

History of Sports: The Roots of America's Games

ESTABLISHED GOALS:		
<u>Competencies:</u> - 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 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. <u>Content Standards:</u> - 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.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system. - Geo.5.9-12: Evaluate how political and economic decisions throughout time have influenced environmental and cultural characteristics of various places and regions - Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. - His. 1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and places, as well as broader historical context. - 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.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. - His.14.9-12. Analyze multiple and complex causes and effects of events in the past. - His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. - His.16.9-12. Integrate evidence from multiple relevant historical	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - principles such as equality, freedom, respect for individual rights and deliberation apply to both official institutions and informal interactions among citizens. - human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. - Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. - 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 - all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.	ESSENTIAL QUESTIONS - Are the Olympics the root of modern day sports? - Which sport is truly America's past time?
Acquisition		
	<i>Students will know...</i> - the origins of the Olympic games, their purpose and the rules of competition. - that there was an Olympic revival around 1900, with the introduction of the Winter games. - the role of the International Olympic Committee and the resolution (or lack thereof) of disputes in the games over time. - that pre-modern sports were very disorganized and	<i>Students will be skilled at...</i> - analyzing the influence of incentives on choices, systems and policy making. - analyzing the relationships between human and physical systems. - evaluating the influences of decisions and decision making. - analyzing the impact of reciprocal relationships on population distribution.

sources and interpretations into a reasoned argument about the past. His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	often brutal. - the socio-economic and technological factors that arose in the nineteenth century that gave rise to modern sports. - the origins and historical milestones of baseball, basketball (including college basketball), boxing, American football, golf, hockey (including field hockey), and soccer (including its rise to popularity in the U.S.). - the differences between pre-modern and modern sports in America. - of the following key players, places, events, and/or ideas: - Olympia, Abner Doubleday, Alexander Cartwright and the NY Knickerbockers, Cincinnati Red Stocking, Major League Baseball, World Series, Cy Young, Joe DiMaggio, Ted Williams, Jackie Robinson, Mickey Mantle, James Naismith, National Basketball Association, ABL, NCAA, March Madness, Earl Lloyd, Walter Camp, Allegheny Athletic Association, William "Pudge" Heffelfinger, Jim Thorpe, American Professional Football Association, George Stanley Halas, National Football League, Vince Lombardi, Marquess of Queensbury, Muhammad Ali, Jack Johnson, Joe Louis, Rocky Marciano, James G. Creighton, Jack Gibson, Wayne Gretsky, Pele, David Beckham, FIFA World Cup, Mary Queen of Scots, Company of Gentleman Golfers, PGA, Jack Nicklaus <u>vocabulary:</u> pentathlon (running, long jump, shot put, javelin, boxing, pankration and equestrian events), rounders, cricket, rugby, redline, zamboni	- evaluating the impact of historical context. - analyzing change and continuity over time. - analyzing influences on historical perspectives. - explaining how present perspectives influence interpretations of history. - analyzing the relationship between primary and secondary sources. - analyzing cause and effect relationships. - distinguishing between long-term causes and triggering events to develop an argument. - integrating evidence from multiple sources into a reasoned argument. - critiquing varying media for historical accuracy.
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.	<i>use systems thinking</i> <i>make judgments and decisions</i> <i>think creatively</i> <i>communicate clearly</i> <i>collaborate with others</i>	

- RH. 11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- 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.

- *use and manage information*
- *interact effectively with others*

<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			

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