

# Cobblestone



## GETTING INVENTIVE WITH SPORTS

In this issue, students explore the creativity and inspiration that led inventors to create entirely new sports and modify existing ones.

## CONVERSATION QUESTION

How has innovation led to significant changes in sports?

## TEACHING OBJECTIVES

- Students will learn about innovation.
- Students will create a chronological sequence of related events.
- Students will classify a series of historical events and developments as examples of change or continuity.
- Students will generate questions about individuals and groups who have shaped significant historical changes.
- Students will create a timeline.
- Students will write a historical fiction narrative.
- Students will give a multimedia presentation.

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

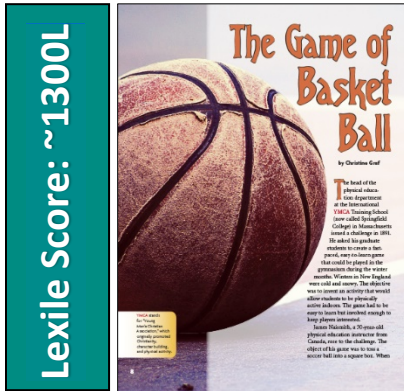
- **The Game of Basketball**  
Expository Nonfiction, ~1300L
- **Gloves On!**  
Expository Nonfiction, ~900L
- **Let's Go Snurfing!**  
Expository Nonfiction, ~900L

# Cobblestone® Teacher Guide: February 2021

## The Game of Basketball

pp. 8–11, Expository Nonfiction

Explore how a Canadian inventor took a challenge to create a winter sport and came up with the game of basketball.



## OBJECTIVES

- Students will learn innovation.
- Students will create a chronological sequence of related events.
- Students will create a timeline.

## KEY VOCABULARY

- **rule (p. 9)** one of a set of understood regulations governing conduct within a particular activity
- **combined (p. 9)** caused two or more things to be together or work together
- **invention (p. 9)** the act of creating or producing something for the first time

## ENGAGE

**Conversation Question:** How has innovation led to significant changes in sports?

Have students guess how their favorite sport came about. Who created it? Why? Where did they get their ideas from. Then tell them they'll be reading about how the game of basketball was created and how it changed over time.

## INTRODUCE VOCABULARY

Write the following sentences on the board. Then ask students to decide which words from the vocabulary list should be used to complete the sentence.

- The inventor of basketball \_\_\_\_\_ features of several different games to create a new \_\_\_\_\_.
- A \_\_\_\_\_ helps players have fun and stay safe while playing sports.

## READ & DISCUSS

Read the article with a partner and then use these prompts for discussion:

- What was the original request that led to the creation of the game of basketball?
- How did Naismith incorporate aspects of other games into basketball?
- How and why has the game of basketball changed since its creation?

## CONCEPT/SKILL FOCUS: Sequence Events

**INSTRUCT:** The article provides details on the original version of the game of basketball and how it changed afterward. Tell students that understanding how things are chronologically organized through time can help them understand why things are purposefully changed.

**ASSESS:** Instruct students to identify key changes made to the game of basketball and the dates those changes were made. Have them record those changes on strips of paper. Remind them they may have to infer some years based on evidence given in the article. When students have finished their work, have them organize those strips of paper into chronological sequence.

## EXTEND

**Social Studies** Have students use the information from the Assess activity to create an annotated timeline. Tell students to select five important changes to the game of basketball from the information they collected. Then tell them they'll be creating a timeline and adding annotations or explanations to each event. Make sure they understand that each annotation should clearly explain why that change occurred.

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## Gloves On!

pp. 12-13, Expository Nonfiction

Discover why baseball players originally played the game with their bare hands and what made them eventually decide to wear gloves.



## RESOURCES

- **Classify Events**

## OBJECTIVES

- Students will learn about innovation.
- Students will classify a series of historical events and developments as examples of change or continuity.
- Students will write a historical fiction narrative.

## KEY VOCABULARY

- **manly (p. 13)** having qualities traditionally associated with males, such as courage and strength
- **respectability (p. 13)** the state of being proper, correct, and socially acceptable

## ENGAGE

**Conversation Question:** How has innovation led to significant changes in sports?

Ask students to describe the game of baseball. Help students understand that it is a game where a hard ball is hit and thrown amongst players. Ask them to imagine how it would feel playing the game with their bare hands. Then tell them that baseball players did, in fact, originally play the game with their bare hands. Have students hypothesize why they eventually adopted the practice of wearing gloves. Instruct them to check their predictions as they read.

## INTRODUCE VOCABULARY

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

## READ & DISCUSS

Read the article with a partner and then use these prompts for discussion:

- Why were gloves originally frowned upon by players and spectators?
- How did Spalding help spur acceptance of baseball gloves?
- In what way did Rawlings improve upon Spalding's original design?

## CONCEPT/SKILL FOCUS: Classify Events

**INSTRUCT:** Explain that the article mentions several key events and developments within the game of baseball. Then explain that events and developments in history can be classified in two ways—as examples of change or continuity. Inform students that they will need to reread the article with a partner to identify three change and three continuity events and developments and classify them as examples of historical change or continuity.

**ASSESS:** Distribute the *Classify Events* graphic organizer. Instruct students to use the to use it to record information about different historical examples of changes or continuities mentioned in the article. The first relationship has been pre-filled. When students have finished their work, have them share with another group to ensure proper understanding of how to classify these events and developments.

## EXTEND

**English-Language Arts Challenge** students to write a short historical fiction narrative about a baseball player using a glove during play for the first time.

Name \_\_\_\_\_

## Classify Events

Change events and developments represent shifts in how something is done. Continuity events and developments represent times when things stayed the same. As you read through the article, identify three examples of each type of event/development. Hint: Some events or developments may represent spans of time lasting one or more years.

Historical  
Changes

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Historical  
Continuities

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## SUMMARIZE

In one to two sentences, summarize how baseball has both changed and stayed the same over time.

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## Let's Go Snurfing!

pp. 18–19, Expository Nonfiction

Read on to discover how sand dunes and a light dusting of snow provided the inspiration for what would eventually become the sport of snowboarding.



## ENGAGE

**Conversation Question:** How has innovation led to significant changes in sports?

Ask students to think about a snowboard. What does it look like? What is it made of? How does it work? Then challenge them to think about what earlier designs of a snowboard might have looked and functioned like. Have them check their predictions as they read the article.

## 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

Read the article with a partner and then use these prompts for discussion:

- How was Poppen's first version of the Snurfer built?
- What changed between the first and second version of the Snurfer?
- How did Carpenter change Poppen's design to create the snowboard?

## CONCEPT/SKILL FOCUS: Generate Questions

**INSTRUCT:** Explain to students that individuals can shape significant historical change through their actions. Also explain that history books will often describe the impact of their actions but sometimes leave details about the individuals to the imagination. Tell them it will be their job to generate questions about the individuals mentioned in the article.

**ASSESS:** Arrange students in pairs and have each pair work together to create three distinct questions about Poppen and Carpenter. Hold a class discussion where students evaluate how the answer to each question could shed light on the motivations and thinking of each inventor.

## EXTEND

**Social Studies** The article discusses the evolution of the Snurfer into what is known today as a snowboard. Tell students that they'll be choosing a sport and then gathering visual and textual evidence about how the sport—and the equipment used to play it—evolved. Then ask them to create a multimedia presentation and share it with the class.

## OBJECTIVES

- Students will learn about innovation.
- Students will generate questions about individuals and groups who have shaped significant historical changes.
- Students will give a multimedia presentation.

## KEY VOCABULARY

- **tinkering (p. 18)** repairing or improving something, such as a machine, by making small changes or adjustments to it
- **patent (p. 18)** an official document that gives a person or company the right to be the only one that makes or sells a product for a certain period of time
- **trademarked (p. 19)** registered as a product that belongs to a particular company and cannot be used by another company without permission