. Buzz Bissenger's journalistic look at one high school team's season delves into the world of Texas high school football in a way that explores themes related to competition, teamwork, race, class, and the role that sports can play in an academic institution and a community. Students will engage the text and the issues through a variety of reading, writing, speaking, and listening activities.

## Transfer

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Students will be able to independently use their learning to...

- Students will recognize how and why sports can affect and play a role in a community including their own.
- Students will be able to identify sports writing that takes a more global perspective and use it to inform their understanding of the world of sports.
- Students will be more attuned to how sports are intrinsically tied to race and class.
- Seek and read more challenging and thought provoking texts related to sports.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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Students will understand that...

- Sports exist in broader societal context.
- Sports, especially football, have unique place in American academic institutions.

## **Essential Questions**

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Students will keep considering...

- Why is football America's most popular sport, and what does that reveal about our country?
- What role do race and class play in football?
- What role do sports play in academic institutions, and is that role appropriate?
- What obligation do journalists and filmmakers have in telling a real life story?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

The essential background and history of Odessa and the Permian football program. They will also know the storylines of the major figures in Friday Night Lights, especially Boobie Miles.

## **Students will be skilled at...**

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Students will be skilled at independent reading comprehension and analysis, articulating their own opinions in spoken and written form, and thoughtfully listening to those of others.

## **Academic Vocabulary**

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Segregation

School Integration

Oil Bust/Boom economy

Journalism

Journalistic Ethics / integrity

Point of view

in media res

Prologue / Epilogue

polemical writing

film reviews

## **Target 2**

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SWBAT explain and analyze the role of setting and exposition in a non-fiction narrative.

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the

characters are introduced and developed).

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LA.RL.11-12.9

Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

LA.RL.11-12.10b

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Learning Goal 2

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Students will research and read multiple non-fiction sources related to content of the primary texts.

## Target 1

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SWBAT comprehend, evaluate and respond to opinions about the supremacy of football in American sports culture.

LA.RI.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.11-12.2

Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

LA.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LA.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

## Target 2

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SWBAT comprehend, evaluate and respond to opinions about the role of football teams in schools

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to

produce a complex account; provide an objective summary of the text.

LA.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

### **Learning Goal 3**

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Students will participate in verbal and written debate in response to polemical and journalistic writing regarding football.

#### **Target 1**

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**SWBAT** to analyze the development of theme in a narrative.

LA.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### **Target 2**

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**SWBAT** explain and analyze the relationship between setting and theme.

LA.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

### **Learning Goal 4**

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Students will view a narrative film related to the primary text and express personal responses and evaluations.

#### **Target 1**

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**SWBAT** contrast film and text versions of a story and evaluate the success with which the material is adapted.

LA.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

## **Target 2**

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**SWBAT** write and publish a critical review of a film based on a book that they have read.

LA.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## **Summative Assessment**

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Final Assessment will be film review of Friday Night Lights (2004) that specifically addresses the manner in which the film adapts the source material.

## **Formative Assessment and Performance Opportunities**

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Formative assessments will include brief written reactions to readings, message board responses, organized group discussion activities, and individual study question responses.

## **Accommodations/Modifications**

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- Provide struggling readers with Litcharts study guides as a supplement to reading.
- Work with student individually to help them articulate their opinions.
- Read some of the book in class together to assist struggling readers.

## Unit Resources

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- Friday Night Lights Film (2004)
- Friday Night Lights Novel

## Interdisciplinary Connections

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Careers: journalism, education, coaching, politics

History / Social Studies: segregation, discrimination, school integration, oil economy, 1988 presidential election

SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.

## 21st Century Life and Careers

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CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
TECH.8.2.12.A.CS2	The core concepts of technology.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.C.CS1	The attributes of design.
TECH.8.2.12.D.CS1	Apply the design process.
TECH.8.2.12.D.CS2	Use and maintain technological products and systems.