

Faces™

FUN FOR ALL

Learn about how sports have evolved to make them fun for all to play.

CONVERSATION QUESTION

What factors make sports enjoyable?

TEACHING OBJECTIVES

- Students will learn about sports.
- Students will explain probable causes of events.
- Students will explain why individuals living during the same historical period differed in their perspectives.
- Students will use evidence to develop a claim about the past.
- Students will give a multimedia presentation.
- Students will conduct research.
- Students will create a timeline.



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

- **KiwiSport**
Expository Nonfiction, ~1100L
- **Girl Power: Title IX & Women in Sports**
Expository Nonfiction, ~900L
- **Unified Sports**
Expository Nonfiction, ~1100L

KiwiSport

pp. 16–17, Expository Nonfiction

Discover how New Zealanders have made sports and exercise fun and available to all young players.



RESOURCES

- Explaining Causes

OBJECTIVES

- Students will learn about sports.
- Students will explain probable causes of events.
- Students will give a multimedia presentation.

KEY VOCABULARY

- **ability (p. 16)** talent, skill, or proficiency in a particular area
- **modifies (p. 16)** makes partial or minor changes to something
- **special needs (p. 17)** particular educational requirements resulting from learning difficulties and physical, emotional, and behavioral disabilities

ENGAGE

Conversation Question: What factors make sports enjoyable?

Ask students if playing sports is fun. Encourage them to explain their answers. Guide students to understand that simple modifications are sometimes made in KiwiSport because it makes it easier for players of all abilities to compete. Ask them to hypothesize how softball could be modified to make it easier to play. Then challenge them to check their predictions about softball as they read the article.

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 each sentence.

- Kids of any _____ level, including those with _____, can compete in Kiwisport.
- The KiwiSport organization _____ traditional sports to make them accessible to kids of varying _____ levels.

READ & DISCUSS

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

- In what way does KiwiSport change existing sports?
- What evidence is there to support the claim that KiwiSport makes sports more fun for all players?
- What steps have been taken to ensure kids with special needs can play sports through KiwiSport?

CONCEPT/SKILL FOCUS: Explain Causes

INSTRUCT: Explain to students that the article describes aspects of some traditional sports that are modified in some way for the KiwiSport program. For example, softball and KiwiSoftball both involve pitching and batting, but there are also important differences. Tell students they'll be searching for evidence to explain the cause of the changes in KiwiSport versions of various sports.

ASSESS: Have students work in pairs to complete the *Explaining Causes* organizer. Ask pairs to share the causes they inferred from the sports they analyzed. Finally, have the entire class summarize their findings.

EXTEND

Social Studies Have student groups choose one traditional sport mentioned in the article. Ask them to use print and digital sources to research the rules, equipment, and how players compete. Then have them research the same information for the KiwiSport version of that sport. Instruct them to create a multimedia presentation that uses words and images to explain how the two versions of the sport are similar and different.

Explaining Causes

As you read the article, select three sports. Record any details given about how the sport is traditionally played. Next, identify any modifications made for KiwiSport and determine the cause of those modifications. Hint: You may have to make inferences to determine the traditional ways of playing as well as the causes of modifications.

Sport	Traditional Way of Playing	KiwiSport Modification(s)	Inferred Cause of Modification

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Girl Power: Title IX & Women in Sports

pp. 22–25, Expository Nonfiction

Discover why females had historically not been able to fully participate in competitive sports and how that changed in the 1970s.



OBJECTIVES

- Students will learn about sports.
- Students will explain why individuals living during the same historical period differed in their perspectives.
- Students will conduct research.

KEY VOCABULARY

- **obstacle** (p. 24) a thing that blocks one's way or hinders progress
- **strenuous** (p. 24) requiring or using great physical energy
- **discrimination** (p. 25) the unjust or prejudicial treatment of different categories of people, especially on the grounds of age, race, and sex

ENGAGE

Conversation Question: What factors make sports enjoyable?

Ask students to think about why females historically had fewer opportunities to compete in sports than males. What biases might have existed in society that led to unequal opportunities for females in sports? Ask them to hypothesize what had to happen in order for females to gain equal opportunities in sports. Challenge students to check their prediction as they read.

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:

- In what ways did females historically have unequal opportunities in sports?
- What beliefs led society to limit female opportunities in sports?
- How did the passage of Title IX change the opportunities females had in sports?

CONCEPT/SKILL FOCUS: Explain Perspectives

INSTRUCT: Explain to students that the article presents details about the reasons why some felt females shouldn't compete in sports and why others felt they should. Tell students that they'll be identifying key beliefs held by these two groups and will then try to explain why they differed in their beliefs.

ASSESS: Ask students to work in pairs to identify the key ideas of both groups – the "females should compete in sports" and "females shouldn't compete in sports" groups. Then have pairs compare the groups' key ideas. Finally, have students write a one-paragraph summary of why these groups differed in their beliefs about female participation in sports.

EXTEND

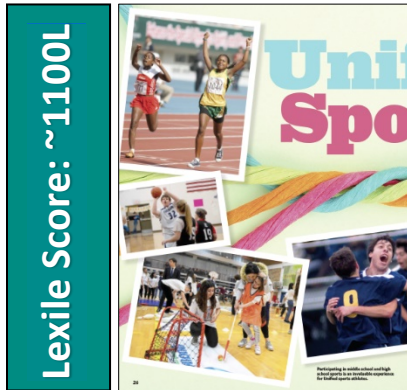
Social Studies Invite students to use print and digital sources to research the rise of a competitive female sport in America. Task them with collecting at least four details about how females played the sport before 1972 and four details about how they played the sport after. Then hold a class discussion where students share their findings with the class.

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Unified Sports

pp. 26–29, Expository Nonfiction

Explore how the Special Olympics Unified Sports initiative has opened the doors for millions of people with intellectual and physical disabilities to enjoy playing over 30 different sports.



OBJECTIVES

- Students will learn about sports.
- Students will use evidence to develop a claim about the past.
- Students will create a timeline.

KEY VOCABULARY

- **disabilities (p. 28)** physical or mental conditions that limit a person's movements, senses, or activities
- **inclusivity (p. 28)** the practice or policy of providing access to opportunities and resources for people who might otherwise be excluded
- **varsity (p. 28)** a team that formally represents a school or college in a sport

ENGAGE

Conversation Question: What factors make sports enjoyable?

Have students think about how playing sports (competitive or extramural) affects them. How does it make them feel? Does it teach them values, create important memories, etc.? Then ask why it's important to make sports available to people of all abilities.

INTRODUCE VOCABULARY

Define each word with students. Then arrange students 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

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

- How did the Unified Sports program originate?
- What is the mission of Unified Sports?
- What evidence is there to support the claim that Unified Sports has achieved its mission?

CONCEPT/SKILL FOCUS: Use Evidence

INSTRUCT: Inform students that they'll be collecting evidence from the article and using it to support a claim about the impact of Unified Sports. Tell them that they will first need to develop a claim, or statement, that must be defensible. In other words, a claim is a statement about something that can be supported with evidence.

ASSESS: Arrange students into pairs and ask each pair to reread the article to formulate a claim about the impact of Unified Sports, citing evidence in the article to support it. Check in with each group to ensure to ensure comprehension and that their claim is defensible with multiple points of evidence.

EXTEND

Social Studies Tell students that within the article are enough details for them to create a timeline showing how Unified Sports originated and evolved. Tell students that the timeline must be annotated. Explain that annotations should be short statements (typically one sentence in length) that are attached to specific dates or periods on a timeline, which provide detail about how or why the event occurred.