In What Ways Does the Entertainment Industry Impact Georgia?

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In What Ways Does the Entertainment Industry Impact Georgia?

Cover Page Footnote
Special thanks to Dr. Kania Greer (kagreer@georgiasouthern.edu) for her contributions to this work! As the director of the Center for STEM Education at Georgia Southern University, she connected me with the Averitt Center for the Arts in downtown Statesboro, Georgia. I was able to implement portions of this inquiry with elementary students during one of their arts-related camps.
In what ways does the entertainment industry impact Georgia?

Supporting Question

How does a place’s geography and economics influence the entertainment industry’s decisions?

How does the entertainment industry influence a place’s geography and economics?
### Compelling Question

In what ways does the entertainment industry impact Georgia?

<table>
<thead>
<tr>
<th>Standards and Content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td></td>
</tr>
<tr>
<td><strong>SS3E1</strong></td>
<td>Define and give examples of the four types of productive resources.</td>
</tr>
<tr>
<td>b. Human (labor)</td>
<td></td>
</tr>
</tbody>
</table>

*Prior Knowledge*

| **SSKG2**             | Explain that a map is a drawing of a place and a globe is a model of Earth. |
| a. Differentiate land and water features on simple maps and globes. |
| b. Explain that maps and globes show a view from above. |

| **SSKE2**             | Explain that people earn income by working. |
| **SS1G3**             | Locate major topographical features of the earth’s surface. |
| c. Identify and describe landforms (mountains, deserts, valleys, and coasts). |

| **SS1E3**             | Describe how people are both producers and consumers. |

| **SS2G1**             | Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface. |
| a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. |
| b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee. |

<table>
<thead>
<tr>
<th>Staging the Question</th>
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<tbody>
<tr>
<td>Through a whole group discussion, open the inquiry with a series of student interest questions, “Who likes watching Marvel movies and television shows? Who is your favorite character and why?”</td>
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</tr>
</tbody>
</table>

Show various images from Marvel movies and television shows that were filmed around the state of Georgia and ask, “Where do you think these Marvel movies and television shows were filmed?”

Introduce the compelling question, “In what ways does the entertainment industry impact Georgia?” Make sure that students understand that entertainment includes film, music, and digital content.
Supporting Question

How does a place’s geography and economics influence entertainment industry decisions?

How does the entertainment industry influence a place’s geography and economics?

Formative Performance Task

Provide entertainment industry scene scenarios where students must stand on a map of Georgia to showcase where they think a scene would need to be filmed (i.e., location scouting). After a student picks a location on the map, they must justify why they chose that location for that particular scene - drawing on geographic and economic knowledge and understanding.

Featured Sources

Featured Source A is the “Industry Jobs and Classes” webpage from the Georgia Department of Economic Development

Featured Source B is a map of the 5 regions of Georgia.

Featured Source C is an image from Loki (2021) at the Time Variance Authority.

Featured Source D is an image of the Marriott Marquis hotel in Atlanta, Georgia.

Featured Source E is an image of the Avengers compound, which was first featured in Avengers: Age of Ultron (2015).

Featured Source F is an image of the Porsche Experience Center in Atlanta, Georgia.

Summative Performance Task

ARGUMENT

To answer the compelling question (In what ways does the entertainment industry impact Georgia?), students will construct an argument (i.e.,
through the development of a brochure) that showcases the entertainment industry’s impact on Georgia using specific claims and relevant evidence from sources while acknowledging competing views.

**EXTENSION**

As an alternative assessment (i.e., a replacement for the summative performance task - argument), students will answer the compelling question (*In what ways does the entertainment industry impact Georgia?*) using a Google Jamboard to create an interactive slideshow that showcases the entertainment industry’s impact on Georgia using specific claims and relevant evidence from sources while acknowledging competing views.

**Taking Informed Action**

**UNDERSTAND:** Students will understand that states, regions, cities/towns, and individuals benefit economically from having movies/television shows, music videos, digital content, etc. filmed in their environment.

**ASSESS:** Students will assess the amount of money that the state of Georgia made in the last fiscal year through online research. Furthermore, students will research how their specific Georgia community (e.g., region, city/town, or an individual that they know) has been impacted by the entertainment industry (i.e., economically, geographically, socioculturally, etc.).

**ACT:** Students will act through reporting to a local newspaper how their specific Georgia community (e.g., region, city/town, or an individual that they know) has been and potentially, could be impacted by the entertainment industry. They will write a letter to the newspaper editor.

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**Overview**

**Inquiry Description**

This inquiry leads students through an investigation of the entertainment industry (i.e., film, music, and digital content) in the state of Georgia. Recently, Georgia has been named the “Hollywood of the South” ([https://time.com/longform/hollywood-in-georgia/](https://time.com/longform/hollywood-in-georgia/)).
Many popular movies, television shows, music videos, etc. have been filmed in Georgia including but not limited to *The Walking Dead, Hunger Games, Stranger Things,* and many in the Marvel Cinematic Universe (MCU).

This inquiry highlights the following 3rd grade Georgia social studies standard in economics:

**SS3E1** Define and give examples of the four types of productive resources.

b. Human (labor)

It is important to note that this inquiry also requires prerequisite knowledge of the following K-2 Georgia social studies standards in geography and economics:

**SSKG2** Explain that a map is a drawing of a place and a globe is a model of Earth.

a. Differentiate land and water features on simple maps and globes.

b. Explain that maps and globes show a view from above.

Note: “Globes” have been striked from this standard because this IDM does not utilize globes as it is written.

**SSKE2** Explain that people earn income by working.

**SS1G3** Locate major topographical features of the earth’s surface.

c. Identify and describe landforms (mountains, deserts, valleys, and coasts).

**SS1E3** Describe how people are both producers and consumers.

**SS2G1** Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface.

a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.

b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

**Structure of the Inquiry**

In addressing the compelling question - *In what ways does the entertainment industry impact Georgia?*, students will be able to define and give examples of human labor in the entertainment industry (i.e., economics) as well as describe how location plays a role in the entertainment industry (i.e., geography). Furthermore, student responses to the compelling question will reinforce prior geographic and economic knowledge from grades K-2. Some prior geographic concepts that will be reinforced with the compelling question include explaining that
Staging the Compelling Question

In staging the compelling question, students will gain awareness of and interest in the entertainment industry in Georgia. In total, the staging of the compelling question should take approximately 15 minutes. Five minutes should be spent on the “hook” to capitalize on student interest and ten minutes should be spent on the “connection to place” to root this conversation in the students’ local environment (i.e., the state of Georgia).

The staging of the compelling question will begin with the following question to assess student interest on the topic of the inquiry (i.e., the “hook”): “Who likes watching Marvel movies and television shows?” Students will indicate their interest in Marvel movies and television shows with a thumbs up / thumbs down / in the middle. Then, a follow-up question can be posed: “Who is your favorite character and why?” The teacher can record these responses on a T-Chart with “Favorite Character” in one column and “Why” in the other column.

<table>
<thead>
<tr>
<th>Favorite Character</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Next, the staging of the compelling question will raise awareness around the entertainment industry in the students’ own backyard (i.e., the “connection to place”). Through a visual discovery, students will look at a series of images, which are scenes from the Marvel movies and television shows (Staging the Compelling Question Source A, Staging the Compelling Question Source B, and Staging the Compelling Question Source C). These are all scenes that have been filmed around the state of Georgia. Students will note what they see (observe), think (infer), and wonder (question) about these images.

<table>
<thead>
<tr>
<th>See</th>
<th>Think</th>
<th>Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What can you observe about the source?)</td>
<td>(What can you infer about the source?)</td>
<td>(What questions do you have about the source?)</td>
</tr>
</tbody>
</table>

Staging the Compelling Question Source B is …the High Museum of Art in Atlanta, Georgia - which served as the Museum of Great Britain in *Black Panther* (2018). Image from Marvel Studios, but sourced from the website, MovieMaps (https://moviemaps.org/images/18md).

Staging the Compelling Question Source C is …the harbor in *The Falcon and the Winter Soldier* (2021). It is actually Moon River at Downing Piers on Skidaway Island near Savannah, Georgia. Image from Marvel Studios, but sourced from the website, Screen-It (https://www.sceen-it.com/sceen/5036/The-Falcon-and-the-Winter-Soldier/Skidaway-Island-Downing-Piers).

After the visual discovery, the teacher will ask, “Where do you think these Marvel movies and television shows were filmed?” Students will have the opportunity to hypothesize on the locations of these scenes. Potential student responses might be - near the ocean, in a big city, etc. The teacher can utilize a map such as the one included as Staging the Compelling Question Source D to showcase where these Marvel movie and television show scenes were filmed.
Staging the Compelling Question Source D is …a map of Georgia with Skidaway Island, Cartersville, and the High Museum of Art pinpointed. The map is from Google Maps.

Lastly, the teacher will introduce the compelling question, “In what ways does the entertainment industry impact Georgia?” Make sure that students understand that entertainment includes 1) film, 2) music, and 3) digital content. The teacher can highlight this by showing the Georgia Film, Music, and Digital Entertainment logo (Staging the Compelling Question Source E).

Staging the Compelling Question Source E is …the Georgia Film, Music, and Digital Entertainment Logo from “Film Rockdale: The Biggest Little Filming Community in Georgia” (https://www.filmrockdale.com/97-2/)
The supporting question in this focused IDM is: “How does a place’s geography and economics influence entertainment industry decisions? How does the entertainment industry influence a place’s geography and economics?” In the staging of the compelling question, it was established that the entertainment industry impacts the state of Georgia in many ways. Through the supporting question, formative performance task, and featured sources, students will see how location (i.e., geography) impacts the work that entertainment industry workers (i.e., human laborers) do and relatedly, they will understand how entertainment industry workers (i.e., human laborers) directly support the entertainment industry through their jobs (i.e., occupations) - acting as producers and/or consumers (i.e., economics). This reciprocal relationship should be solidified through the following.

First, the teacher will establish that workers in the entertainment industry earn an income by working. The teacher will pose the question, “What are some jobs that you can have in the entertainment industry?” Student responses will include, but will not be limited to actor, actress, director, lighting technician, location manager, hair and make-up artists, etc. These jobs allow workers (i.e., human laborers) to serve in various roles - acting as producers and/or consumers; human labor is the resource they provide in the entertainment industry. The teacher can visit the “Industry Jobs and Classes” webpage from the Georgia Department of Economic Development (Featured Source A) to show students some of the jobs that people can have in the entertainment industry.
Then, the teacher will focus on location managers, in particular. Students will be reminded of their conversation during the staging of the compelling question (i.e., where they discussed the potential locations where Marvel movie and television show scenes were filmed). The teacher will ask, “How do location managers decide where certain scenes are filmed?” Student responses will be recorded. The teacher will confirm that the location managers talk with the director to understand the director’s vision for the scene. Essentially, the location manager and director discuss what the setting of the scene should be. With this information in mind, the location manager scouts out various locations that might work.

The formative performative task is to provide entertainment industry scene scenarios where students must stand on a map of Georgia (or point to locations on a map of Georgia) to showcase where they think a scene would need to be filmed (i.e., location scouting). After a student picks a location on the map, they must justify why they chose that location for that particular scene - drawing on their geographic and economic knowledge and understanding. This could be on a map of Georgia that has been printed on a carpet, paper, etc. (Featured Source B).

- **Featured Source A** is the “Industry Jobs and Classes” webpage from the Georgia Department of Economic Development (https://www.georgia.org/industries/film-entertainment/georgia-film-tv-production/industry-jobs-classes)

- **Featured Source B** is...a map of the 5 regions of Georgia. Map obtained from Ms. Tondee’s 2nd Grade Weebly page (http://tondee.weebly.com/social-studies.html).
The designer of this IDM utilized a full-size sheet with the state of Georgia painted on it (See below).
In this formative performance task, students will be practicing the following skills:

- Pointing out land vs. water and reinforcing that a map is a view from above [Kindergarten],
- Mentioning the landforms (mountains, deserts, valleys, and coasts) associated with the regions of Georgia [1st grade], and
- Label the important rivers (Savannah, Flint, and Chattahoochee) and regions (Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau) [2nd grade].

Teachers may first show the following sources to highlight particular scene scenario examples. This practice will emphasize geographic and economic content connections.

- Scene Scenario Examples with Sources:
  - Scene Scenario: You need a place that looks futuristic with modern architecture to film a scene in space.
  - **Featured Sources C and D** - In *Loki* (2021), the director needed a place that looked futuristic for the library and archives of the Time Variance
Authority. Thus, the location manager and director decided to use the Atlanta Marriott Marquis hotel. It looks like the floors go on and on.

- **Featured Source C** is an image from *Loki* (2021) at the Time Variance Authority. Image from Marvel Studios, but sourced from the website, Polygon (https://www.polygon.com/tv/22529833/loki-sci-fi-references-time-variance-authority-brutalism).

- **Featured Source D** is an image of the Marriott Marquis hotel in Atlanta, Georgia. Image from Marvel Studios, but sourced from the website, Comicbook (https://comicbook.com/marvel/news/loki-tva-look-familiar-real-world-location-atlanta-hotel/).
Scene Scenario: You need a place that has a building large enough to have offices, warehouse space, etc. You need the place to seem like it is in a secluded area that is away from the public. There should be elements that denote privacy (e.g., plenty of green space and water features around the building).

Featured Sources E and F - In *Avengers: Age of Ultron* (2015), the Avengers compound was introduced because Avengers Tower was sold and subsequently destroyed in the previous movie. The director needed a place that looked like a private compound. Thus, the location manager and director decided to use the Porsche Experience Center in Atlanta, Georgia.

- **Featured Source E** is an image of the Avengers compound, which was first featured in *Avengers: Age of Ultron* (2015). Image from Marvel Studios, but sourced from the website, Disney Wiki (https://disney.fandom.com/wiki/New_Avengers_Facility).
• **Featured Source F** is an image of the Porsche Experience Center in Atlanta, Georgia. (https://www.porschedriving.com/atlanta/on-the-track).
Lastly, students will be asked a number of scene scenarios that correspond with geographic features from across the state of Georgia. They will have to assume the role of location manager to justify why they chose particular locations for that specific scenes.

**Written Scene Scenarios:**

- You need a place with a beach for a scene. The environment for the scene’s setting needs to seem like a secluded island away from the mainland.
  - Potential Student Response: “The Coastal Plain region of Georgia has many beaches and barrier islands.”
- You need a place with mountains for a scene. Characters will be hiking into the mountains to reach a hidden temple.
  - Potential Student Response: “The Blue Ridge region of Georgia has several mountains where this scene could take place.”
- You need a place with a valley for a scene. One of the main characters will be jumping off a mountain and soaring to the valley floor. On the valley floor, a battle will be taking place.
  - Potential Student Response: “The Ridge and Valley region of Georgia has valleys that would work for this scene.”

The teacher can design further scene scenarios with or without accompanying sources, as time allows.
Summative Performance Task

At this point in the inquiry, students have examined the entertainment industry (i.e., film, music, and digital content) in the state of Georgia. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will answer the compelling question, “In what ways does the entertainment industry impact Georgia?” They will construct an argument (i.e., through the development of a brochure) that showcases the entertainment industry’s impact on Georgia using specific claims and relevant evidence from sources while acknowledging competing views.

Students’ arguments will likely vary, but could include any of the following:

- **In the state of Georgia, the entertainment industry (i.e., film, music, and digital content) impacts diverse communities (e.g., region, city/town, and individuals) in a number of ways.**
- **Economic and geographic impacts can be seen as a result of the growing entertainment industry (i.e., film, music, and digital content) in Georgia communities.**
- **Location (i.e., geography) impacts the work of entertainment industry workers (i.e., human laborers) in Georgia. Furthermore, entertainment industry workers (i.e., human laborers) directly support the entertainment industry through their jobs (i.e., occupations) - acting as producers and consumers (i.e., economics).**

To support students in their writing, the teacher could provide students with a graphic organizer.

<table>
<thead>
<tr>
<th>Source</th>
<th>Evidence (related to the impact of the entertainment industry on Georgia)</th>
<th>Claim</th>
<th>Details (acknowledging competing viewpoints)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert Source</td>
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</tbody>
</table>

To extend their arguments (i.e., an alternative assessment for the summative performance task - argument), students will answer the compelling question (In what ways does the entertainment industry impact Georgia?)
industry impact Georgia?) using a Google Jamboard to create an interactive slideshow that showcases the entertainment industry’s impact on Georgia using specific claims and relevant evidence from sources while acknowledging competing views.

Students will have the opportunity to Take Informed Action by understanding, assessing, and acting on a real world situation in their community (i.e., state as well as region, city/town, or individual that they know).

**Understand** - Students will understand that states, regions, cities/towns, and individuals benefit economically from having movies/television shows, music videos, digital content, etc. filmed in their environment.

**Assess** - Students will assess the amount of money that the state of Georgia made in the last fiscal year through online research. Additionally, students will research how their specific Georgia community (e.g., region, city/town, or an individual that they know) has been impacted by the entertainment industry (i.e., economically, geographically, socioculturally, etc.).

- **State** - For example, if looking at the 2021 fiscal year, Georgia made $4 billion off of the entertainment industry. CNBC reporter, Sarah Whitten, cited that “During that time, 366 productions filmed in the state, including 21 feature films, 45 independent films, 222 television and episodic productions, 57 commercials, and 21 music videos.”
  - Citation:  
Specific Georgia Community - To support students with this localized research, the teacher could pose the following guiding questions:

- Have any movies/television shows, music videos, digital content, etc. been filmed in our community?
  - If none have occurred in their city/town, the teacher can expand on a regional basis: Appalachian Plateau, Valley and Ridge, Blue Ridge, Piedmont, and/or Coastal Plain.
- What is it like to live in an area where a movie/television show, music video, digital content, etc. is being filmed?
  - Here, teachers should make sure that students are researching and reporting on day-to-day impacts that include, but are not limited to economics, geography, sociocultural activities, etc.
  - For example,
    - Economics - If a television show has closed down a grocery store in your city to film a particular scene and that grocery store has the most affordable prices in the area, how does that impact the public’s regular grocery store experience? Where do people have to travel to purchase groceries when this particular store closes? How much additional money are people paying to purchase groceries elsewhere?
    - Geography - If a movie has closed down a street in your town to film a particular scene and that street is the one you use every day to drive to school, how does that impact your regular traveling experience in your town?
    - Sociocultural Activities - If a music video is filming in your local park, how does that impact regular events that occur in your park (e.g., practices related to sports, reunions/birthdays/etc. held under recreational shelters, etc.)?

Act - Students will act through reporting to a local newspaper how their specific Georgia community (e.g., region, city/town, or an individual that they know) has been and potentially, could be impacted by the entertainment industry. They will write a letter to the newspaper editor.

- In particular, if they are noticing more negative impacts than positive impacts in their community, they could focus their letters on ideas to better manage productions that are already taking place in their area.
- In particular, if they are noticing mostly positive impacts in their community, they could focus their letters on ideas to attract more productions to be filmed in their area.
If time allows, students could return to their brochure (i.e., Summative Performance Task - Argument) and/or Google Jamboard (i.e., Summative Performance Task - Extension) to revise with information learned about their Georgia region, city/town, and/or individual that they know from their Taking Informed Action work.