

Hometown Teams: How Sports Shape America

LESSON PLAN 2: Fields of Glory



"Hometown Glory" by Brenda Read Photography.

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 2:

Fields of Glory

LESSON OVERVIEW

TOPIC: Sports/Facilities

CORE QUESTION: What is involved in the design of a sports facility or field?

MISSION: Propose a design for a new addition or improvement to a local sports facility, and present your ideas to relevant groups.

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
- Apply principles of math to real-world scenarios

MISSION

Propose a design for a new addition or improvement to a local sports facility, and present your ideas to relevant groups.

COMMON CORE STANDARDS GRADES 6–8

MATH

CCSS.Math.Content.7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

CCSS.Math.Content.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.



Newkirk High School football players, OK, 2012. Photo by Tiffany Ruhl for Museum on Main Street.

ENGLISH/LANGUAGE ARTS

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.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.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SCIENCE

CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

CCSS.ELA-Literacy.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

COMMON CORE STANDARDS GRADES 9–10

TRY IT!

Apply geometric methods to solve design problems.

MATH

CCSS.Math.Content.HSG-MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

ENGLISH/LANGUAGE ARTS

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.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.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SCIENCE

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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 assign each group to look at one of the stereoscope images in the “Fields of Glory” section of the exhibit. Ask each group to observe the image closely and develop a list of pros and cons of the facility’s design, thinking about perspectives of players, fans, coaches, referees. Ask each group to share their thoughts.
2. Ask students to briefly explore the **Hometown Teams** exhibit, then do a short activity (10–15 minutes) where each student designs a dream stadium/field for his/her favorite sport using paper and pen. Ask students to share and discuss what qualities of their designs made them ideal, and how their design would make the experience of the sport better for all involved.

Discuss the following questions with the group:

- What are some of the sports facilities in this town?
- Do you think there are any problems in the design of those facilities for players?
- Do you think there are any problems in the design of those facilities for fans?
- Are there any sports stadiums/ arenas around the world that you think are great examples of design?



Coach Dorothy Franco-Reed encourages a player during a volleyball match. Photo by Tom Reed.

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

EXPLORE!

Find resources
both in local
communities and
online.

ONLINE

Listing of stadiums around the world: http://www.worldstadiums.com/north_america/countries/united_states.shtml

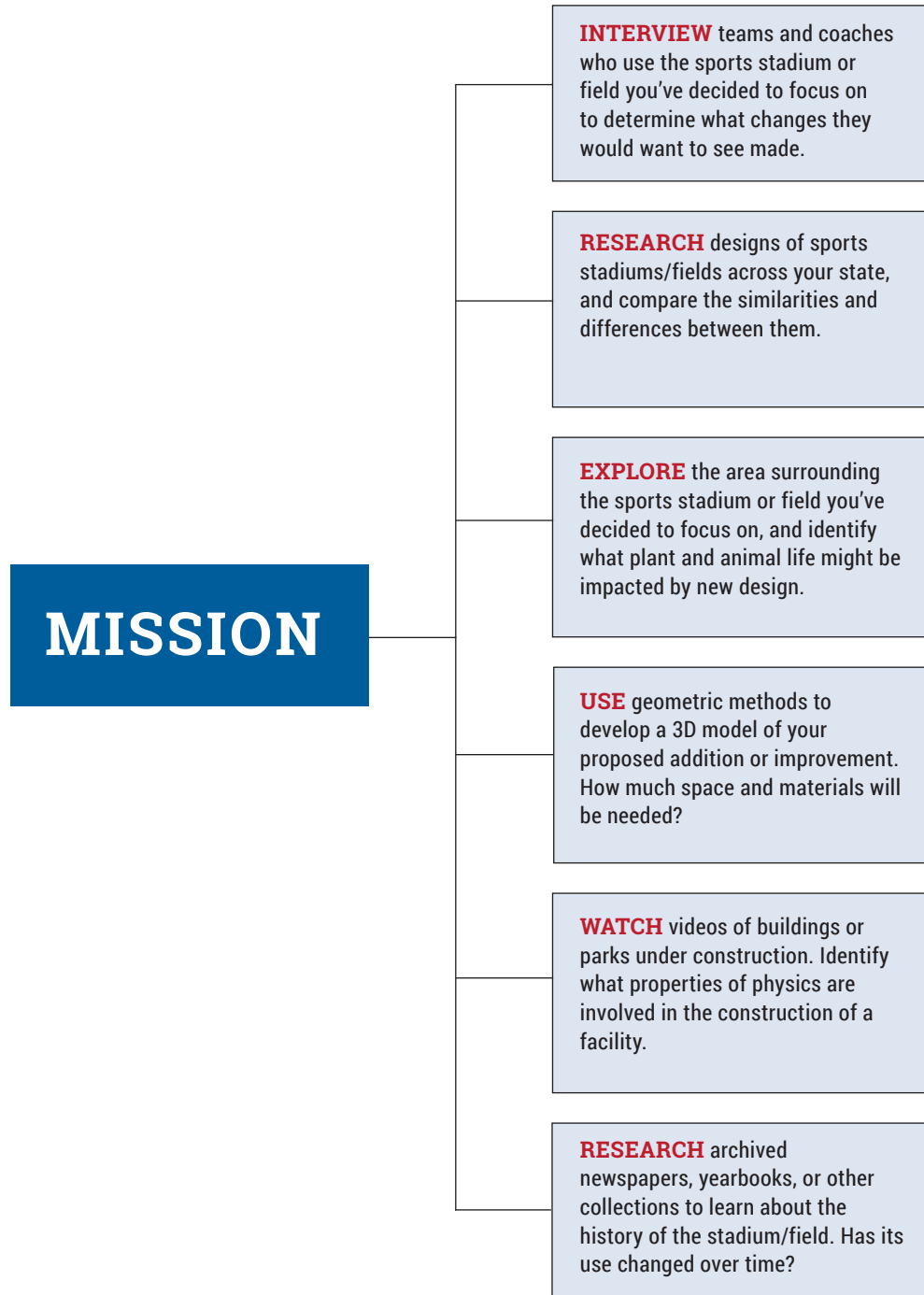
Stadium design flaws: http://www.realclearsports.com/lists/stadium_design_flaws/

Roomle, free 3D-visualization and design software: <http://www.roomle.com/>

Athletic Facility Design magazine: <http://www.athleticfacilitydesign.com/v3i7/9.htm>

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 would improve the quality of sports played in this sports facility?
- What kinds of movements take place in this facility—on the part of both players and fans?
- What kind of materials would have to be involved in your proposed design?
- What impact would your proposed addition or improvement have on the surrounding environment?
- How much would the project cost?



Durham Athletic Park, NC. Durham Bulls Baseball Club.

FINAL STEPS FOR STUDENTS: Choose a format (paper, website, infographic, video recording/documentary, performance) appropriate to present your new sports facility, 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.