



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 1: Lesson 1

Building Background Knowledge: Why Are Sports Important in American Culture?



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can make inferences using quotes from the text. (RI.5.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)

Supporting Learning Targets

- I can make observations and ask questions during a Gallery Walk about the importance of sports in American culture.
- I can use quotes to make inferences about why sports are important in American culture.
- I can listen effectively to my partner when sharing.
- I can determine the meaning of new words in quotes using context clues.

Ongoing Assessment

- Gallery Walk observations and questions
- Tea Party protocol cards
- Vocabulary cards



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Gallery Walk: Sports in American Culture (15 minutes)</p> <p>2. Work Time</p> <p>A. Inferring from Text: Tea Party Protocol (20 minutes)</p> <p>B. Key Vocabulary to Deepen Understanding: Introduction of Vocabulary Cards (15 minutes)</p> <p>C. Revise Inferences: Why Sports Are Important in American Culture (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Review of Learning Targets (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • Please see the Module 3A Overview for more specific notes on preparation, materials, and anchor charts. • This first lesson is intended to pique student curiosity and build background knowledge about sports in early to mid 20th century America, as the focus of the module will be on athletes who broke through barriers during earlier periods in American history. • In advance: Prepare images and text for Gallery Walk (see Web links in supporting materials). • Create a new anchor chart titled Vocabulary Strategies. • Throughout this module, students will record each vocabulary word on an index card, rather than having a glossary section in their journals as they did in Module 2A. Determine a method for students to keep their index cards contained and accessible. Suggestions include a manila envelope, a metal ring/holes punched in the corners of each index card, or a rubber band. • Using index cards will allow students the opportunity to physically manipulate the vocabulary terms they are learning during the interactive vocabulary routines that begin in Unit 2. • This lesson includes review of key learnings from Module 2. Students recap paraphrasing and quoting from text; hence, the teacher does not model this skill during this lesson, but rather supports students in guided practice. They also review vocabulary strategies they have learned, and create a new anchor chart to synthesize those strategies. • Review: Gallery Walk, Think-Pair-Share, and Tea Party protocols (see Appendix). • Post: Learning targets.

Lesson Vocabulary	Materials
<p>observations (Module 2), quotes (Modules 1 and 2), inferences (Modules 1 and 2), effectively, revise (Modules 1 and 2), barrier (Module 1), culture; inclined, test (oneself), (the) will, build (character), competition, affect, metaphor, role model</p>	<ul style="list-style-type: none"> • Students' journals (one per student) • Tea Party protocol cards (for teacher use; prepare one card per student; see Work Time A) • Vocabulary Strategies anchor chart (new; co-created with students during Work Time B) • 3" x 5" index cards (two per student) • Vocabulary folder (or envelope, binder, ring, rubber band) (one per student)



Opening	Meeting Students' Needs
<p>A. Gallery Walk: Sports in American Culture (15 minutes)</p> <ul style="list-style-type: none">• Say: “In this module we will view images and read informational texts to learn about how American athletes broke barriers during the eras in which they lived.”• Ask students what a <i>barrier</i> is. Listen for: “obstacle, difficulty, hurdle, limit,” etc.• Say: “In order to understand how athletes are presented with unique opportunities to break <i>barriers</i>, it is important to first understand the importance of sports in American culture.”• Ask students to Think-Pair-Share about what <i>culture</i> is. Cold call several students to share out. Listen for: “the beliefs, customs, or traditions a group of people or nation share,” or similar ideas.• Introduce the learning target: “I can make observations and ask questions during a Gallery Walk about the importance of sports in American culture.”• Ask students to define <i>observations</i>. Listen for: “What I see/notice/ study/examine,” etc.• Briefly review the Gallery Walk protocol with students, and then distribute students’ journals. Say to students: “During the Gallery Walk, you will record your observations (what you see or notice) and your questions (what you wonder) about the images and text displayed, in your journal.” Remind students they participated in a similar activity at the beginning of Module 2, when they recorded “notices and wonders” to build background knowledge about rainforests. Clarify directions as needed.• Give students 6 to 7 minutes to move about the room and record observations and questions in their journals.• Use a Go-Around, asking students to share out their observations and questions about the images and text. Listen for ideas such as: “Photos of people playing sports from the 1800s; baseball players and games; crowds of people; spectators watching sports; sports figures in ads for products; cereal; female athletes,” etc.	<ul style="list-style-type: none">• Provide an anchor chart that lists the steps to the Gallery Walk protocol. This allows students who need reminders to participate fully and independently. Provide visual cues for academic vocabulary (e.g., eyes for <i>observations</i>, a question mark for <i>questions</i>) in learning targets.• Supply sentence starters for Gallery Walk observations and questions so all students can participate independently (e.g., “I notice _____.” “I wonder about _____.”).



Work Time	Meeting Students' Needs
<p>A. Inferring from Text: Tea Party Protocol (20 minutes)</p> <ul style="list-style-type: none">• Introduce the learning targets:<ul style="list-style-type: none">* "I can use quotes to make inferences about why sports are important in American culture."* "I can listen effectively to my partner when sharing."• Ask students to Think-Pair-Share what they recall about the meaning of the words <i>quotes</i> and <i>inference</i>. If students are having trouble recalling the meanings, reference the work they have already done in Modules 1 and 2 with <i>quotes</i> and <i>inferences</i> (gathering quotes in <i>Esperanza Rising</i> to analyze character development throughout the book and making inferences about the scientific work Meg Lowman did in the rainforest). Cold call several students to share the definition of <i>quotes</i> (what someone says; in quotation marks) and <i>inferences</i> (beliefs based on evidence; logical conclusions).• Ask students what it means to listen <i>effectively</i>. Listen for: "Look at the speaker," "Don't interrupt the speaker," "Think about what the speaker is saying," or similar ideas.• Convey excitement to students about their new study of sports in American culture. Tell them they will use the Tea Party protocol to read quotes from well-known historical figures that will help them think more about the role sports play in the lives of Americans.• Remind students that they participated in a Tea Party in Module 2 when they were learning about rainforest scientist Meg Lowman.• Explain that each student will receive a card with a quote or phrase about sports in American culture. Distribute the Tea Party protocol cards. (Make sure at least two students receive the same card.)• Give directions to prepare for the Tea Party:<ul style="list-style-type: none">– On your own, read the quote on your card.– Then make an inference about why sports are important in American culture, based on the quote.– Write your inference on the back of your card.• Give students 3 or 4 minutes to read their cards and write inferences.• Next, give directions for the actual Tea Party: Tell students that they will mingle around the room, reading to each other and discussing inferences.	<ul style="list-style-type: none">• Strategically pair students so that struggling readers are partnered with stronger ones.• Create an anchor chart with directions for preparing for and participating in the Tea Party protocol listed.• Consider recording students' inferences about why sports are important in American culture on an anchor chart as a visual for students to refer to throughout the unit.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • First find the individual who has the same quote. • Then discuss the similarities (compare) and differences (contrast) between their inferences (2 or 3 minutes). • Finally, meet with at least one other peer who has a different quote to discuss their quotes and inferences (2 or 3 minutes). • Ask students to return to their seats and turn and talk with a peer: • “What did you infer about why sports are important in American culture?” Ask several students to share out their inferences. Listen for: “Playing sports is fun,” “Sports keep us healthy,” “Playing sports helps you set goals and stay focused,” “Competition builds character and teaches us to push through obstacles,” “Sports brings people together,” “Watching sports makes people feel they are part of the game and a larger community,” etc. • Ask students to hold on to their Tea Party protocol cards for the remainder of the lesson. 	
<p>B. Key Vocabulary to Deepen Understanding: Introduction of Vocabulary Cards (15 minutes)</p> <ul style="list-style-type: none"> • Place students in pairs. Introduce the learning target: <ul style="list-style-type: none"> – “I can determine the meaning of new words in quotes using context clues.” • Begin a new Vocabulary Strategies anchor chart. Ask students to think about vocabulary strategies they used in previous modules to determine the meaning of new words using <i>context</i> clues. Cold call several students to share their thinking aloud. Listen for such things as: “Read words and phrases before and after the word for hints,” “Think about parts of the word that I already know (prefix, suffix, root, etc.),” “Think about what kind of word it is (noun, verb, adjective, etc.),” “Substitute another word that would make sense,” etc. • Record students’ ideas on the Vocabulary Strategies anchor chart, and keep this chart posted for student reference throughout the module. • Remind students that the purpose of defining new and key (important) words in text is to help us deepen our understanding of the text. • Explain to students that their work with vocabulary in this module will be similar to the work they did in Module 2 while reading <i>The Most Beautiful Roof in the World</i>. However, this time they will record their words on index cards so they can physically manipulate the vocabulary terms they learn during the interactive vocabulary routines that begin in Unit 2. 	<ul style="list-style-type: none"> • For students who may struggle with determining important vocabulary words, provide preselected vocabulary words and their visual representations from the quotes (e.g., <i>build</i> (character), <i>affect</i>, <i>test</i> (oneself), (the) <i>will</i>, metaphor).



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute two 3" x 5" index cards to each student. Give directions:<ul style="list-style-type: none">– Reread the quote on your Tea Party protocol card.– Circle two unknown or key (important) words in the quote.– Write each word you circled on its own index card.– Use context clues to think about what the meaning of each word might be. Don't write a definition yet.– With your partner, discuss what you think each word means.– After you discuss both words with your partner, write a definition or draw a picture on the back side of each card to show what you think the word means.• Give 7–8 minutes for students to complete the above steps. As students work, circulate to provide support as needed.• Distribute one Vocabulary folder (or binder, envelope, ring, rubber band) (and hole punch, if using metal rings for index cards) to each student. Tell students this is where they will keep their vocabulary index cards during this module.	
<p>C. Revise Inferences: Why Sports Are Important in American Culture (5 minutes)</p> <ul style="list-style-type: none">• Students remain in pairs. Say: "Now that you have identified, discussed, and defined new or key terms from the quote on your Tea Party card, revise or rewrite the inference you wrote earlier based on new understandings you have about vocabulary."• Give students 1 or 2 minutes to write. Then ask them to talk with their partners about what they changed and why.• Cold call several students to share out whole group.	<ul style="list-style-type: none">• Consider allowing students who struggle with writing to dictate their writings to a partner or the teacher.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Pose the following questions to students:<ul style="list-style-type: none">– “Why are sports important in American culture?”– “What did you view or read during the Gallery Walk and Tea Party protocol today to make you think so?”• Ask several students to share out whole group.• Read each of the learning targets aloud. Pause after each, and ask students to demonstrate their level of mastery toward the target by showing a thumbs-up (“I got it!”), thumbs-sideways (I sort of get it), or a thumbs-down (“I don’t get it yet”).• Note which students show a thumbs-down, as they may need more support with text or vocabulary during this module.• Collect journals, Tea Party cards, and Vocabulary cards. Review to determine students’ current understanding of inference and determining or defining key vocabulary.	<ul style="list-style-type: none">• Some students may benefit from a sentence starter such as, “Sports are important in American culture because _____. I think so because _____.”
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Each unit in this module is accompanied by an extensive list of Recommended Texts at a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level.• These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation. During this unit, let students know that you expect them to read at home from a related book at their independent reading level. In addition, students may be assigned additional work, such as rereading complex texts or completing a writing task.	<ul style="list-style-type: none">• Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.• In addition, www.noveln newYork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.



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Supporting Materials



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Images and Text for Gallery Walk

"Casey at the Bat"

Casey at the Bat

By Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day:
The score stood four to two, with but one inning more to play,
And then when Cooney died at first, and Barrows did the same,
A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to the hope which springs eternal in the human breast;
They thought, "If only Casey could but get a whack at that—
We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a hoodoo, while the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It pounded on the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile lit Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt;
Then while the writhing pitcher ground the ball into his hip,
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

Images and Text for Gallery Walk

“Casey at the Bat”

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore;
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the dun sphere flew;
But Casey still ignored it and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate,
He pounds with cruel violence his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favoured land the sun is shining bright,
The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville—mighty Casey has struck out.

Thayer, Ernest Lawrence. "Casey at the Bat." Poets.org. N.p., n.d. Web. 14 Aug. 2013. <http://www.poets.org/viewmedia.php/prmMID/15500>.



Images and Text for Gallery Walk
1869 Cincinnati Red Stockings

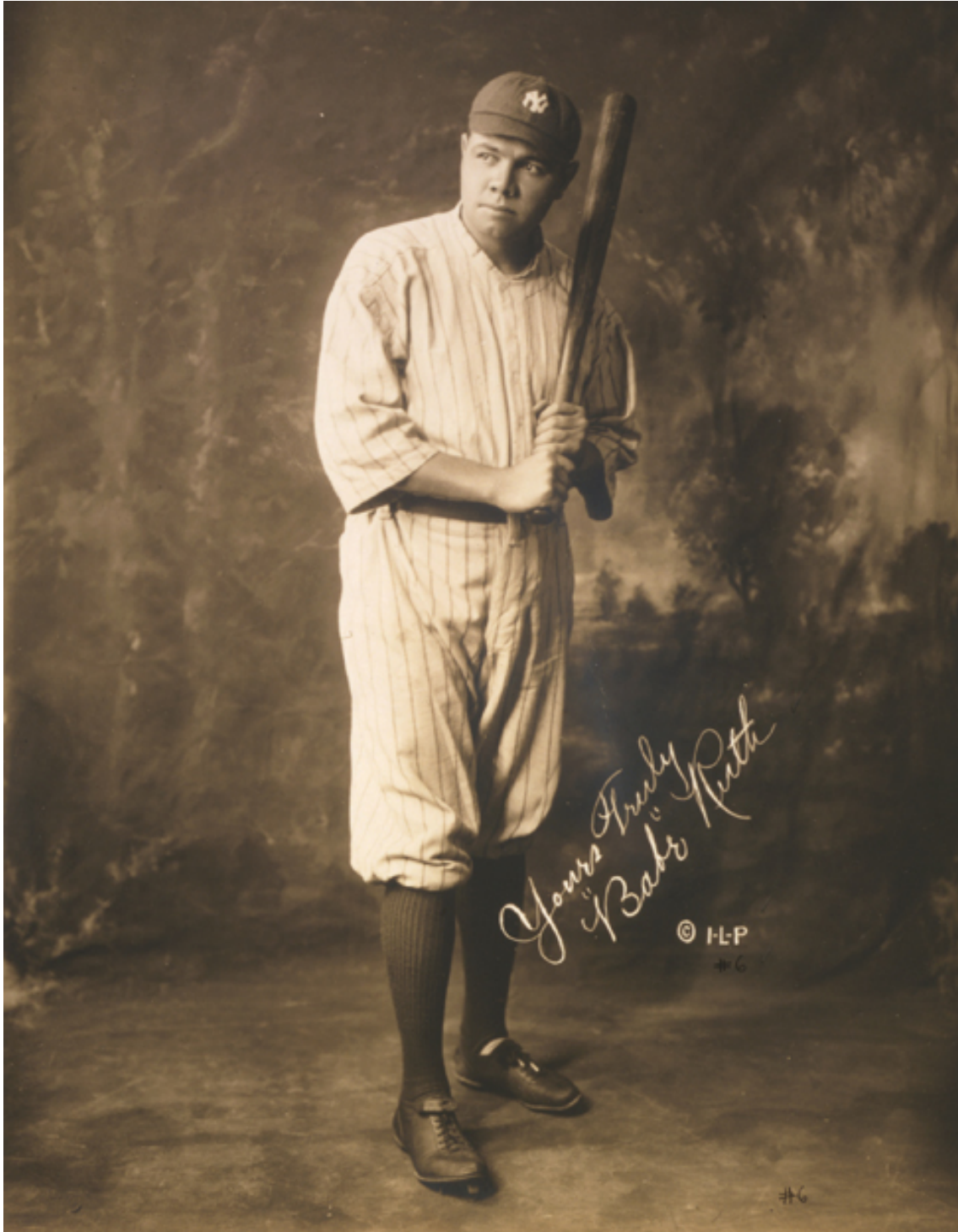


Tuchfarber, Walkley & Moellmann. "First Nine of the Cincinnati (Red Stockings) Base Ball Club. Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/item/97519104/>.



Images and Text for Gallery Walk

Babe Ruth



Irwin, La Broad, & Pudlin. "Babe Ruth, full-length portrait, standing, facing slightly left, in baseball uniform, holding baseball bat." Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/92507380/>.



Images and Text for Gallery Walk

Dorothea Douglass



"Dorothea Douglass: 1903 Wimbledon and Olympic Games Tennis" Published before 1923 and public domain in the US. Online Image http://commons.wikimedia.org/wiki/File:Dorothea_Douglass.jpg



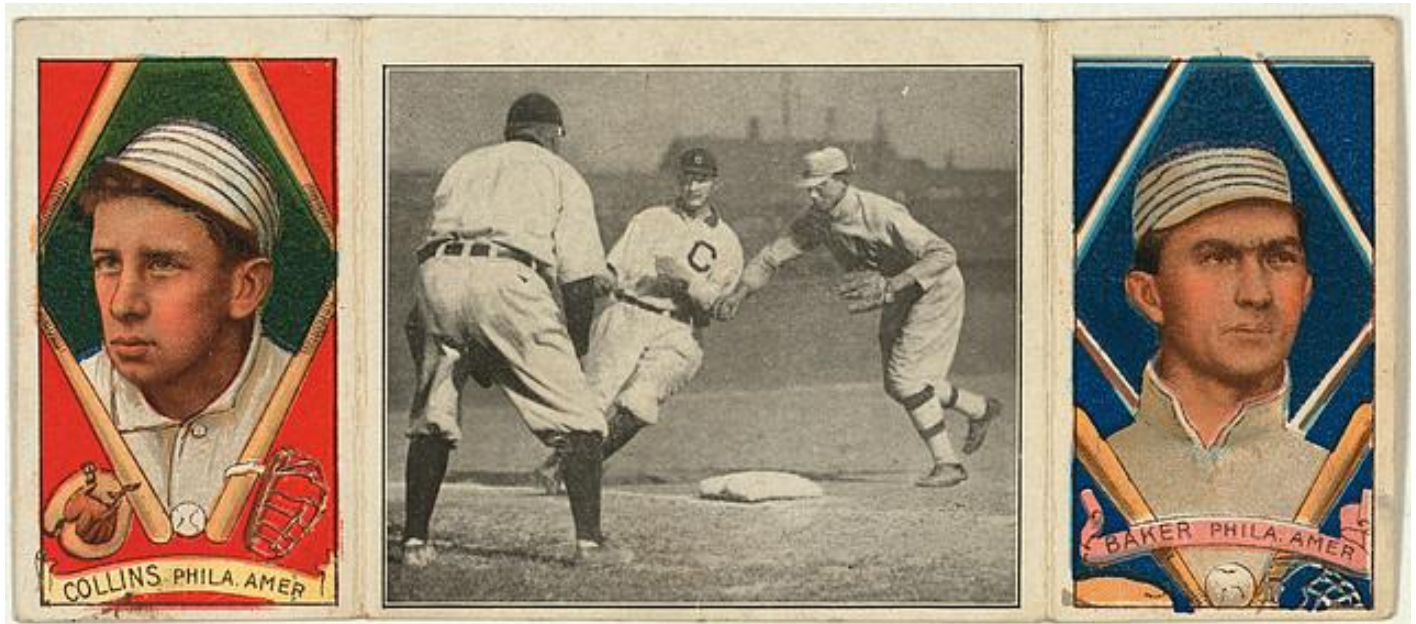
Images and Text for Gallery Walk
Athletics Poster



Federal Art Project. "Athletics—WPA recreation project, Dist. No 2 / Beard." Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/item/98508970/>.



Images and Text for Gallery Walk
Baker of the Philadelphia Athletics



American Tobacco Company. "Edw. T. Collins/Frank Baker, Philadelphia Athletics, baseball card portrait." Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/resource/bbc.1948f/>.



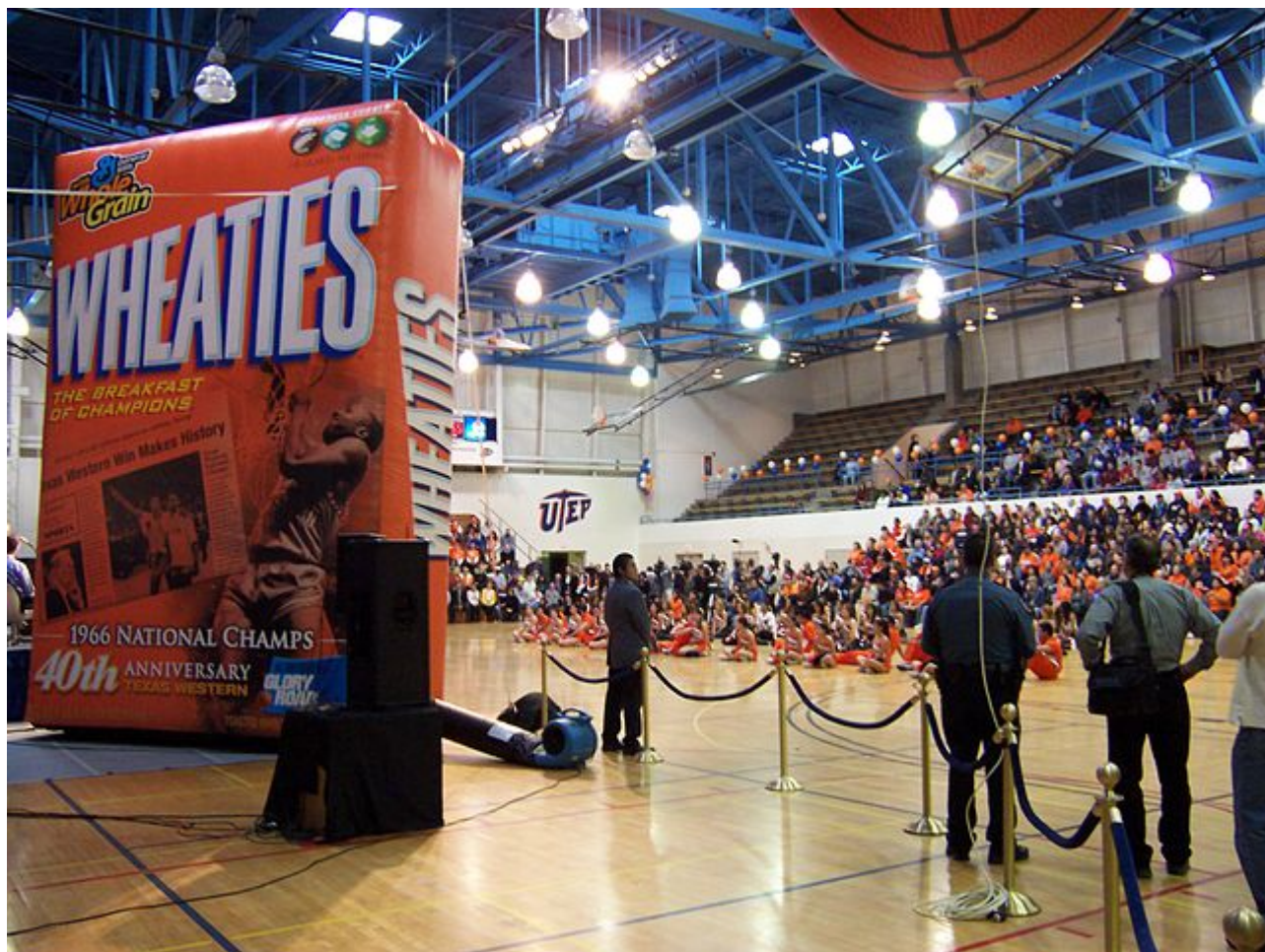
Images and Text for Gallery Walk
Women Hurdlers



"Women Competing in Low Hurdle Race, Washington D.C." Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/resource/cph.3b12953/>.



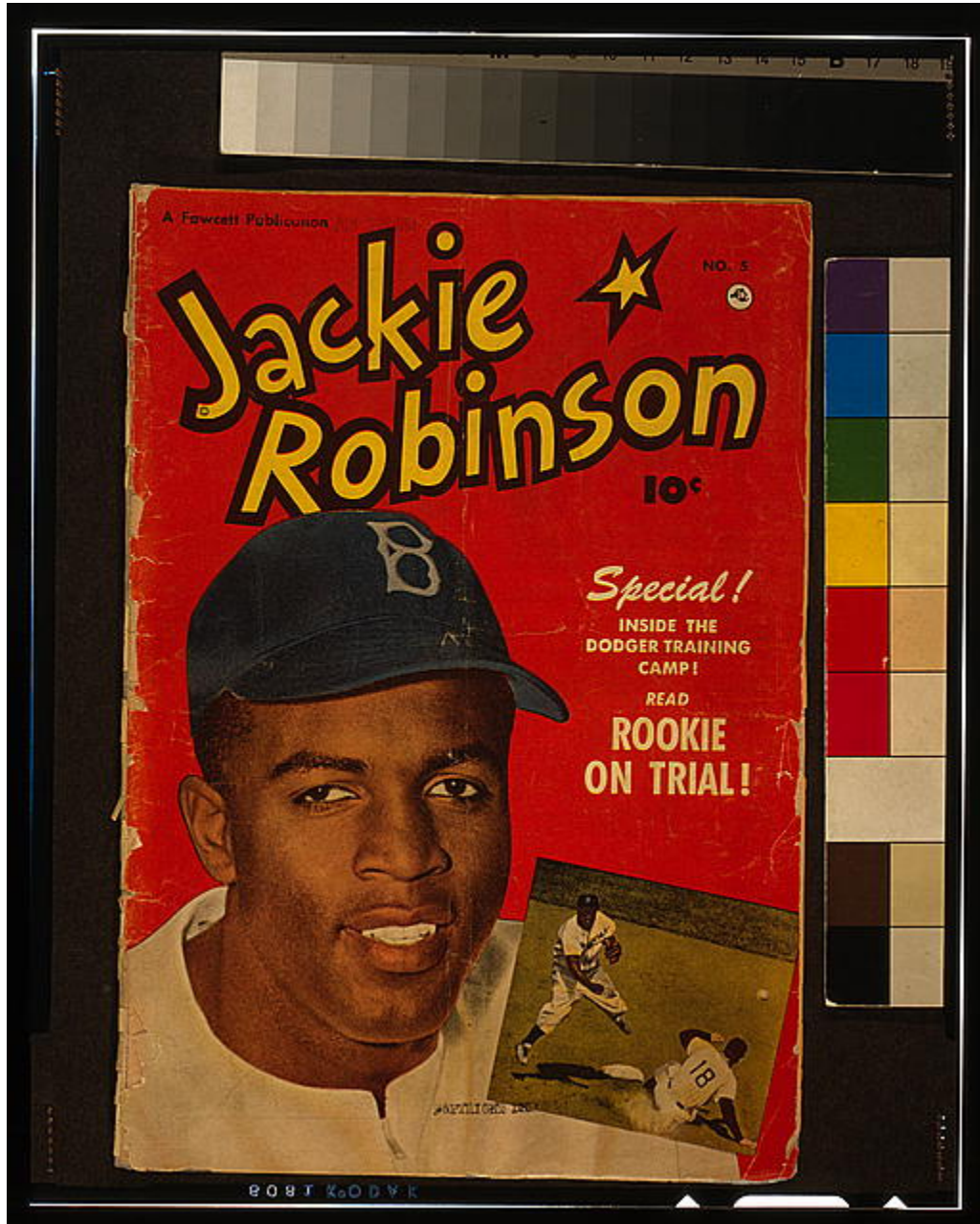
Images and Text for Gallery Walk
Wheaties Cheerleaders



Manske, Mangus. "Wheaties Cheerleaders." April 15, 2008. Online image http://commons.wikimedia.org/wiki/File:Wheaties_cheerleaders.jpg



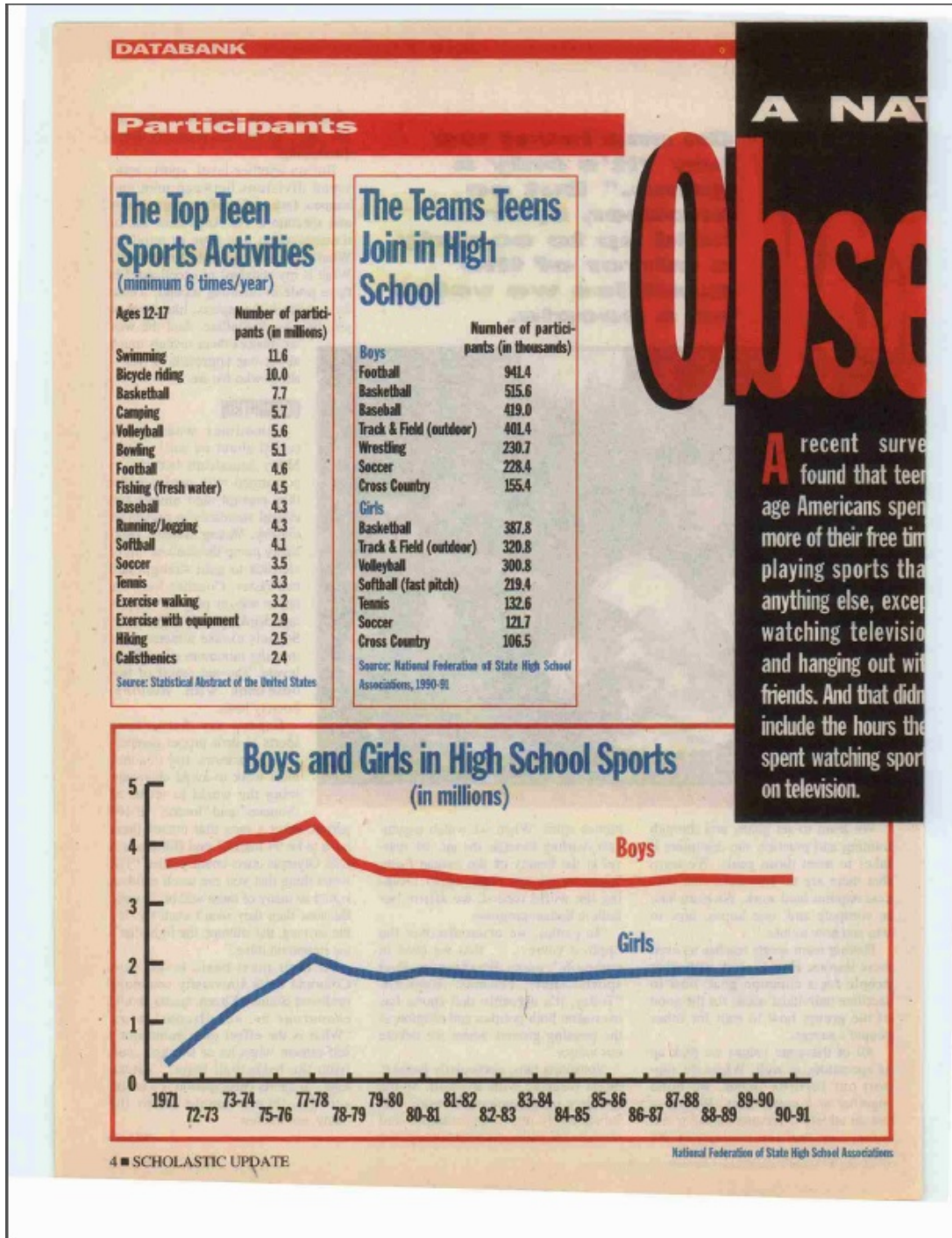
Images and Text for Gallery Walk
Jackie Robinson Comic Book Cover



Library of Congress, American Memory. LC-USZC4-6144 DLC



Images and Text for Gallery Walk
Statistics About Sports in America
From Scholastic Update



From Scholastic Update, May 1, 1992. Copyright © 1992 by Scholastic Inc. Reprinted by permission of Scholastic Inc.



Tea Party Protocol Cards

Teacher directions: Make two or three copies of these pages with quotes about sports in American culture. Then cut the pages into strips, so each quote is on its own strip. Two or more students will receive strips with the same quote.

“Winning isn’t everything, but playing and competing and striving and going through things can be a lot of fun and really important. As long as you’re doing it in a way that’s healthy, sports can be an incredible opportunity.” —Andrew Shue, former professional soccer player

“I think exercise tests us in so many ways, our skills, our hearts, our ability to bounce back after setbacks. This is the inner beauty of sports and competition, and it can serve us all well as adult athletes.” —Peggy Fleming, Olympic figure skater

“We are inclined [to think] that if we watch a football game or baseball game, we have taken part in it.” —John F. Kennedy, former U.S. president who loved sports

“Most people are in a factory from nine till five. Their job may be to turn out 263 little circles. At the end of the week they’re three short and somebody has a go at them. On Saturday afternoons they deserve something to go and shout about.” —Rodney Marsh, former professional soccer player

“Sport strips away personality, letting the white bone of character shine through. Sport gives players an opportunity to know and test themselves.” —Rita Mae Brown, author

“Sport is a preserver of health.” —Hippocrates, ancient Greek doctor and sports fan

“The key is not the ‘will to win’—everybody has that. It is the will to prepare to win that is important.” □ —Bobby Knight, former college basketball coach





Tea Party Protocol Cards

“Sports do not build character. They reveal it.” —Heywood Broun, former sportswriter

“But sports carried me away from being in a gang, or being associated with drugs. Sports was my way out.” —LeBron James, professional basketball player

“I don’t know anything that builds the will to win better than competitive sports.” —Richard M. Nixon, former U.S. president and big baseball and football fan

“Unfortunately the world is what it is now. People don’t get along for whatever reason. As professional athletes, in a way we’re almost ambassadors for peace, because sports brings everyone together.” —Venus Williams, professional tennis player

“Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose—it teaches you about life.” —Billie Jean King, former professional tennis player

“The best thing about [sports] is that you’re going to learn lessons in playing those sports ... about winning and losing, and teamwork and teammates, and arguments and everything else that is going to affect you positively for the rest of your life.” —Carl Lewis, Olympic track and field athlete

“Sports is a metaphor for overcoming obstacles and achieving against great odds. Athletes, in times of difficulty, can be important role models.” —Bill Bradley, former U.S. senator and professional basketball player



Sources:

<http://www.quotegarden.com/sports.html> □ (accessed 11/09/2012)

<http://www.brainyquote.com/quotes/keywords/sports.html> (accessed 11/09/2012)