

Hometown Teams: How Sports Shape America

LESSON PLAN 6: Wide World of Sports



brianbielmann.com

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 6:

Wide World of Sports

LESSON OVERVIEW

TOPIC: Sport/game design and origins

CORE QUESTION: What is a sport, what are the different aspects that make up a sport?

MISSION: Design a brand new sport that represents your community, and present to relevant groups to see if you can get the resources you need to make it real.

OBJECTIVES: Through various proposed activities, students may:

- Analyze primary sources and employ research strategies to obtain primary data from targeted collections of sources
- Create an original argument using primary sources
- Pose historical and design questions after analyzing and reflecting on primary sources
- Apply mathematical and geometric principles to create original design

MISSION

Design a brand new sport that represents your community.



The Lonestar Rollergirls. Photo by Earl McGehee for Texas Roller Derby.

COMMON CORE STANDARDS GRADES 6–8

MATH

CCSS.Math.Content.7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

CCSS.Math.Content.7.RP.A.2 Recognize and represent proportional relationships between quantities.

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

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.

TRY IT!

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.

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).

ENGLISH/LANGUAGE ARTS

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

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.

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.

COMMON CORE STANDARDS GRADES 9–10

TRY IT!

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

SCIENCE

CCSS.ELA-Literacy.RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

MATH

CCSS.Math.Content.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

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.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.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.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.

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.

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.

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 ask them to explore the **Hometown Teams** exhibit to find one image that they would include in a dictionary to help define the word sport. Ask groups to share the images they chose, and explain why.
2. Divide students into small groups of 2–3, and ask them to explore the exhibit to compare two different sports that are represented (basketball, football, baseball, swimming, golf, lacrosse, skateboarding, rodeo, street hockey, water polo, surfing, kayaking, track and field, volleyball, tennis, gymnastics, wrestling, karate, boxing, skiing, figure skating, hockey, soccer, climbing, horse racing). Ask each group to create a list of what the two sports chosen/assigned have in common. Ask groups to share the lists they develop.

Discuss the following questions with the group:

- How would you define a sport?
- Are there any sports or games that people disagree on whether it can be defined as a sport?
- What sports are played in our community?
- What or who are the icons or hallmarks of your town/community?

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
- Local urban planning office/parks department
- Clothing store/tailor

ONLINE

Olympics website: <http://www.olympic.org/sports>

NCAA website: <http://www.ncaa.org/>



Wakeboarder Trevor Maur. Thomas Gustafson, www.thomasgustafson.com.

International Quidditch Association: <http://www.iquaquidditch.com/>

Sepak Takraw official website: <http://www.sepaktakraw.org/>

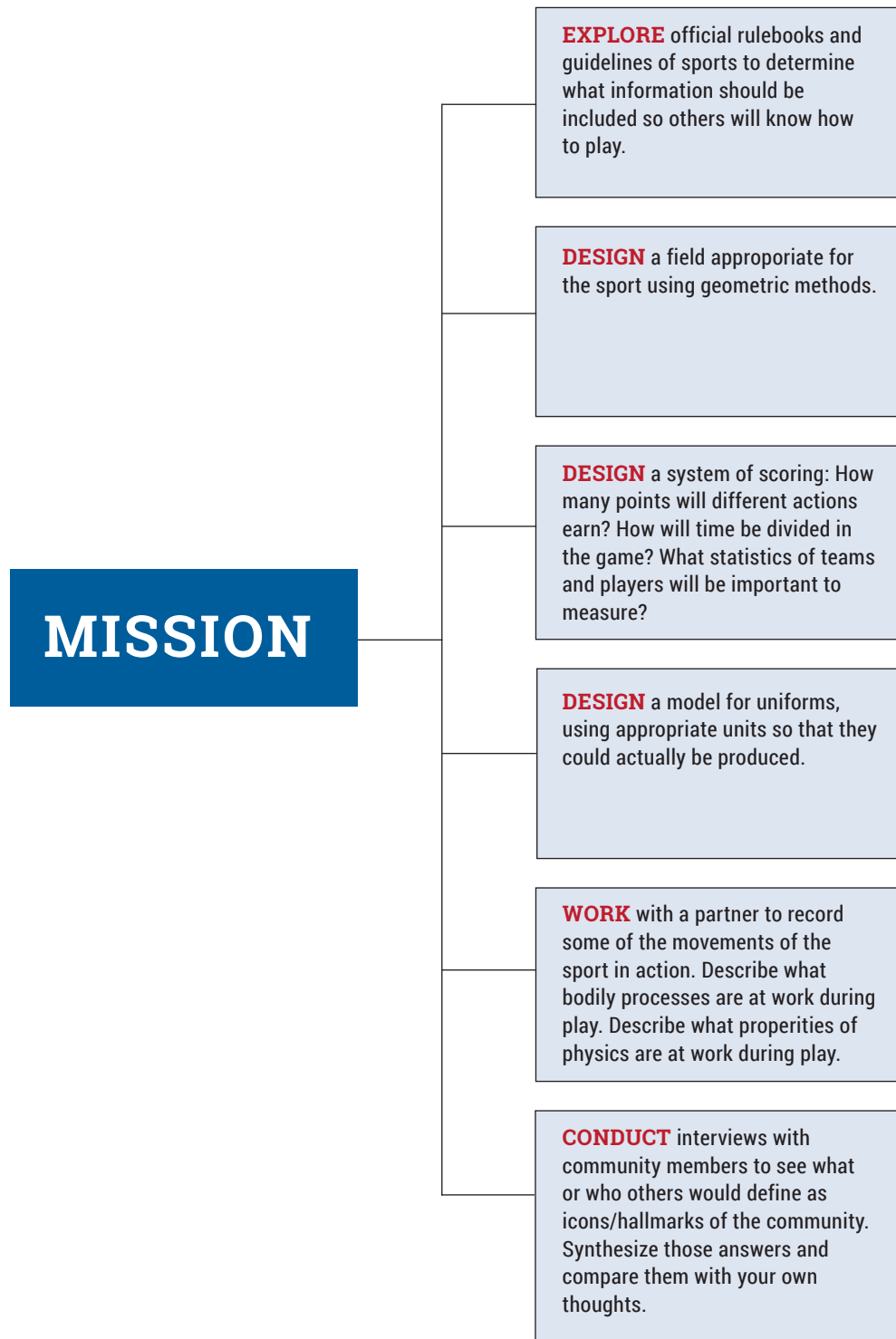
Slamball official website: <http://www.slamball.net/>

Ultimateball official website: <http://www.ultimateball.co.uk/>

Chessboxing: <http://espn.go.com/espn/eticket/story?page=chessboxing>

ACTIVITIES FOR STUDENTS

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



GUIDING QUESTIONS FOR STUDENTS

- Would it be a team sport or an individual sport?
- In what ways would it represent your town/ community?
- What would be the rules and objectives of the sport?
- What skills would be needed, and what systems of the body would be at work while it's played?
- What properties of physics would be at work while it's played?
- In what type of location or field would it be played?
- How would it be scored?
- What would the design of the uniforms be like?



Youth rugby player, Seattle, WA, 2010.
© 2012 Steven Seiller / Summit Lights
Photography.

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