Course Title: History of Sports

Subject: Social Studies

Grade Level: 7

Duration: Semester (3/5 days per week)

Prerequisite: None

Elective or Required: Elective

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description: The course introduces students to the History of sporting events. Students will start in the ancient times with the Greeks and the 1st Olympic Games. Next up are the brutal Roman Gladiatorial games. The journey next travels to the Middle Ages and the Medieval Tournaments. Finally we turn to the modern era where students will learn the history of Football, Baseball, Basketball, and Soccer. Students will not only learn the founders, basic rules, and great athletes but will also examine key issues that exist in the game today such as Performance Enhancing Drugs and Gambling. Finally students will learn about overcoming racism and sexism in sport.
History of Sports

Topic/Unit 1: Foundations Sport

Approximate # Of Weeks: 1 week

Essential Questions:
1. What are the purposes of “Sport”?  
2. What are the definitions of SPORT vs. ACTIVITY?  
3. What are the purpose and function of rules? Why do we have them?  
4. How and why do humans compete?  
5. What are the differences in competition for Men and Women?  
6. Why are there differences in competition for Men and Women?

Upon completion of this unit students will be able to:

- Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reform. 6.2.12.A.3.a
- Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now. 6.2.8.A.3.d
- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 6.2.8.D.3.a
- Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. 6.3.12.A.1

Interdisciplinary Standards (njcccs.org)

- 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. CCSS.ELA-Literacy.RH.11-12.2
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of
a key term over the course of a text CCSS.ELA-Literacy.RH.11-12.4
• Draw evidence from informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.WHST.11-12.9
• Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CCSS.ELA-Literacy.WHST.11-12.10
• Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation. 8.1.12.B.1
• Use research and organizational skills to identify factual information applicable to matters of public policy. 9.4.12.G.(1).1
• Develop and articulate reasoned, persuasive arguments to support public policy options or positions. 9.4.12.G.(1).2

Activities – include 21st Century Technologies:
• Present the students with the unit objectives and the big picture
• Discussion group – Why do people compete?
• Define – Sport vs. Activity
• Debate: Is cheer leading a sport?
• Watch video clip of ESPN National Cheerleading Final
• Use www.polleverywhere.com to determine “Sport” or “Activity”

Enrichment Activities:
• Conduct research on Sport Related injuries in Cheerleading vs. Football
• Interview a cheerleader and a football player on how much time/effort/training goes into their sport

Methods of Assessments/Evaluation:
• Think – Pair – Share
• KWL
• Quiz
• Reflective Writing
• Crossword Puzzle

Resources/Including Online Resources
• www.polleverywhere.com
• Teacher Webpage
• Graphic Organizers
• Primary Source Documents
• Laptops
History of Sports
Topic/Unit 2: Ancient Greece

Approximate # of Weeks: 3

Essential Questions:
• What sports did the Ancient Greeks play?
• What did the Governments of Ancient Athens and Sparta do to promote athletic competition?
• How did athletic competition promote peace between the city-states?
• What role did women play in the development of the Olympic Games?
• What is “arête” and how did effect the performance of athletes?
• Who are some famous Greek athletes?
• How did the murder of a famous Greek athlete lead to a shift in power in the Greek world?

Upon completion of this unit students will be able to:
• 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
• 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
• 6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
• 6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Interdisciplinary Standards (njcccs.org)

- CCCS.ELA Standards Grade 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCCS.ELA Standards Grade 11-12.5 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.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.
- CCSS.ELA-Literacy.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.

Activities – include 21st Century Technologies:

- Read first-hand accounts of Olympic events
- Design an Olympics Games Uniform for a different city-state
- Watch a video on Olympic Games
- Write a blog on attending the Olympic games
- Create a powerpoint of a famous Greek Olympian
- Poll on popularity of different games
- Simulate training techniques
- Word search - Olympics
- Write a formal letter to your King asking for permission to travel to the Olympic games
- Video Record and Conduct a “ESPN SPORTSCENTER” news clip of an event
- Complete a crossword puzzle of Olympic events

Enrichment Activities:

- Sculpt and paint an original Greek CRATOR with an Olympic design on it
- Research a famous Greek athlete and compose an ODE to him

Methods of Assessments/Evaluation:
History of Sports

Topic/Unit 2: Ancient Rome

Approximate # of Weeks: 3

Essential Questions:
- What contests were waged in the arenas of Rome?
- What types of athletes fought in the arenas of Rome?
- How did the athletic events of the Romans differ from their Greek counterparts?
- What role did the upper class play in the running of the contests?
- How did the treatment of the combatants disrupt Roman society?
- What remains of the great stadiums and arenas of Ancient Rome?
- Who was Spartacus and what impact did he have on the History of Rome?

Upon completion of this unit students will be able to:
• 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
• 6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
• 6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
• 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
• 6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
• 6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Interdisciplinary Standards (njcccs.org)
• CCCS ELA Standards Gr11-12.7 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.
• CCCS ELA Standards Grade 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.
• CCSS.ELA-Literacy.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.
• CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
• CCSS.ELA-Literacy.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.

Activities – include 21st Century Technologies:
• KWL – Gladiators
WEBQUEST – Types of Gladiators
Write a blog entry on an event from the arena
Design a Helmet and Sword for a Gladiator
Think-Pair-Share – Burial Traditions of Gladiators
Wordsearch - Gladiators
Watch a video on two famous Gladiators
Poll on Gladiators
Read a first-hand account of a famous fight in the arena
Crossword Puzzle on types of Gladiators
Record and Conduct an ESPN SPORTSCENTER segment on an event from the arena
Read – “You wouldn’t want to be a Gladiator!”

Enrichment Activities:

• Compare the Coliseum in Rome to a Modern Sports arena
• Paint a scene from a famous Gladiator battle
• Write a letter to the emperor on the brutality of the games and why he should consider eliminating them

Methods of Assessments/Evaluation:
• Classwork
• Crossword Puzzle
• Homework
• Quiz
• Project

Resources/Including Online Resources
• Powerpoint
• Teacher webpage
  http://www.salariya.com/web_books/gladiator/
  http://www.historyonthenet.com/Romans/gladiators.htm
• Discovery Puzzle Maker
  http://www.bbc.co.uk/history/ancient/romans/gladiators_01.shtml
  http://ancienthistory.about.com/cs/games/a/gladiatorweapon.htm
• Video - Unearthing secret weapons of Rome
  www.polleverywhere.com
• Video – Pompeii: The last day
Video – GLADIATORS
Video – “Gladiator”

History of Sports
Topic/Unit 3: Medieval Times

Approximate # of Weeks: 3

Essential Questions:
- How did medieval life revolve around the traveling fairs?
- What events were held at the Tournaments?
- What training went into the life of a Knight?
- How did the King encourage his subjects to compete?
- What prizes could be won at the Tournaments?
- How was social status affected by performance in the Tournaments?

Upon completion of this unit students will be able to:
- 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.
- 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- 6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
- 6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b Analyze how religion both unified and divided people.
- 6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe
- 6.2.8.D.4.j Compare the major technological innovations and
cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Interdisciplinary Standards (njcccs.org)

- CCCS.ELA Standards Gr11-12.2 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.
- CCCS.ELA Standards 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCCS.ELA Standards 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Activities – include 21st Century Technologies:
- KWL – Medieval Knights
- Research Medieval Tournaments
- Poll – Medieval Tournaments
- Think-Pair-Share – Knight Training
- Watch “A Knight’s Tale”
- Record and Conduct an ESPN SPORTSCENTER segment on a tournament
- Design a Medieval Coat of Arms
- Research Castle Warfare

Enrichment Activities:

- Write a letter to the King asking for permission to compete as a Knight in the Grand Tournament in Paris
- Build a Medieval Castle
- Research an official Knighting ceremony

Methods of Assessments/Evaluation:
- Classwork
- Homework
- Quiz
- Project
• Crossword Puzzle

Resources/Including Online Resources
• Teacher Webpage
• www.polleverywhere.com
• http://www.middle-ages.org.uk/knights-tournaments.htm
• Powerpoint
• http://www.ancientfortresses.org/medieval-tournaments.htm
• Movie – “A Knight’s Tale”
• http://www.medieval-life.net/tournaments.htm
• New Jersey Renaissance Fair
• Discovery Crossword Puzzle Maker
• Think QUEST - http://library.thinkquest.org/10949/fief/medknight.html

History of Sports
Topic/Unit 4: Modern American Sports

Approximate # of Weeks: 8

Essential Questions:
• Who are the founders and inventors of modern American sports?
• What sports do Americans play today versus a century ago?
• Who are the great athletes in modern athletics?
• How has sport leveled the social playing field for different races and creeds in the United States?
• What are the rules and regulations for modern American sport?
• What lengths will some athletes go to dominate their sport?
• How do athletes today train and prepare for glory?
• What athletes have paved the way for social justice in America?

Upon completion of this unit students will be able to:
• Analyze the impact of American culture on other world cultures from multiple perspectives. 6.1.12.D.16.a
• Determine the impact of media and technology on world politics during this time period. 6.1.12.A.16.a
• Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 6.2.12.D.2.d
• Assess the cultural impact of World War I, the Great Depression, and World War II. 6.2.12.D.4.l
• Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide. 6.2.12.D.5.c
• Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries. 6.2.12.D.5.d
• Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries. 6.2.12.C.6.d
• Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. 6.2.12.C.6.a
• Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. 6.3.12.C.1

Interdisciplinary Standards (njcccs.org)
• CCCS ELA Standards Gr 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
• CCCS ELA Standards Gr 11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
• CCCS ELA Standards Gr 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 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.
• CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
• CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
• CCSS.ELA-Literacy.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.
• CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Activities – include 21st Century Technologies:
• KWL – Football
• Design Football Cleats
• Crossword Puzzle – Football
• Poll – Greatest Football Player
• Read 1st Hand Account – How Teddy Roosevelt Saved Football
• WEBQUEST – History of NY Giants
• KWL – Baseball
• Video Clip – “42”
• Design a Baseball Uniform
• Video Clip – “A League of their Own”
• Crossword Puzzle – Baseball
• Write a Letter to the Brooklyn Dodgers in support of Jackie Robinson
• Debate – Steroids should be LEGAL/ILLEGAL for athletes
• Video Clip – “8 Men Out”
• Poll – Greatest Baseball Player
• WEBQUEST – NY Yankee Hall of Fame Athletes
• KWL – Basketball
• Poll – Greatest Basketball Player
• Crossword Puzzle – Basketball
• Design a Basketball Uniform
• Conduct an ESPN SPORTSCENTER segment on one of the modern American Sports
• Debate – Modern Athletes vs. Old Time Players
• Final Project – Greatest Athlete of All Time Powerpoint Tournament

Enrichment Activities:
• Visit the Yogi Berra Museum in Montclair, NJ and write a paper on the artifacts contained in the archives
• Research the health risks of performance enhancing drugs
• Compare the training of a modern athlete to a Roman gladiator
Methods of Assessments/Evaluation:
- Powerpoint Creation
- Movie Review
- Movie Notes
- Classwork – Uniform Design
- Homework – Cleat Design
- Quiz on Football
- Quiz on Baseball
- Project – Greatest Athlete in History

Resources/Including Online Resources
- Teacher Webpage
- Powerpoint
- www.polleverywhere.com
- Rutgers University Archives
- http://www.nfl.com/history
- NFL Films
- http://www.nflhistoryguide.com/
- http://www.profootballhof.com/history
- Major League Baseball
- http://mlb.mlb.com/mlb/history/mlb_history_teams.jspaseball
- The Original 13 Rules of Basketball
- Movie – “42”
- Speech – Lou Gehrig from July 4th, 1939
- Movie – “A League of their Own”
- Documentary – “Baseball” by Ken Burns
- Movie – “8 Men Out”