

# Hometown Teams: How Sports Shape America

## LESSON PLAN 3: Tastes of the Game



2012 Rose Bowl pep rally, University of Oregon / Jack Liu.

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 3:

## Tastes of the Game

### LESSON OVERVIEW

**TOPIC:** Food culture

**CORE QUESTION:** What is the food culture surrounding your favorite sport or team?

**MISSION:** Design a new food item to be part of the experience of a favorite sport or team, and propose it to the appropriate groups to obtain the resources needed to produce it.

**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

Design a new food item to be part of the experience of a favorite sport or team.

## COMMON CORE STANDARDS GRADES 6–8

### ENGLISH/LANGUAGE ARTS

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.

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.

### HISTORY

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.

### SCIENCE

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).

### MATH

CCSS.Math.Content.7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.

CCSS.Math.Content.7.EE.B.3 Solve multi-step, real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.



The Primanti Brothers sandwich is a Pittsburgh, PA, favorite. Dominique King ([www.midwestquest.com](http://www.midwestquest.com)).

## COMMON CORE STANDARDS GRADES 9–10

### SCIENCE

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.

### MATH

CCSS.Math.Content.HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems.

### ENGLISH/LANGUAGE ARTS

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.9-10.7 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.

## TRY IT!

Write informative/  
explanatory texts  
to examine and convey  
complex ideas, concepts,  
and information clearly  
and accurately.

## 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 one of the nontraditional sports included in the “Name That Sport” section of the exhibit (slamball, footvolley, quidditch, pickleball, underwater hockey, bike polo). Give each group 10 minutes to come up with a creative food item that draws on the sport’s history and spirit to become part of the experience of the game. Ask each group to share what they came up with, and what influenced their design.
2. Divide students into small groups of 2–3, and ask them to explore the **Hometown Teams** exhibit, including the “Tastes of the Game” section. Ask each group to find as many different food items represented in the exhibit (through objects, images, or text), and ask them to pick one of the food items they found and think about the history of that food item. Was it always part of the sport? Would you consider it a vital part of the experience of that sport? Does it have origins in the places where that sport was traditionally played?

#### Discuss the following questions with the group:

- What are some of your favorite teams/sports?
- What traditions are associated with your favorite sport or team?
- What kind of food items are associated with your favorite sport or team, and is there anything you could introduce to make the fan experience even better?
- Do you think sports foods should have some kind of tie to the location of the team? (e.g. lobster rolls in New England, crabcakes in Baltimore)



## RESOURCES TO EXPLORE

### IN THE COMMUNITY

- Hometown Teams exhibit
- Local museum or historical society
- School library or hall of fame
- Local parks/sports fields
- Local restaurants
- Local grocery stores

### ONLINE

Food Network tailgating recipes: <http://www.foodnetwork.com/tailgating/package/index.html>

Superbowl recipes: <http://homecooking.about.com/od/superbowlrecipes/>

America's best stadium food: <http://www.travelandleisure.com/articles/americas-best-stadium-food>

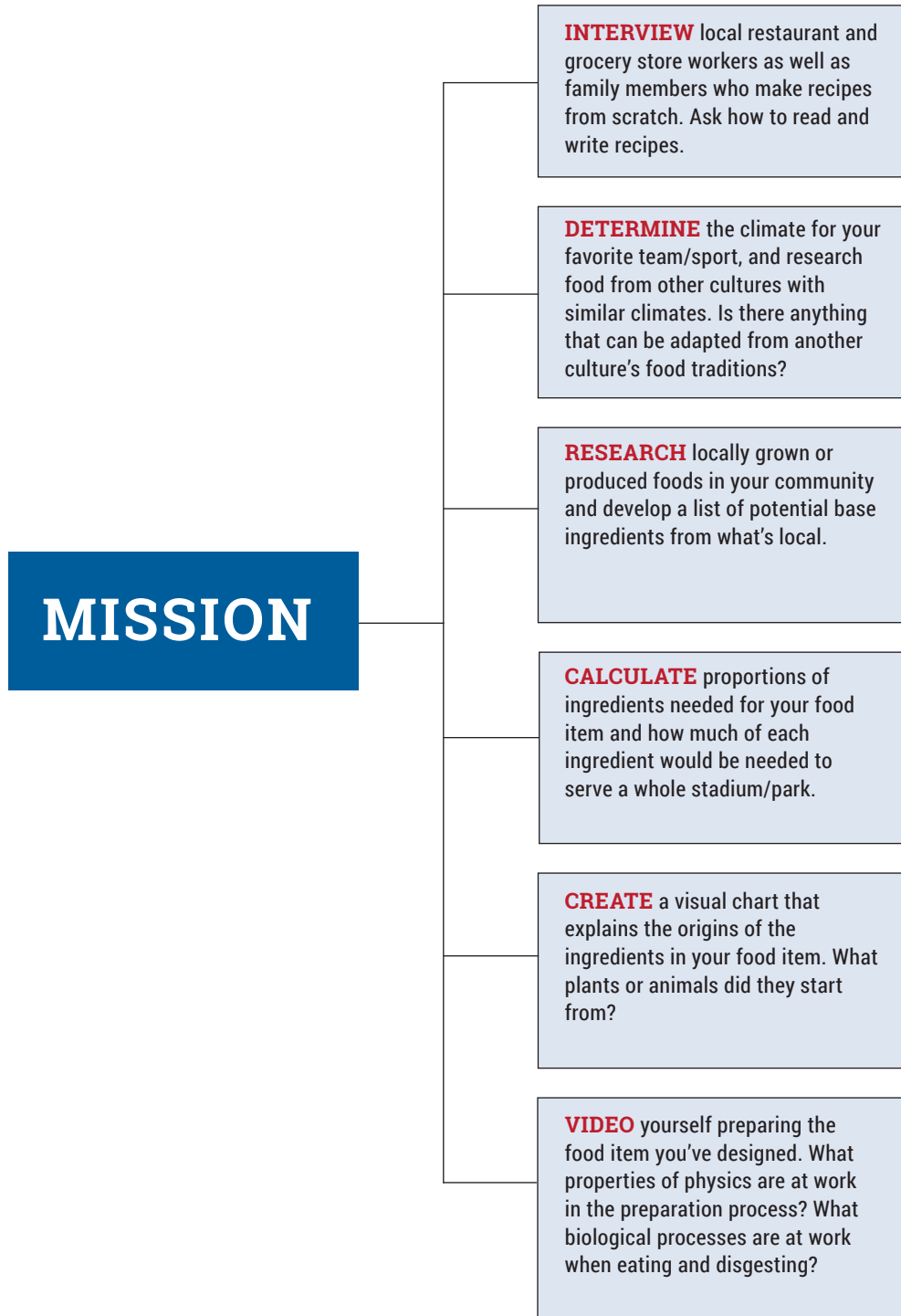
ESPN report on stadium food violations: <http://sports.espn.go.com/espn/eticket/story?page=100725/stadiumconcessions>

Pawtucket Red Sox Baseball Club, RI.



## 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 types of foods make sense for the season and climate in which the sport is played?
- What ingredients would be needed, and where would they come from?
- What is the capacity of the stadium/park where your favorite team plays? If your item was sold there, how much of each ingredient would you need to serve the whole stadium/park?
- How would your new food item need to be priced to generate a profit?



Nachos became a popular game-day snack during the 1970s. Margaret Montgomery.

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

### 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.