

Hometown Teams: How Sports Shape America

LESSON PLAN 5: Traditions and Rituals



The Milan High School basketball team in 1954, inspiration for the film "Hoosiers." Milan 1954 Museum.

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 5: Traditions and Rituals

LESSON OVERVIEW

TOPIC: Team/sport traditions

CORE QUESTION: What are the traditions that surround a sport or sports team, and how do they develop?

MISSION: Develop a new tradition to be integrated into your favorite sports team, and create a campaign to convince your school/community that it should become part of the experience of that team.

OBJECTIVES: Through various proposed activities, students may:

- Analyze primary sources and employ research strategies to obtain 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

MISSION

Develop a new tradition to be integrated into your favorite sports team, and create a campaign to convince your school/community that it should become part of the experience of that team.

COMMON CORE STANDARDS GRADES 6–8

ENGLISH/LANGUAGE ARTS

CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Kearney Catholic plays at Loup City, NE. Harold Houser

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

HISTORY

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

CCSS.ELA-Literacy.RH.6-8.2 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.

COMMON CORE STANDARDS GRADES 9–10

ENGLISH/LANGUAGE ARTS

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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.

TRY IT!

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).

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. Have students sit on the bleachers in the exhibit, and ask volunteers to read the sports traditions explored on the cushions (cushions give more information when flipped). Ask each volunteer to share with the class what tradition their cushion discussed, and if they've ever personally experienced that tradition.
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 as many different traditions associated with that sport as they can. Ask each group to share the traditions they found represented in the exhibit, and discuss whether there are similarities across the different sports that were assigned.

Discuss the following questions with the group:

- What traditions do the fans of our school/hometown team have?
- What traditions do the players of our school/hometown team have?
- Are there rituals, music, or other things that mark that team?
- What are your favorite sports/sports teams, and how do the traditions of that team compare with traditions of other sports?
- How do traditions of your favorite sports/sports team compare with the traditions of the popular sport of another culture or country?

RESOURCES TO EXPLORE

IN THE COMMUNITY

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

ONLINE

College Sports Traditions website: <http://www.collegesportstraditions.com/cst/index.php>

Tailgating website: <http://www.tailgating.com/>

Bleacher Report: Best Sports Traditions: <http://bleacherreport.com/articles/430099-the-best-traditions-in-all-of-sports>

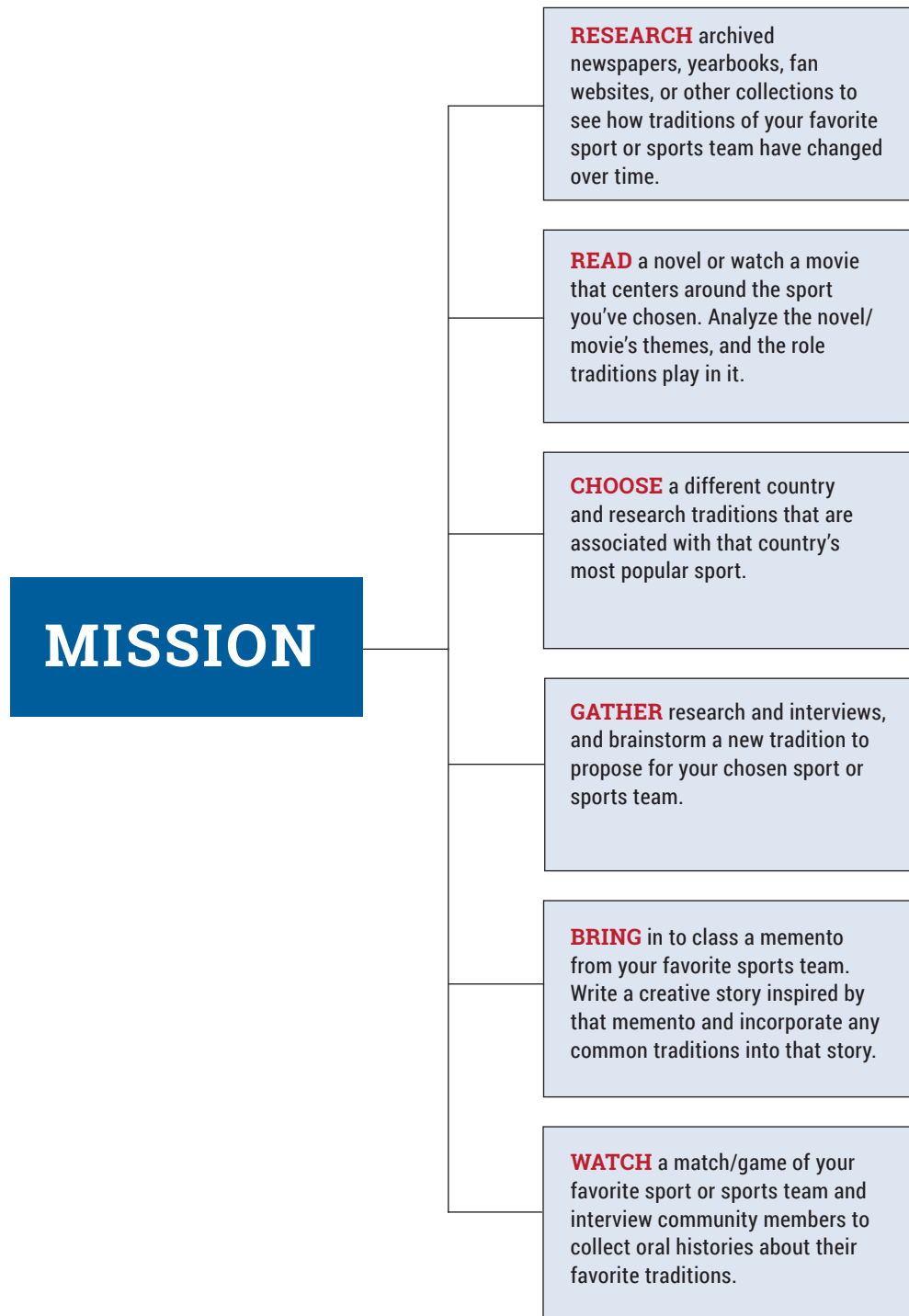
Bleacher Report: Sports Rituals: <http://bleacherreport.com/articles/521720-the-25-strangest-rituals-in-sports>

Yukon High School vs. Edmond Santa Fe High School, OK. Photo by Bryan Terry, © 2011, *The Oklahoman*.



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 purpose would the new tradition serve?
- How would it fill a gap in the traditions that already exist?
- How would the new tradition bring the community together?
- Is there a role that technology can play in new traditions?



Neighborhood hockey, MN, 1948.
Minnesota Historical Society: Al Heitman

FINAL STEPS FOR STUDENTS: Choose a format (paper, website, infographic, video recording/documentary, performance) appropriate to convince your school or the sports community about your proposed new tradition, 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.