

History of Sports: Diversity Changes the Game

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective.*
- *Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.*
- *Students will demonstrate the ability to analyze reciprocal relationships among individuals, groups, and society in order to explain impact on social structures.*
- *Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.*
- *Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*

Content Standards:

- Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- Eco.5.9-12. Describe the consequences of competition in specific markets
- Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- Soc.11.9-12. Analyze how social structures and cultures change.
- Soc.14. 9-12. Explain how in-group and group membership influences the life chances of individual and shapes societal norms and values.

Transfer

Students will be able to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- principles such as equality, freedom, respect for individual rights and deliberation apply to both official institutions and informal interactions among citizens.
- chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.
- economic decision making involves setting goals, identifying the resources available to achieve those goals and weighing the additional benefit of an action against the additional cost.
- social structure and culture work in tandem to shape societies but are not completely rigid.
- major social and historical events can be a force in socializing entire generational groups.

ESSENTIAL QUESTIONS

- Would professional sports be what they are today without the influence of minorities and women?
- Is the current interpretation of Title IX what it was intended?

Acquisition

Students will know...

- that immigration had a significant impact on sports played in the United States.
- that racial minorities and immigrants found opportunities to play sports limited by discrimination.
- the pros and cons of cultural assimilation through sport and how this enabled some immigrants to become "Americans" much faster than others.
- the development and meaning of separate ethnic and racial teams and leagues.
- that the integration of sports was a slow and difficult process.

Students will be skilled at...

- evaluating the effectiveness of decisions and decision making.
- analyzing the impact of societal change over time.
- analyzing the influence of incentives on choices and policy making.
- describing the consequences of competition.
- analyzing cause and effect relationships.
- evaluating the influences of decisions and decision making.
- evaluating the impact of human settlement activities on regional characteristics.
- evaluating the impact of historical context.

- Soc.16. 9-12. Interpret the effects of inequality on groups and individuals.
- His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- His.2.9-12. Analyze change and continuity in historical eras.
- His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
- His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

- the pros and cons of breaking the color barrier in baseball.
- the history of the black quarterback and lingering racism within integrated sport.
- how and why some have transcended the stigma of race while other minority superstars have not been accepted by the media and consumers.
- that collegiate sports have offered racial minorities many new opportunities, but they come with a terrifically high price.
- that women writers in the late nineteenth century were some of the earliest examples of feminism.
- that women spectators were as significant to breaking gender stereotypes as women participating in sports.
- that country clubs played a significant role in promoting women's competitive sports.
- that the first women athletes and coaches were seen as national heroes.
- the role collegiate athletics played in both furthering gender stereotypes and breaking new ground for women.
- the origins and development of women's professional teams and leagues.
- the impact of specific female athletes on gender equity in professional and amateur sport.
- Title IX's original intent, enforcement, and degree of success.
- how and why women are increasingly objectified in sports and how this affects their legitimacy.
- that the problems women's professional sport face today are comparable to those experienced by early men's professional sports.
- of the following key players, places, events, and/or ideas:
 - Negro Leagues, Harlem Globetrotters, the House of David baseball team, Joe Louis, Jesse Owens, Jackie Robinson, Tiger Woods, Michael Jordan, James Harris, Doug Williams, Russell Wilson, Muhammad Ali, Patrick Ewing, LPGA, the All-American Girls' Professional Softball (later Baseball) League, WNBA, NWFA, Billie Jean King, Babe Didrickson Zaharias, Nadia

- analyzing change and continuity over time.
- analyzing influences on historical perspectives.
- analyzing the influences on historical perspectives.
- explaining how present perspectives influence interpretations of history.
- integrating evidence from multiple sources into a reasoned argument.
- analyzing the influence of the primary agents of socialization and why they are influential.
- explaining how in-group and outgroup membership influences the life chances of individuals and shapes societal norms and values.
- interpreting the effects of inequality on groups and individuals.

	Comaneci, Venus and Serena Williams, Brandi Chastain, Rhonda Rousey, Pat Summitt, Danika Patrick <u>vocabulary:</u> discrimination, equality, stereotype, amateur, feminism, croquet, archery	
Content Area Literacy Standards		21st Century Skills
• RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RH.11-12.8: Evaluate an author's premise, claims and evidence by corroborating or challenging them with other information. • WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • WHST. 11-12.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • WHST.11-12.7: 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. • WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection and research.		• <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>use and manage information</i> • <i>analyze media</i> • <i>interact effectively with others</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	