

Hometown Teams: How Sports Shape America

LESSON PLAN 1: Debates and Controversies



Palatka vs. Menendez football game, FL. Photo by Lindsay Wiles Gramana.

This is one of six lesson plans derived from **Hometown Teams: How Sports Shape America**, a traveling exhibition organized by the Smithsonian Institution's [Museum on Main Street](#) program and brought to you by your state humanities council. The materials and activities were compiled to help students observe, encounter, participate, and learn about the importance of and impact of sports in American communities.

The lesson plans that accompany **Hometown Teams** will help you create meaningful and fun experiences for your students, based on current common core standards for grades 6-10. All the lessons can be adapted for younger or older audiences, so evaluate each lesson before selecting activities for your students.

Help us gauge the effectiveness of the educational activities for **Hometown Teams: How Sports Shape America**. Please take this [short survey](#), and let us know how you used these materials. Your input is much appreciated.

Sincerely, The Museum on Main Street Team



Hometown Teams is a Museum on Main Street exhibition organized by the Smithsonian Institution Traveling Exhibition Service. Funded by the U.S. Congress. Education materials generously supported by the Smithsonian Women's Committee.

LESSON PLAN 1: Debates and Controversies

LESSON OVERVIEW

TOPIC: Controversial issues in sports

CORE QUESTION: What are the controversial issues surrounding your favorite sport or team, and what can be done to make progress?

MISSION: Propose a solution to a controversial issue that exists in your sport or team.

OBJECTIVES: Through various proposed activities, students may:

- Analyze primary sources and employ research strategies to obtain primary data from targeted collections of sources
- Pose historical and design questions after analyzing and reflecting on primary sources
- Express original arguments in written and spoken form
- Use subject-specific vocabulary in constructing an argument

MISSION

Propose a solution to a controversial issue that exists in your sport or team.

Women's rowing team from Bates College, ME, May 2012. Steve Johnson / MAAC.



COMMON CORE STANDARDS GRADES 6–8

SCIENCE

CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).



Baseball star Satchel Paige, Library of Congress, LOOK Magazine Collection.

HISTORY

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.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

ENGLISH/LANGUAGE ARTS

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

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.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

COMMON CORE STANDARDS GRADES 9–10

SCIENCE

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

HISTORY

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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.



TRY IT!

Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

ENGLISH/LANGUAGE ARTS

CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

HOMETOWN TEAMS Exhibition Field Trip: Suggested Activities

*You might consider doing one or both of these activities when visiting the **Hometown Teams** exhibit.*

FIELD TRIP

Get in the game
by planning a visit
with your students
to the **Hometown
Teams** exhibit.

1. Divide students into small groups of 2–3, and have each group view one stereoscope image of a sports stadium/arena in the “Fields of Glory” section of the exhibit. Ask each group to imagine themselves as fans at the time the stadium/arena was opened, and write down some ideas of how the sport would have looked different to a fan then vs. now.
2. Divide students into small groups of 2–3, and ask them to explore the **Hometown Teams** exhibit. Assign each group a sport, and ask them to find evidence in the exhibit (images, objects, text) of controversial issues of any nature (race, gender, safety, health, etc.). Ask each group to share the different controversial issues that can be observed in the exhibit.

Discuss the following questions with the group:

- What could make your favorite sport or team even better?
- Are there health and safety debates that dominate discussions?
- Are there issues regarding who can play the sport?
- Are there issues about compensation of players, or evaluation of players?
- Are there debates about the appropriateness of your favorite team’s name or mascot?
- Are there any environmental issues that come as a result of the sport?

EXPLORE!

Find resources both in local communities and online.

RESOURCES TO EXPLORE

IN THE COMMUNITY

- Hometown Teams exhibit
- Local museum or historical society
- School library or hall of fame
- Local parks/sports fields
- Sports equipment stores
- Local urban planning/parks departments
- Local or school health office/department



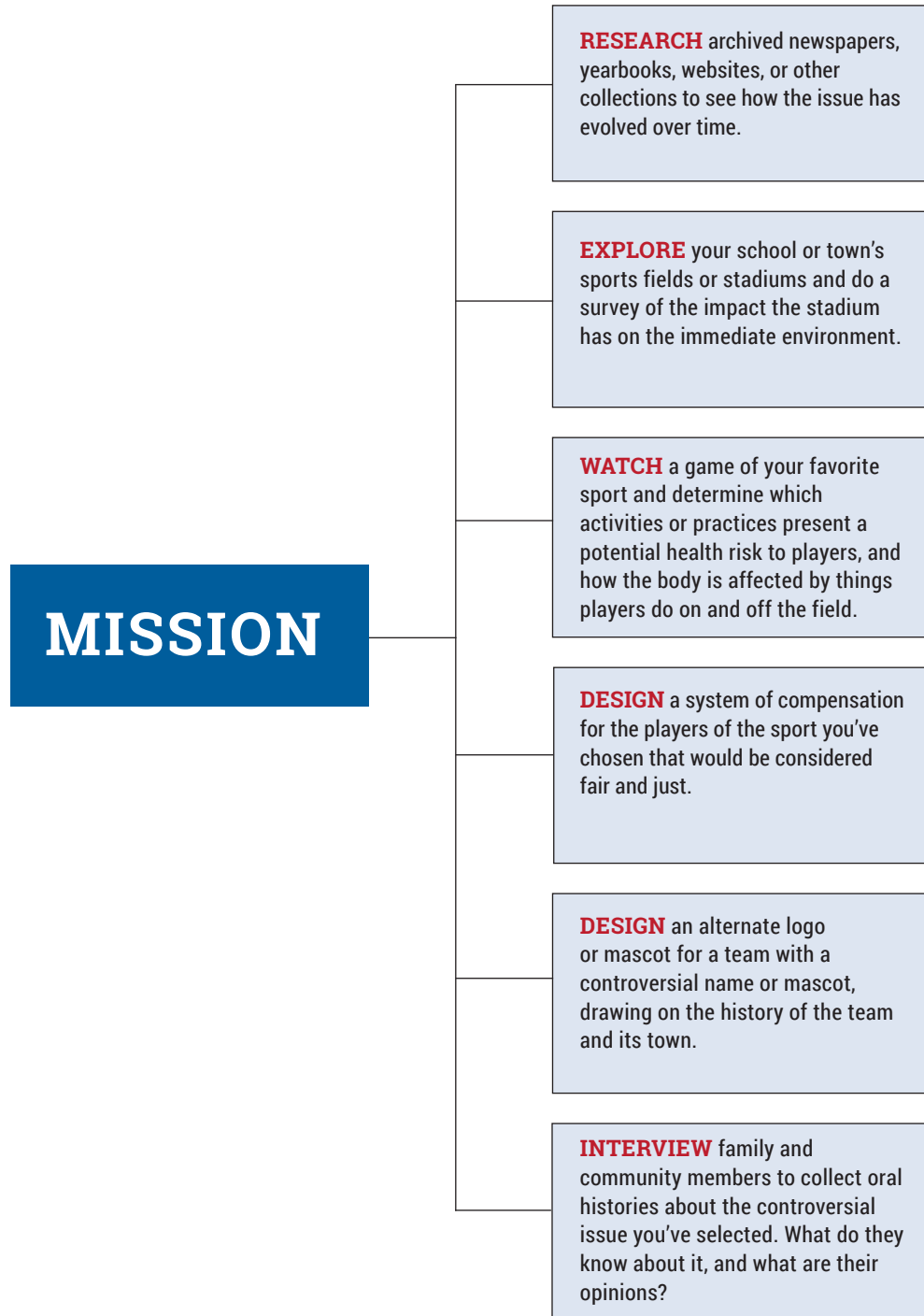
Players from Ohio's Wellington and Independence High Schools, 2011. Anna Norris / *Morning Journal*, Lorain, OH.

ONLINE

- Women's Sports Foundation: <http://www.womenssportsfoundation.org/>
- Performance-Enhancing Drugs Facts: <http://www.mayoclinic.com/health/performance-enhancing-drugs/HQ01105>
- Timeline of Controversial Team Names: <http://www.motherjones.com/politics/2013/10/timeline-history-offensive-sports-mascots-redskins-snyder>
- Stadium and Arena Sustainability: <http://www.athleticbusiness.com/articles/article.aspx?articleid=3551&zoneid=1>
- National Sports Safety Organization: <http://www.nssousa.org/index.php>

ACTIVITIES FOR STUDENTS

You might choose to include all or some of the activities below in lessons for the project.



GUIDING QUESTIONS FOR STUDENTS

- What will be the future impact on people or environments if things go unchanged with your sport or team?
- What resources or regulations would be needed to address the issue at hand?
- Which organizations or people have the power to make change on the issue?
- Is there popular knowledge of the issue? Does awareness need to be raised?
- How can technology play a role in addressing the issue?



Paralympic Games champion Tatyana McFadden. Photo courtesy of Tatyana McFadden.

FINAL STEPS FOR STUDENTS: Choose a format (paper, website, infographic, video recording/documentary, performance) appropriate to discuss your proposed solution to the issue, and create talking points so that you can present your ideas to others.

SKILLS RUBRIC

Student demonstrated ability to collect and examine information about the community:

BEGINNING: Student returns from site visit with minimal evidence

DEVELOPING: Student returns from site visit with variety of evidence, but much of it is not project-specific

ACCOMPLISHED: Student returns from site visit with variety of evidence, and some of it is project-specific

EXEMPLARY: Student returns from site visit with thorough, project-specific evidence

Student demonstrated ability to analyze primary sources and employ research strategies to obtain primary data from targeted collections of sources:

BEGINNING: Student relies on one website to conduct research

DEVELOPING: Student relies on one website and one other source medium (book, newspaper, interview)

ACCOMPLISHED: Student uses a variety of media to conduct research, including more than one of each: website, book, news article, interview

EXEMPLARY: Student uses a variety of media to conduct research, including more than one of each: website, book, news article, interview, museum/historic society archives and/or objects

Student demonstrated ability to reflect on and revise work for project:

BEGINNING: Student's work shows no evidence of incorporating feedback/comments

DEVELOPING: Student completes several revisions of work, showing evidence of incorporating feedback/comments, but changes made unwillingly

ACCOMPLISHED: Student shows desire to make changes and completes several revisions of work, showing evidence of feedback/comments, but changes made with significant facilitation

EXEMPLARY: Student is entirely self-directed, and completes several revisions of work, showing evidence of incorporating feedback/comments

SKILLS RUBRIC (continued)

Student demonstrated subject-specific vocabulary as relevant to the project

BEGINNING: Student rarely uses vocabulary beyond initial discussions

DEVELOPING: Student uses at least one relevant vocabulary term each session

ACCOMPLISHED: Student uses at least two relevant vocabulary terms each session

EXEMPLARY: Student uses at least three relevant vocabulary terms each session

Student demonstrated initiative in activities of project:

BEGINNING: Student is off-task completely

DEVELOPING: Student is directed by teacher to revise work

ACCOMPLISHED: Student seeks facilitation from teacher and is then self-directed

EXEMPLARY: Student is self-directed

FYI!

Five additional lessons can be found on the Museum on Main Street website in both .pdf and .ePub formats.

A total of six **Hometown Teams** lesson plans are available free of charge as both .pdf files and a downloadable .ePub for mobile devices at the [Museum on Main Street](#) website.

Don't forget to take a few moments to help us improve our educational materials by taking a [quick survey](#). Thanks in advance.