

FACES®

HOOPS!

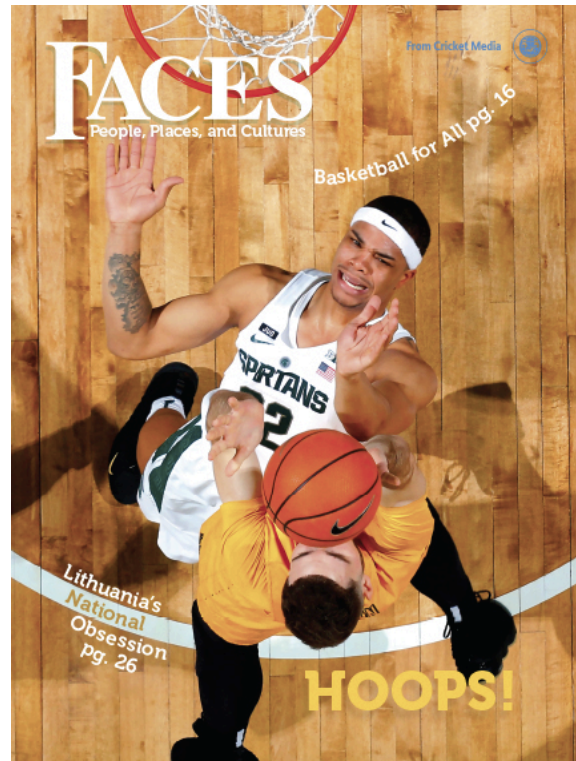
Discover how basketball has helped create social change by exploring the cultural significance of America's first African American professional basketball team, how disabled persons can play the sport, and how basketball has served to give kids in developing countries something positive to focus on.

CONVERSATION QUESTION

How has basketball served as a catalyst for creating social change?

TEACHING OBJECTIVES

- Students will learn about the history of basketball
- Students will learn about how sports impact society
- Students will analyze how the cultural characteristics of places change over time
- Students will explain how cultural patterns influence the daily lives of people
- Students will describe how the human characteristics of places are connected to human identities and cultures
- Students will write an ode
- Students will create a collage
- Students will write a narrative



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Breaking Basketball's Color Barrier**
Expository Nonfiction, ~1050L
- **Basketball for All**
Expository Nonfiction, ~1050L
- **When Basketball Is More Than a Game**
Expository Nonfiction, ~1150L

Breaking Basketball's Color Barrier

pp. 12–15, Expository Nonfiction

Read about the determination of African Americans who struggled to be recognized as equals in American society and on the basketball court.



RESOURCES

- Analyze Place Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about the history of basketball
- Students will learn how sports impact society
- Students will analyze how the cultural characteristics of a place change over time
- Students will write an ode

KEY VOCABULARY

- segregated (p. 12)** separated or divided along racial, sexual, or religious lines
- bigotry (p. 14)** intolerance toward those who are different from oneself
- injunction (p. 15)** a judicial order that restrains a person from beginning or continuing an action

ENGAGE

Conversation Question: How has basketball served as a catalyst for creating social change?

Ask students to think about the phrase “social change.” What does it mean to them? How is it accomplished? Make sure students understand that social change refers to changes in the way people in a society interact, leading to a transformation in the society as a whole. Then ask students to discuss how and why racial attitudes in America might have changed since the early 1900s.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then have students use words from the vocabulary list to complete them.

- The _____ displayed by many people at the time supported the practice of having _____ sports teams.
- Due to a state law mandating _____ sports competitions, an _____ was placed preventing the team from entering the tournament.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Why did most “black fives” have to play basketball in a ballroom or dance hall?
- Why was Lloyd Cooper fearful after being drafted by an NBA team?
- How did states and colleges resist attempts to integrate basketball?

SKILL FOCUS: Analyze Place

INSTRUCT: Ask volunteers to explain how racial attitudes related to basketball have changed over time in America. Then distribute copies of the *Analyze Place* organizer. Have students reread the article to identify key ideas about racial attitudes and practices related to basketball in America. Have students record these details in their organizers.

ASSESS: Have students work in pairs to write a 15-second speech based on the information they recorded in their organizers. Explain that the speeches should describe how the game of basketball helped bring about social change in America during the 20th century. Have pairs take turns presenting their speeches to the class.

EXTEND

English Language Explain that an ode is a poem that celebrates and praises someone. Ask students to reflect on the struggle for racial integration in sports and society and the individuals who participated in the struggle. Then ask them to write an ode memorializing the struggle or the story of an individual who played an important role in it.

Name _____

Analyze Place

Reread “Breaking Basketball’s Color Barrier” to identify key ideas about racial attitudes and practices related to basketball in America. Record these ideas in the chart by time-period.

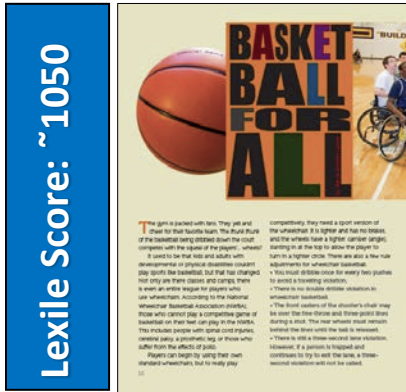
Hint: You may have to infer some characteristics based on details provided in the article.

Time-Period	Cultural Characteristics
1900–1950	
1950–1970	
1970–Present	

Basketball for All

pp. 16–19, Expository Nonfiction

Discover how people with physical and intellectual disabilities participate in basketball and how the Unified Sports approach seeks to create social change.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about how sports impact society
- Students will describe how the human characteristics of places are connected to human identities and cultures
- Students will create a collage

KEY VOCABULARY

- **adapts (p. 17)** makes something suitable for a new purpose
- **disorders (p. 17)** conditions that disrupt healthy or normal functions in a person
- **intellectual disabilities (p. 17)** conditions that limit both intellectual ability and behavior affecting everyday social and practical skills

ENGAGE

Conversation Question: How has basketball served as a catalyst for creating social change?

Ask students to think about what it might be like to have a physical or intellectual disability. Discuss the daily challenges such a situation would present. Invite students to share what they know about participating in sports with a disability. Then explain that in this article they will read about how people with disabilities participate in basketball.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How has the AAASP helped those with physical disabilities play basketball?
- What is the goal of the Bounce Out of the Stigma Project?
- How does the Unified Sports approach differ from other approaches to organizing basketball teams?

SKILL FOCUS: Analyze Cultural Patterns

INSTRUCT: Explain to students that human and physical characteristics, as well as beliefs and values, are reflected in cultural practices and patterns. For example, explain that people living in America value the idea that people with disabilities should be able to participate in community life, and as a result, many different programs exist to make this happen. Then review the questions in the Read & Discuss section, pointing out that these are also examples of how cultural patterns influence people’s way of life.

ASSESS: Have students work in pairs to reflect on the practice of the Special Olympics and identify characteristics, beliefs, and values (i.e., cultural patterns) they believe are reflected in the event.

EXTEND

Art Ask students to use print and digital resources to research the types of sports available to people who play in the Special Olympics. Then have each student create a collage of sketches representing the different sports at the Special Olympics.

When Basketball Is More Than a Game

pp. 30–32, Expository Nonfiction

Learn how basketball can help people who have experienced a horrific tragedy feel empowered in their lives.

Lexile Score: ~1150



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will describe how the human characteristics of places are connected to human identities and cultures
- Students will write a narrative

KEY VOCABULARY

- **empowerment (p. 30)** the process of becoming stronger and more confident
- **genocide (p. 30)** the deliberate killing of a large group of people based on a particular characteristic
- **gender-based inequalities (p. 32)** differences in social opportunities because of one's gender

ENGAGE

Conversation Question: How has basketball served as a catalyst for creating social change?

Ask students to share what they know about the term “genocide.” What is it? How does it affect people? Then ask them to hypothesize how participating in sports could help people heal after such an event.

INTRODUCE VOCABULARY

Define each word with students. Then arrange the class in small groups and have them practice using all three words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What tragedy occurred in Rwanda?
- What does the Shooting Tough program do in Rwanda?
- How does the Shooting Tough program help create social change for females in Rwanda?

SKILL FOCUS: Describe Connections

INSTRUCT: Explain that the human characteristics of a place are the human actions, systems, and ideas that exist there. They include things like religious practices, political and military systems, styles of architecture, artistic expression, and language. Inform students that human characteristics of places are connected to how people form their identities, or how people think of themselves. Also explain that identities are “aspects of life in a place that humans feel connected to.” Ask students to reread the article and identify the human characteristics of Rwanda.

ASSESS: Have students work in pairs to explain how at least one human characteristic of Rwanda influenced the identities of women and girls there. If students seem stuck, prompt them by asking them to think about the impact of gender-based inequalities and the 1994 genocide on the identities of Rwandan women and girls.

EXTEND

English Language Arts Ask students to imagine that they are young, very poor, and malnourished, and they have just survived the Rwandan genocide. Have students write a short diary entry describing their thoughts and feelings. Next, ask students to imagine that several years after the genocide, the Shooting Tough program started operating in their rural area. Ask students to write another short diary entry that describes their feelings and thoughts after participating in this program.