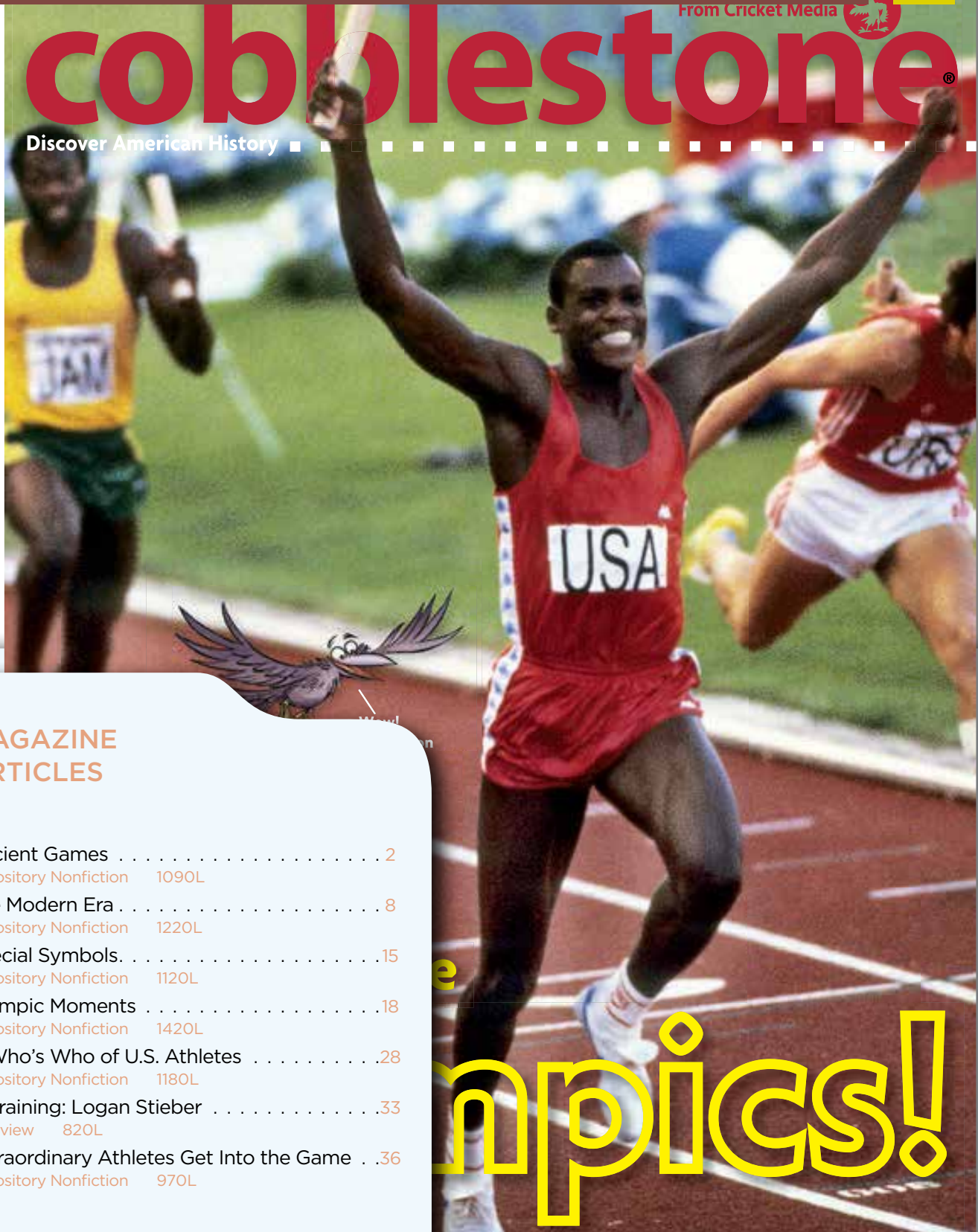


Teacher's Supplement

cobblestone®

Discover American History

From Cricket Media



MAGAZINE ARTICLES

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Expository Nonfiction	1090L
The Modern Era	8
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Special Symbols.	15
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Teacher's Guide for *Cobblestone: It's Time for the Olympics!*

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OVERVIEW

*In this magazine, readers will learn about the evolution of the modern Olympic Games. **Cobblestone: It's Time for the Olympics!***

includes information about important events that occurred at the games as well as athletes, symbols, and the Paralympics and Special Olympics.

ESSENTIAL QUESTION:

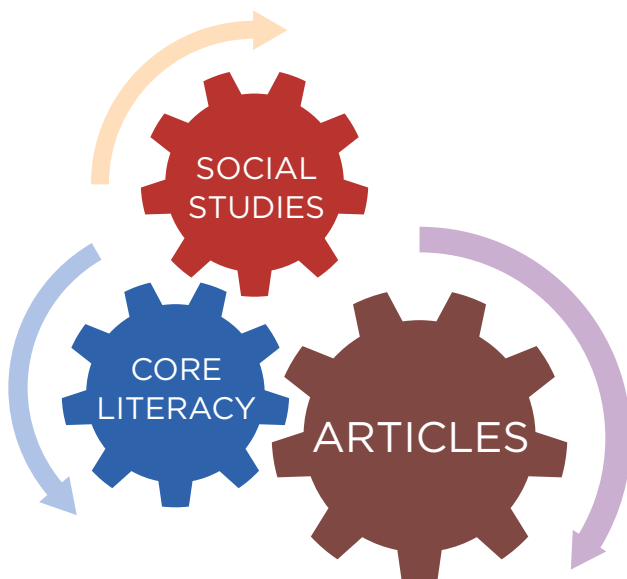
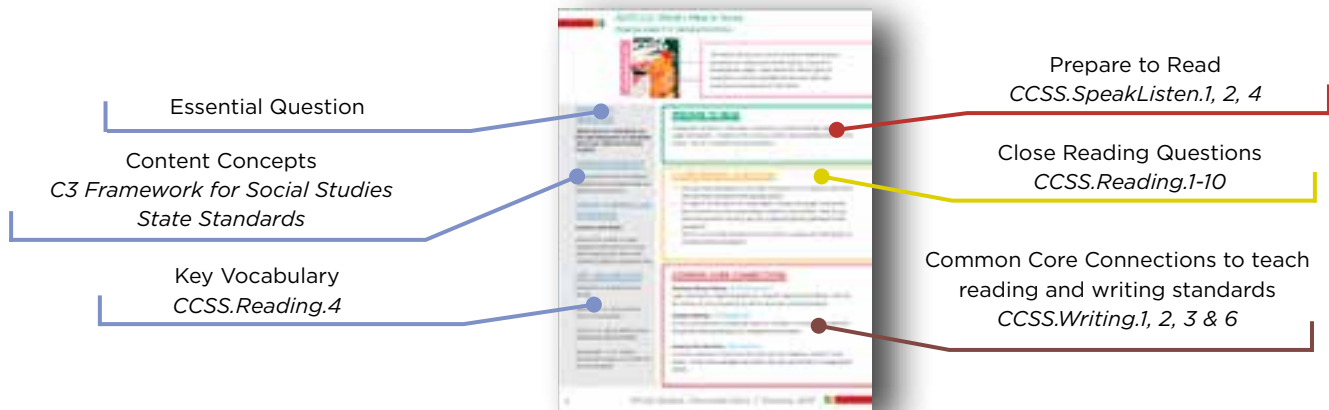
How has the modern Olympic movement evolved to include a diverse group of athletes and events?



We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ MULTIPLE TEXTS PAGES 4 - 10

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 12 - 14

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (*CCSS.InfoText.1*)

Describe Relationships (*CCSS.InfoText.3*)

Analyze Text Structure (*CCSS.InfoText.5*)

Interpret Visual Information (*CCSS.InfoText.7*)

Summarize (*CCSS.InfoText.2*)

Determine Word Meaning (*CCSS.InfoText.4*)

Understand Author's Point of View (*CCSS.InfoText.6*)

Explain Reasons and Evidence (*CCSS.InfoText.8*)

FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple articles on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (*CCSS.SpeakListen.1, 2, 4*).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with the essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (*CCSS.Writing.2*). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 12 – 14) as well as the **Article Pages** (pgs. 4 – 10) for ways to incorporate writing into your instruction.

ARTICLE: Ancient Games

Magazine pages 2 - 7, Expository Nonfiction



The ancient Olympics were a place of sport and worship until corruption took over and Roman rule ended their nearly twelve-century run.

ESSENTIAL QUESTION

How has the modern Olympic movement evolved to include a diverse group of athletes and events?

SOCIAL STUDIES CONCEPT

Cultural events represent examples of historical continuity.

CROSS-CURRICULAR EXTENSION

Math

Compute the number of yards and miles in each stade.

KEY VOCABULARY

corrupt (p. 6) to change (something) so that it is less pure or valuable

endurance (p. 6) the ability to do something difficult for a long time

fellowship (p. 7) the relationship of people who share interests or feelings

PREPARE TO READ

Ask students to share what they know about the ancient Olympics. How did they begin? Why? What sporting events were there? Explain to students that they will learn about how the games evolved from humble beginnings.

CLOSE READING QUESTIONS

- Create a chart listing the name of each sport and what it entailed.
- Underline details in the text that explain the rewards of victory.
- Highlight details in the text that discuss how and why the games were corrupted over time.

COMMON CORE CONNECTIONS

Assess Author's Purpose *CCSS Reading 6*

What is the purpose of this article? Which specific details in the text helped you identify that purpose?

Explain Reasons and Evidence *CCSS Reading 8*

The author states that the “noble intentions of the games became corrupted” (p. 4). What evidence is given to support this statement? Is the evidence sufficient?

Make Inferences *CCSS Reading 1*

How does the author introduce the women's games? What inferences can you make about gender roles in Greek society during ancient times?



Baron Pierre de Coubertin began the process that led to the modern revival of the Olympic Games. Since 1896, the International Olympic Committee has selected host cities and established the program of sports for both winter and summer events, except in years of severe warfare.

ESSENTIAL QUESTION

How has the modern Olympic movement evolved to include a diverse group of athletes and events?

SOCIAL STUDIES CONCEPT

Cultural patterns influence the daily lives of people in both nearby and distant places.

CROSS-CURRICULAR EXTENSION

Art & History

Research to find out past winners of your favorite Olympic event. Create a poster showcasing both.

KEY VOCABULARY

criterion (p. 10) something that is used as a reason for making a judgment or decision

endorse (p. 13) to publicly or officially say that you support or approve (of something)

integrity (p. 12) the quality of being honest and fair

pool (p. 11) a supply of things or people that are available for use

PREPARE TO READ

Ask students to imagine they are asked to plan an International Student Athlete competition. Ask them to share ideas about what would be required to come up with a list of events to include and a process for selecting a location as well as the participants.

CLOSE READING QUESTIONS

- Underline details in the text that explain the purposes of the modern Olympics.
- Highlight details in the text that explain the procedure for selecting which sports to include in the games.
- List the steps involved in the process of selecting a city to host the games.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

The text is split into sections. What is the purpose of each section and how do the sections relate to each other?

Interpret Visual Information *CCSS Reading 7*

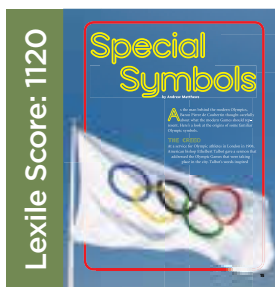
Note the sentence or paragraph that relates to each image that accompanies the text. How do they increase your understanding of the topic?

Write Arguments *CCSS Writing 1*

Research a city and the hosting criteria and write an essay explaining why your city should host the next Olympiad.

ARTICLE: Special Symbols

Magazine pages 15 - 17, Expository Nonfiction



De Coubertin and his successors have developed a number of symbols to represent the purpose and stature of the games. These include the creed, the rings, the motto, the oath, the flame, and the medal ceremony.

ESSENTIAL QUESTION

How has the modern Olympic movement evolved to include a diverse group of athletes and events?

SOCIAL STUDIES CONCEPT

Humans represent ideas symbolically.

CROSS-CURRICULAR EXTENSION

Art and English Language Arts

Use any media to create a symbol for a school event. Write a paragraph explaining the meaning of your symbol.

KEY VOCABULARY

***oath* (p. 16)** a formal and serious promise to tell the truth or to do something

***triumph* (p. 16)** a great or important victory

PREPARE TO READ

Show the students the Olympic rings and pictures of medals. Ask what they think these symbols mean. Discuss their ideas and mention that the Olympics have other symbols as well.

CLOSE READING QUESTIONS

- Underline the meaning of each symbol.
- Highlight events or activities that take place at the opening ceremonies.
- Create a timeline showing when each symbol was introduced to the games.

COMMON CORE CONNECTIONS

Make Inferences *CCSS Reading 1*

What can be inferred about Olympic history based on the changes to the oaths?

Summarize Main Ideas *CCSS Info Text 2*

What is the main idea of each section? How does each relate to the main idea of the article as a whole?

Write Narratives *CCSS Writing 3*

Imagine you are at the Olympics. Use information from the article and other sources to write a letter home explaining what you've seen during the opening ceremonies.

ARTICLE: Olympic Moments

Magazine pages 18 - 23, Expository Nonfiction



The modern Olympics have impacted global history as well as the history of sport. They have reflected conflicts within nations as well as among them and demonstrated changes in sporting rules and technology.

ESSENTIAL QUESTION

How has the modern Olympic movement evolved to include a diverse group of athletes and events?

SOCIAL STUDIES CONCEPT

Cultural changes are an example of historical change.

CROSS-CURRICULAR EXTENSION

Science

Research the effects of altitude on performance. What causes these effects?

KEY VOCABULARY

exhilarate (p. 18) to cause (someone) to feel very happy and excited

innovation (p. 19) a new idea, device, or method

PREPARE TO READ

Discuss why sports matter to people. Consider how sport is important to a nation or the global population as a whole, as well as to the athletes and their fans.

CLOSE READING QUESTIONS

- Create a timeline of events mentioned in the article.
- Underline details in the text that show how politics played a role in the games.
- Highlight details in the text that refer to gestures demonstrating peace or resolution of conflicts.

COMMON CORE CONNECTIONS

Analyze Key Elements *CCSS Reading 3*

How are concerns for racial equality introduced and described throughout the text? What conclusions can you draw from the events that occurred?

Interpret Visual Information *CCSS Reading 7*

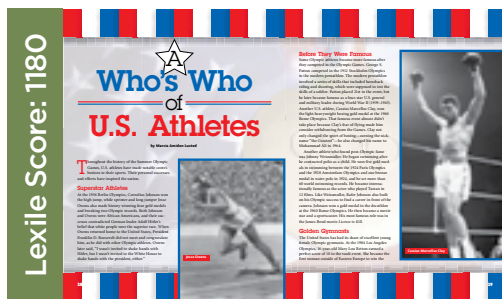
Study the images that accompany the text. What information does each image add? Why do you think they were included with the text?

Research-Based Writing *CCSS Writing 2 & 6*

Research one of the events depicted and write an article explaining its importance in Olympic and world history.

ARTICLE: A Who's Who of U.S. Athletes

Magazine pages 28 - 32, Expository Nonfiction



Many Olympic athletes achieved fame through their participation in the games while others became famous afterward.

ESSENTIAL QUESTION

How has the modern Olympic movement evolved to include a diverse group of athletes and events?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Compare the properties of the metals that make up the medals.

KEY VOCABULARY

boast (p. 31) to have (something that is impressive)

contract (p. 29) to become ill with (a disease)

snub (p. 28) to ignore (someone) in a deliberate and insulting way

steeplechase (p. 32) a race in which runners jump over fences and water

PREPARE TO READ

Ask students, “Who are the greatest athletes of all time and why?” Discuss reasons why athletes participating in the Olympics might become famous.

CLOSE READING QUESTIONS

- Create a chart listing the name, sport, and Olympic and other accomplishments of each athlete mentioned.
- Underline the names of athletes who overcame a disability or illness.
- Highlight the athletes who were professionals at their sports prior to Olympic competition.

COMMON CORE CONNECTIONS

Interpret Meaning *CCSS Reading 4*

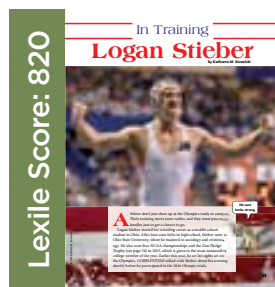
Why is the word “spy” in quotation marks within the article? What is the basis for this joke?

Explain Reasons and Evidence *CCSS Reading 8*

Many of the athletes and teams have nicknames. What reasons are given for each nickname and what evidence supports those reasons? Is the evidence presented sufficient?

Present Arguments *CCSS Speaking and Listening 4, 5, & 6*

Is it fair for professional athletes to compete against amateurs? Use evidence from the text and other sources to support your argument.



Logan Stieber is an Olympic hopeful. His schedule consists of hard workouts and practice.

ESSENTIAL QUESTION

How has the modern Olympic movement evolved to include a diverse group of athletes and events?

SOCIAL STUDIES CONCEPT

Personal identity is shaped by individual experiences.

CROSS-CURRICULAR EXTENSION

Health

Research the recommended diet for an athlete your age.

KEY VOCABULARY

conditioning (p. 34) the process of becoming stronger and healthier by following a regular exercise program and diet

hurdle (p. 33) something that makes an achievement difficult

qualify (p. 34) to have the skills that are required to become a member of a team or to be allowed in a competition

PREPARE TO READ

Ask the students what they do to stay in shape for the sports they play. Have any of them considered becoming full-time athletes or trying out for the Olympics?

CLOSE READING QUESTIONS

- Underline details in the text that refer to Stieber's training schedule.
- What is Stieber's relationship with his fellow trainees like? Cite details from the text to support your answer.
- Highlight details in the text that express Stieber's attitude toward competition.

COMMON CORE CONNECTIONS

Draw Conclusions *CCSS Reading 1*

What can you conclude about how professional athletes can afford to pay their training expenses while making time for training?

Analyze Text Structure *CCSS Reading 5*

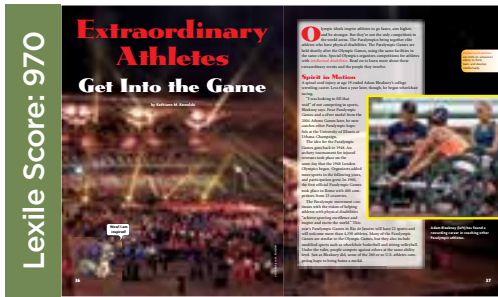
What is the purpose of the editor's note at the end of the article? How does it relate to the article? Does it affect your view of the earlier text?

Determine Author's Purpose *CCSS Reading 6*

Why did the author interview Stieber? How does the interview add to your knowledge of the Olympics?

ARTICLE: Extraordinary Athletes Get Into the Game

Magazine pages 36 - 39, Expository Nonfiction



People with physical and intellectual disabilities can compete in the Paralympics or Special Olympics, and watching these games brings hope and understanding to the audience.

ESSENTIAL QUESTION

How has the modern Olympic movement evolved to include a diverse group of athletes and events?

SOCIAL STUDIES CONCEPT

Cultural institutions impact diverse populations.

CROSS-CURRICULAR EXTENSION

Physical Education

Research a sport that is not yet included in the Paralympic Games. Create a plan to modify the game so athletes with disabilities can participate in it.

KEY VOCABULARY

modify (p. 37) to change some parts of (something)

social (p. 38) of or relating to people or society in general

PREPARE TO READ

Show pictures or videos of people with physical and intellectual disabilities participating in sports. Discuss the disabilities with your students and ask for their opinions.

CLOSE READING QUESTIONS

- Create a chart comparing the Paralympics with Special Olympics.
- Underline details in the text that explain how each organization was founded.
- Highlight details in the text that express the full mission of Special Olympics.

COMMON CORE CONNECTIONS

Explain Reasons and Evidence *CCSS Info Text 8*

The author states that watching the games benefits many people. What reasons are given for this statement? What evidence is used to support it? Is the evidence sufficient?

Analyze Text Structure *CCSS Reading 5*

How does the author introduce the theme of the article? What structure is used to carry that theme through? How might another structure impact the information presented?

Express Opinions *CCSS Speaking and Listening 1, 3 & 4*

With a classmate, research the issues mentioned in this article for people with intellectual disabilities and discuss your opinions. Expand the discussion to include the entire class.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Read “The Modern Era” and “Special Symbol” to understand the role Baron Pierre de Coubertin played in the development of the modern Olympics.
- Use information from all of the articles to create a chart listing each Olympics by city and year, including the accomplishments of athletes as well as political or cultural events and any changes to the games that occurred.
- Consult several articles to learn the role politics has played at the Olympics.
- Refer to “The Modern Era,” “Olympic Moments,” “Who’s Who of U.S. Athletes,” and “Extraordinary Athletes Get into the Game” for examples of how the Olympics have been involved with issues of gender, race, and differing abilities.
- Read “Olympic Moments,” “A Who’s Who of U.S. Athletes,” “In Training: Logan Stieber,” and “Extraordinary Athletes Get Into the Game” to learn more about individual athletes.



EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

The modern Olympic Games consist of ceremony and drama, but the focus is on competition. In this Mini Unit, your students will devise their own game show-style competitions. They will create game structures and write Olympic questions using *Cobblestone: It's Time for the Olympics!* and other resources.

ENGAGE

READ AND COMPARE

APPLY

ENGAGE: Show the students the words below and ask what these words bring to mind. Inform the class that this is the Olympic motto. Consider the examples given and then discuss all of the ways in which the motto may relate to the games and categorize them in the table.

Faster

the flame igniting

Higher

the gold medal podium

Stronger

unity of nations

Share the essential question:

How has the modern Olympic movement evolved to include a diverse group of athletes and events?





READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “The Modern Era” (pgs. 8-13) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 5 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Article Pages for summaries of each article within *Cobblestone: It's Time for the Olympics!*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 11 to Compare Articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ *CCSS Reading 1* Mark the text, noting the steps in the process of developing the modern games. Note the reasons for each step and how it impacted the games.

SUMMARIZE MAIN IDEAS *CCSS Info Reading 2* With a partner, determine the main idea of each section of the article. Discuss how these combine to create a cohesive overall main idea and write a summary of it.

ANALYZE KEY ELEMENTS *CCSS Reading 3* How does the author lead up to information about the process for selecting sports for the competition? What details elaborate on this process?



**APPLY: THE OLYMPIC GAME SHOW**

Working in groups, students will write rules and game show questions. They will design any other materials they need to play. They will then switch games with other groups and play them, verifying the other group's research if needed.

OPENING CEREMONIES: Separate students into groups large enough to accommodate a game like *Jeopardy!* Explain that each group will create its own game show. These games may be based on existing shows or completely designed by the students.

PRELIMINARY ROUNDS: Assist the students as they decide on their game formats and how they will create their games. Possible game show models include: *Jeopardy!*, *Trivial Pursuit*, *Who Wants to Be a Millionaire?*, *Are You Smarter Than a Fifth Grader?*, *Family Feud*, and *\$10,000 Pyramid*. Remind them that rules must be clear because other groups will play the games. Review the Game Show Planner on the next page.

EARLY HEATS: Have students keep the issue's Essential Question in mind as they research questions to use in their games and determine rules and note sources for each question. Inform them that the groups who play their games may use their source list to verify answers to questions they've created; therefore, questions, answers, and resources must be coded so they can be understood within the game. (For example: a *Jeopardy!* answer might be coded according to the row and column of the question on the game board.)

BRONZE MEDAL GAME: Work with the students as they transfer their written materials to card stock for durability and develop or locate any other materials, such as a *Jeopardy!* board or a timer, that players will need.

GOLD GAME: Switch games and have the students decide on roles for each game. Roles may include: Announcer, Host, Players, Judges, and Timekeepers.

CLOSING CEREMONIES: Play the games. Note that students may need to revise their rules for clarity as games proceed and that judges will keep the answer keys and refer to original sources if a concern arises.





GAME SHOW PLANNER

NAME OF THE GAME: _____

GAME DESIGNERS: _____

Use a separate sheet of paper if needed.

Rules:

Questions, answers and resources with coding:

List of other materials needed to play:

Use the back of this sheet to draw a mockup of other materials you'll create, such as a game board.



NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:

boast to have (something that is impressive)

*The United States has **boasted** many individual stars in athletics. (p. 31)*

conditioning the process of becoming stronger and healthier by following a regular exercise program and diet

*A typical day is two workouts, one in the morning, either lifting or **conditioning** and techniques. (p. 34)*

contract to become ill with (a disease)

*He began swimming after he **contracted** polio as a child. (p. 29)*

contaminate to change (something) so that it is less pure or valuable

*With the passing of time, the original noble intentions of the Games became **corrupted**. (p. 6)*

criterion something that is used as a reason for making a judgment or decision

*The Winter Olympics involve fewer sports and include the **criteria** that all the sports must take place on ice or snow. (p. 10)*

endorse to publicly or officially say that you support or approve (of something)

*First, an individual NOC must **endorse** its respective city's application, and only one city from a country can apply for each Olympic Games. (p. 13)*

endurance the ability to do something difficult for a long time

*Combat events such as wrestling and boxing were contests of **endurance** and skill. (p. 6)*

exhilarate to cause (someone) to feel very happy and excited

*The Olympic Games can be **exhilarating** and heartbreaking. (p. 18)*

fellowship the relationship of people who share interests or feelings

*Many more events have been added, women are included, and team sports have become popular competitions, but the purpose of today's Games remain true to their basic origins: to provide an arena in which athletes can come together and compete in **fellowship** and peace. (p. 7)*

hurdle something that makes an achievement difficult

*Their training starts years earlier, and athletes must pass many **hurdles** just to get a chance to go. (p. 33)*

innovation a new idea, device, or method

*Modern technological **innovations**—electronic timing equipment, photo finishes, and an announcement system—were introduced and added to the success of the Games. (p. 19)*

integrity the quality of being honest and fair

*The IOC recognizes International Sports Federations (IFs) to help it monitor and manage the **integrity** of many sports worldwide. (p. 12)*

modify to change some parts of (something)

*Many of the Paralympic Games are similar to the Olympic Games, but they also include **modified** sports such as wheelchair basketball and sitting volleyball. (p. 37)*

oath a formal and serious promise to tell the truth or to do something

*De Coubertin also wrote an Olympic **oath**. (p. 16)*

pool a supply of things or people that are available for use

*Ideas are proposed from the list and then member countries vote to reduce the **pool** to two nominees. (p. 11)*

qualify to have the skills that are required to become a member of a team or to be allowed in a competition

*You **qualified** to try out for the U.S. Olympic team at two events, including the U.S. Nationals in Las Vegas last September. (p. 34)*

snub to ignore (someone) in a deliberate and insulting way

***Snubbed** by Hitler? (p. 28)*

social of or relating to people or society in general

*"At the core, Special Olympics is an organization that uses the power of sport as a catalyst for **social** change," says Christy Weir at Special Olympics. (p. 38)*

steeplechase a race in which runners jump over fences and water

*Horace Ashenfelter won a gold medal at the 1952 Helsinki Olympics in the **steeplechase** event, beating his closest competitor from the Soviet Union. (p. 32)*

triumph a great or important victory

*The original wording has been modified to: "The important thing in life is not the **triumph**, but the fight; the essential thing is not to have won, but to have fought well." (p. 16)*

“Special Symbols”

- http://content.time.com/time/photogallery/0,29307,1963862_2063468,00.html

See photos of opening ceremonies throughout history.

https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Games/Winter-Games/Games-Sochi-2014-Winter-Olympic-Games/Facts-and-Figures/Fact-sheet-Facts-and-Figures-Sochi-2014.pdf#_ga=1.6099637.707197321.1466516221

Read a Fact Sheet about the opening ceremonies.

- <http://www.olympics.mu/ceremonies-olympic-games.html>

Read an article on the opening and closing ceremonies and follow the links to more information, including information about the Olympic symbols.

“Olympic Moments”

- <http://www.history.com/topics/olympic-games>

Read about and watch videos of important moments in Olympic history.

“A Who’s Who of U.S. Athletes”

- <http://www.cnn.com/2012/07/22/opinion/greene-olympics-amateurs/>

Read an editorial about the decision to include professional athletes in the Olympics.

- http://www.olympic.org/Documents/Olympic%20Charter/Olympic_Charter_through_time/1964-Olympic_Charter_Eligibility_Rules_of_the_IOC.pdf

Read the eligibility regulations from 1964.

- <http://www.nytimes.com/2016/03/02/sports/olympics/olympics-is-opening-its-rings-to-professional-boxers.html>

Read a *New York Times* article about the possibility of professionals being allowed to participate in boxing events in Rio.