

Hometown Teams: How Sports Shape America

LESSON PLAN 4: Team America



1966 NCAA basketball champion
Texas Western plays against Kentucky.
UTEP Athletics.

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 4:

Team America

TOPIC: Evolution of sports in a community or region

CORE QUESTION: What is the history of sports in my community, and how has it changed over time?

MISSION

Create a campaign to convince sports commentators that your local team should be considered America's team.

MISSION: Create a campaign to convince sports commentators that your local team should be considered America's team—that it best represents America and sports in America.

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 questions after analyzing and reflecting on primary sources
- Express original arguments in written and spoken form
- Obtain and use new foreign language vocabulary

COMMON CORE STANDARDS GRADES 6–8

HISTORY

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

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.

TRY IT!

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

ENGLISH/LANGUAGE ARTS

CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

COMMON CORE STANDARDS GRADES 9–10

HISTORY

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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.

ENGLISH/LANGUAGE ARTS

CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



The U.S. Military Academy and the U.S. Naval Academy compete in the annual Army-Navy football game. Danny Wild/USMA

CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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 listen to one of the audio interviews in the “Heart of Our Hometowns” section of the exhibit and/or watch the video interviews in the “Sports Explosion” section of the exhibit. After listening to the interviews, ask each group to write down ideas for what clues or keywords that would make someone choose this team as “America’s team.” Ask each group to share out their ideas.
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) that would convince someone why their assigned sport could be considered iconic of America. Ask each group to share what they found and what arguments they would make.

Discuss the following questions with the group:

- What sports do you play?
- What sports did your parents and grandparents play?
- What sports have been played in our community since its founding?
- Do you think there was a turning point in the sports of your community?

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

ONLINE

US Olympic Committee: <http://www.teamusa.org/>

Breaking Records, Breaking Barriers online exhibition: <http://amhistory.si.edu/sports/>

Library of Congress Sports and Recreation resources: <http://www.loc.gov/topics/content.php?cat=11>

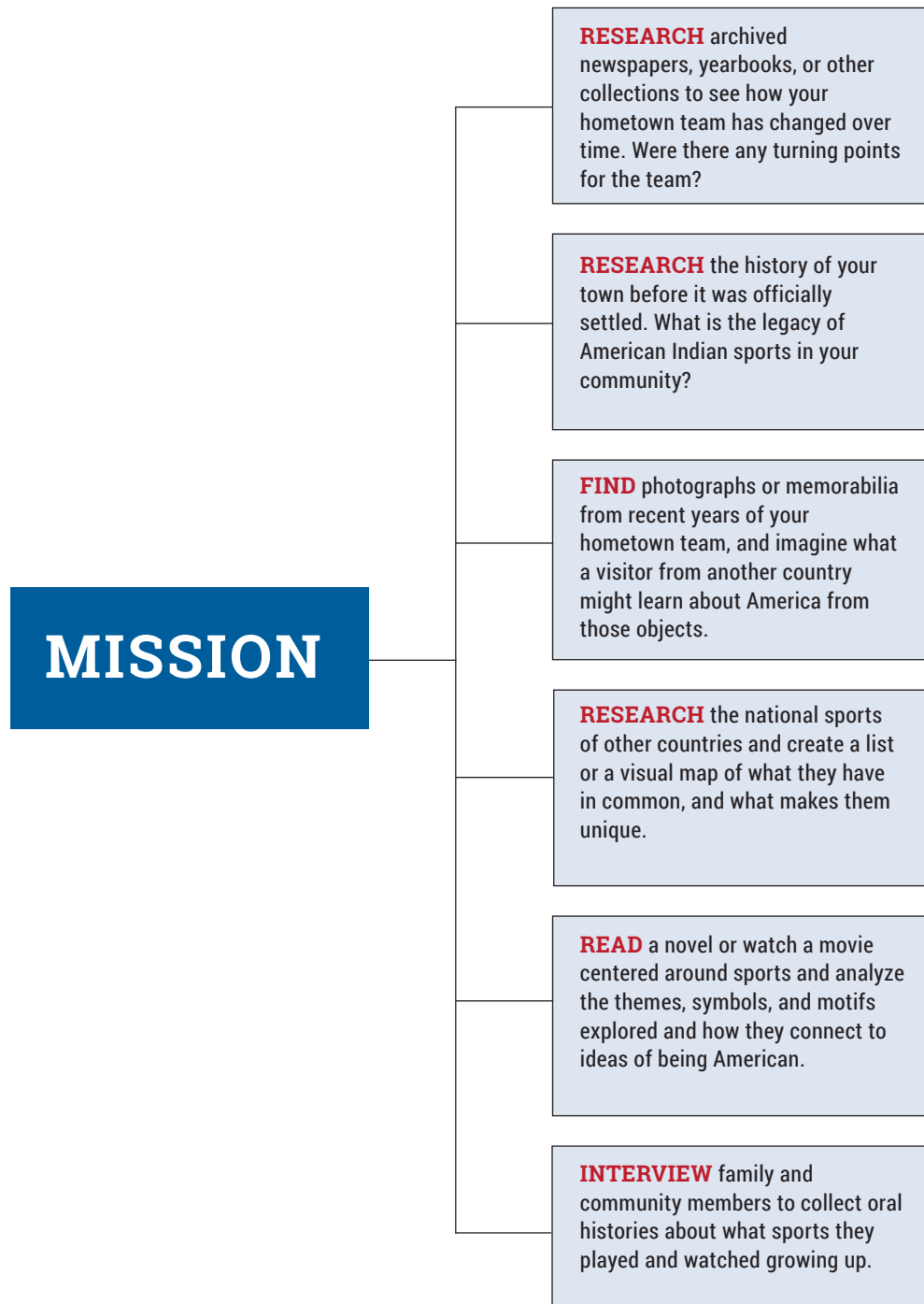
National Alliance for Youth Sports: <http://www.nays.org/>



Summer practice for Woodstock High School ski team, VT, 2012. *Vermont Standard* photo by Charles Kahn.

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 defines a national icon, and what are some examples?
- What traditions or characteristics do you think a sport would need to represent America?
- How does the history of your hometown team reflect the broader history of America?
- How do you think the sport might continue to evolve in the future?



Steven Felschundneff / Claremont Courier.

FINAL STEPS FOR STUDENTS: Choose a format (paper, website, infographic, video recording/documentary) appropriate to convince sports commentators of your argument, 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.