

dig™

INTO HISTORY
From Cricket Media

**The Differences—
Then & Now**

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The Olympics A Look Back

Teacher’s Guide for *Dig: The Olympics: A Look Back*

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OVERVIEW

*In this magazine, readers will learn about the possible mythic origins of the ancient Olympics and the origins of the modern games. **Dig:***

***The Olympics: A Look Back** includes information about the religious beliefs that fostered the early games as well as athletes who participated, gender roles, and the controversy around the 1936 Olympics.*

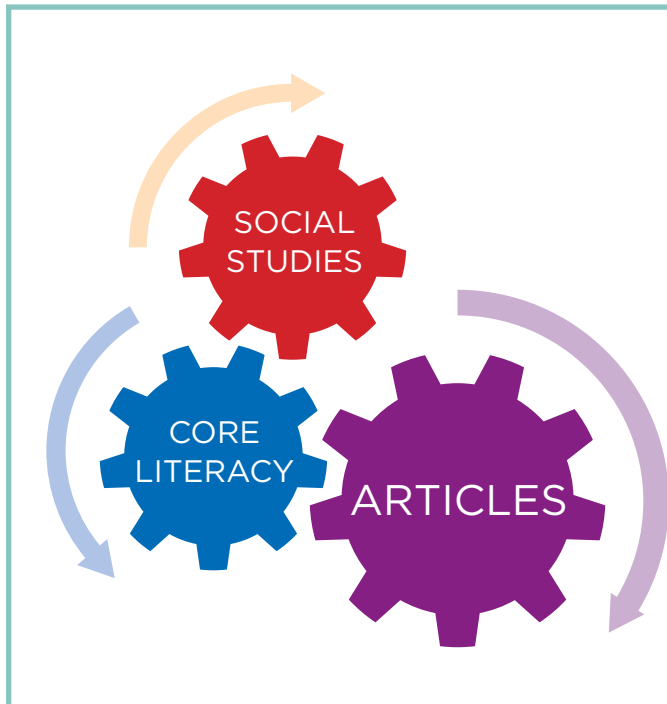
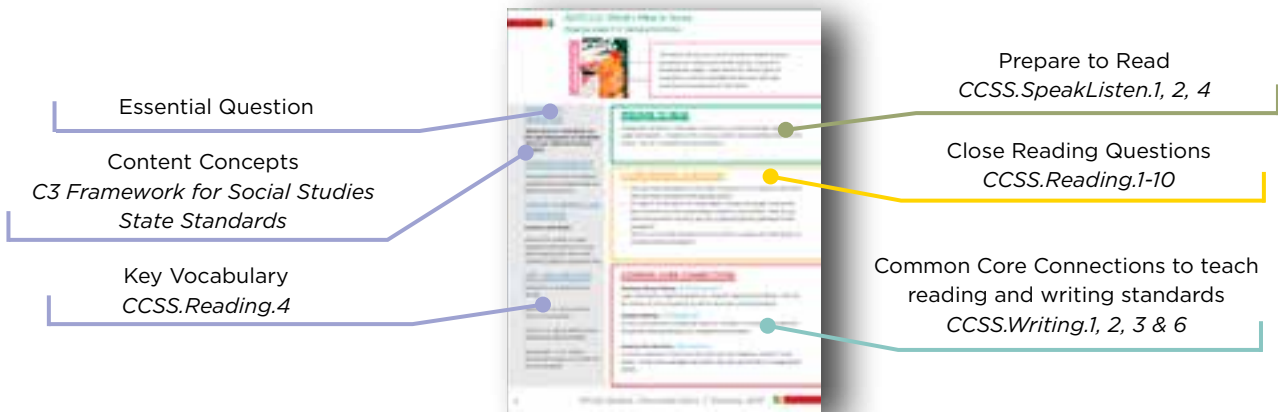
ESSENTIAL QUESTION:

How do the modern Olympics compare to the ancient Olympics?

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 ARTICLES 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.ReadingInfoText.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational 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: An Athlete's Journal

Magazine pages 2 - 7, Narrative Fiction



Leonidas of Rhodes was an Olympic champion in ancient Greece. The article presents his fictional diary about the Olympics.

ESSENTIAL QUESTION

How do the modern Olympics compare to the ancient Olympics?

SOCIAL STUDIES CONCEPT

People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

English Language Arts

Using the same timeline for events used in the article, write a journal as if you were a modern Olympic athlete.

KEY VOCABULARY

sabotage (p. 6) to destroy or damage (something) deliberately so that it does not work correctly

truce (p. 4) an agreement between enemies or opponents to stop fighting, arguing, etc., for a certain period of time

PREPARE TO READ

Ask the students to imagine they are attending the Olympics in ancient Greece. What might the conditions be like? How would they dress? What would they expect to see? Then have the students imagine a visit to the modern games. What differences would they notice?

CLOSE READING QUESTIONS

- Underline details in the introduction to the text that indicate how modern times differ from ancient times.
- Highlight details in the text that demonstrate the role of religion in the games.
- Create a timeline for the events depicted in the article.
- What happened to cheaters? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

Study the images that accompany the text. How does each add to your knowledge of the ancient Olympics? Which specific lines of text does each illustrate?

Determine Author's Purpose *CCSS Info Text 6*

Use the text to determine the author's purpose in presenting this article. Which details helped you determine that purpose?

Research-Based Writing *CCSS Writing 2 & 7*

Research one of the Olympic sports mentioned and write a brief summary of its role in the games.



Odes that celebrated victors in ancient games have survived. They provide historical details about the games and the celebrations of victory that followed them.

ESSENTIAL QUESTION

How do the modern Olympics compare to the ancient Olympics?

SOCIAL STUDIES CONCEPT

People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

Art

Study Greek pottery and use clay to make your own piece in the Greek style.

KEY VOCABULARY

digress (p. 11) to speak or write about something that is different from the main subject being discussed

imply (p. 11) to suggest (something) without saying or showing it plainly

laud (p. 11) to praise (someone or something)

PREPARE TO READ

Discuss what the winner receives in today's contests and competitions, including the Olympic games.

CLOSE READING QUESTIONS

- Underline the details in the text that answer the question posed in the introduction.
- Highlight the details in the text that explain the general structure of victory odes.
- Explain the roles of poets in ancient Greece. Cite evidence from the text to support your answer.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

How does the author open the article? Why might the author have chosen to begin the article this way? How does this opening set up the overall text structure and contribute to the development of ideas?

Interpret Words *CCSS Reading 4*

What are odes? What is a chorus? Which context clues helped you decide the definition of each word? Use a dictionary to verify your definitions.

Write Narrative *CCSS Writing 3*

Compose an ode about a great victory or other accomplishment you have witnessed.

ARTICLE: Why?

Magazine pages 12 - 14, Expository Nonfiction



The origin of the games is unclear, but they brought Greeks together to celebrate their gods and their unity until Roman rule put an end to them.

ESSENTIAL QUESTION

How do the modern Olympics compare to the ancient Olympics?

SOCIAL STUDIES CONCEPT

People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

Physical Education

Practice sports, like the stade and long jump, that were in the original games.

KEY VOCABULARY

discipline (p. 13) the ability to keep working at something that is difficult

draw (p. 12) to cause (someone or something) to come

legendary (p. 12) told about in a legend

punctuate (p. 13) to interrupt or occur in (something) repeatedly

PREPARE TO READ

Discuss the title of the article. What might it refer to? Have students hypothesize why the games originated.

CLOSE READING QUESTIONS

- Underline details in the text that refer to the religious elements of the games.
- Highlight details in the text that refer to the political purpose of the games.
- Use details from the text to explain why the games were outlawed and what happened to Olympia.

COMMON CORE CONNECTIONS

Summarize Main Ideas *CCSS Reading 2*

What is the main idea of each section of the article and of the article as a whole? Use the main ideas to write a summary of the article.

Explain Reasons and Evidence *CCSS Reading 8*

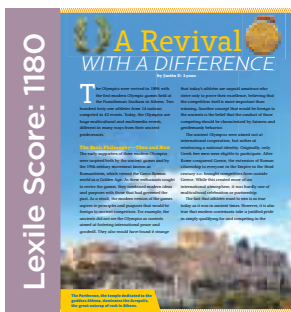
Which statements in the article are supported by historical evidence? What is that evidence, and is it sufficient?

Write Narrative *CCSS Writing 3*

Write a narrative retelling of one of the myths mentioned in the article.

ARTICLE: A Revival with a Difference

Magazine pages 15 - 17, Expository Nonfiction



Although sport is a main factor in both the ancient and modern Olympics, there are many differences between the two. The prizes, safety rules, and basic reasons for holding the games have all changed.

ESSENTIAL QUESTION

How do the modern Olympics compare to the ancient Olympics?

SOCIAL STUDIES CONCEPT

The principles of fairness, competition, and goodwill underlie democratic points of view in global society.

CROSS-CURRICULAR EXTENSION

Science and Technology

Research the methods used in the Olympics for ensuring fair play, timing events, and keeping records.

KEY VOCABULARY

enthusiast (p. 15) a person who enjoys something very much

strive (p. 15) to try very hard to do or achieve something

PREPARE TO READ

Define the word “revival” for the class. Ask them if there are things from the past they’d like to see revived or that they wish had never come back.

CLOSE READING QUESTIONS

- Create a chart comparing the ancient and modern Olympics.
- Underline details in the text that explain the reasons for the revival of the Olympic games.
- Highlight details in the text that discuss why the ancient games were dangerous.

COMMON CORE CONNECTIONS

Make Inferences *CCSS Reading 1*

What can you infer about the difficulty of modern competition when compared to the ancient games? Use details from the text to support your answer.

Analyze Author’s Point of View *CCSS Info Text 6*

What is the author’s opinion of each Olympic era? Which specific words and phrases lead you to your conclusions?

Present Arguments *CCSS Speaking and Listening 4*

Research the rewards given to today’s Olympic athletes. Do you believe they should receive payment? If so, in what form? Present your arguments.

ARTICLE: Only Girls Allowed

Magazine pages 18 - 21, Expository Nonfiction



Women weren't allowed to participate in the ancient Olympics, so they developed their own games. Now, equal numbers of men and women participate in the Olympics.

ESSENTIAL QUESTION

How do the modern Olympics compare to the ancient Olympics?

SOCIAL STUDIES CONCEPT

Changing social roles are examples of historical change.

CROSS-CURRICULAR EXTENSION

Math

What is the percent increase in women's participation in the games from 1948 to 2014?

KEY VOCABULARY

intervene (p. 19) to become involved in something (such as a conflict) in order to have an influence on what happens

patroness (p. 19) a woman chosen, named, or honored as a special guardian, protector, or supporter

PREPARE TO READ

Show pictures of athletes throughout time. Look at their genders. Discuss the sport each athlete is participating in and whether the opposite gender also plays the sport. Are any sports just for one gender or the other? Do men and women play any sports together?

CLOSE READING QUESTIONS

- Make a list of each woman (or goddess) mentioned and describe her role in the history of sports.
- Highlight details in the text that demonstrate the role of religion in the *Heraea*.
- Underline details in the text that demonstrate that women are integral to the modern games.

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Reading 7*

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

Analyze Key Elements *CCSS Info Text 3*

How is the *Heraea* introduced? How does the author relate it to the earliest Olympics? How does this increase your understanding of the main idea of this article?

Write Arguments *CCSS Writing 1 & 4*

Women and men compete separately in many sports. Use details from the text and your own research and experience to argue whether or not they should compete against each other.



Many athletes accomplished great feats in ancient times. Some were mythological while others were historical.

ESSENTIAL QUESTION

How do the modern Olympics compare to the ancient Olympics?

SOCIAL STUDIES CONCEPT

Historical sources present varied accounts of information.

CROSS-CURRICULAR EXTENSION

English Language Arts

Pelops cheated. Write a story about someone who cheats. Do they get caught or achieve their goals?

KEY VOCABULARY

composure (p. 23) calmness, especially of mind, manner, or appearance

grueling (p. 22) very difficult

PREPARE TO READ

Discuss the concept of a “super athlete” as someone who dominates their sport. Have students come up with a list of modern super athletes. Decide who the greatest athlete of all time is.

CLOSE READING QUESTIONS

- Make a chart listing each athlete and his accomplishments.
- Create an annotated timeline of the events mentioned in the article.
- Underline details in the text that explain why Diagoras’ family was revered.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

What is the overall structure of this article? Why might the author have chosen to present information in this way? How does this structure impact your understanding of the text?

Make Inferences *CCSS Reading 1*

The author states that “Onomastos remains today the all-time boxing champion with four title wins.” What can you infer about the likelihood of this statement remaining true in the future?

Debate and Evaluate Ideas *CCSS Speaking and Listening 1, 3 & 6*

With a partner, debate which athlete mentioned is the best. Use information from the text and other resources to support your argument. Continue the discussion as a class.



Nazi atrocities caused many countries to consider boycotting the 1936 Olympics, but the games went on. Wins by non-Aryans were a blow to Hitler's views.

ESSENTIAL QUESTION

How do the modern Olympics compare to the ancient Olympics?

SOCIAL STUDIES CONCEPT

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

CROSS-CURRICULAR EXTENSION

History

Research the 1980 and 1984 Olympics to determine which countries did not participate and why.

KEY VOCABULARY

festoon (p. 28) to cover or decorate (something) with many small objects, pieces of paper, etc.

prolong (p. 30) to make (something) last or continue for a longer time

prowess (p. 28) great ability or skill

PREPARE TO READ

Show a swastika to the class and ask if they know what it is. Discuss its meaning and how it was used by the Nazi regime.

CLOSE READING QUESTIONS

- Underline details in the text that refer to Nazi policies.
- Highlight details in the text that explain why Jewish athletes boycotted the games.
- Why were Jesse Owens' wins a blow against Hitler? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

The author uses the 2,000 meter rowing race as a frame for this article. What is the effect of this structure? Why might the author have chosen to use it?

Analyze Relationships *CCSS Reading 3*

How did the actions of the Nazis before the 1936 games affect Americans' decisions on whether or not to participate?

Write Arguments *CCSS Writing 1*

Do you believe more athletes and countries should have withdrawn from the competition? Write your argument using details from the text and your own research and experience to support your answer.

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*).

- Use multiple articles to research the role of religion in ancient Olympic competition.
- Refer to “An Athlete’s Journal,” “A Revival with a Difference,” and the sidebar on page 24 to learn the views about and punishments for cheating at the games.
- Read several articles to learn about the role of women in the ancient and modern Olympics and trace how it evolves.
- Use “Under the Swastika,” “A Revival with a Difference,” and “Why?” to study the role of politics in the ancient and modern games.
- Compare the accomplishments of sports heroes mentioned in “An Athlete’s Journal,” “Super Athletes,” and “Under the Swastika.”

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

The Olympics have always been full of drama. From their possibly mythical beginnings to close finishes, drama reigns at the games. This Mini-Unit will engage your students in creating their own dramatic skits of Olympic events. They will use the knowledge they've gained from the issue and other resources as well as their imaginations.

ENGAGE

READ AND COMPARE

APPLY

ENGAGE: Discuss the image below with your students. Then refer students to the first line of the table. Explain that the first path is for the men in the image. Have them read articles in the issue to complete the rest of the table.



ATHLETE	STEP 1	STEP 2	STEP 3	STEP 4
Ancient Male	Worship Zeus	Play Fair	Strive	Receive Olive Wreath
Ancient Female				
Modern				

Share the essential question:

How do the modern Olympics compare to the ancient Olympics?

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 “An Athlete’s Journal” (pgs. 4-7) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 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 *Dig: The Olympics: A Look Back*.

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

SUMMARIZE MAIN IDEAS *CCSS Reading 2* Determine the main idea of each section of the article and the article as a whole. Use this information to write a brief summary of the text.

MAKE INFERENCES *CCSS Reading 1* What can you infer about Leonidas’ personality and character traits from the information presented in the article?

ANALYZE TEXT STRUCTURE *CCSS Reading 5* The article is separated into two parts: fiction and fact. Why might the author have chosen this structure? What other structures could have been used to convey information about daily life at the Olympic games?

APPLY: OLYMPIC DRAMA

Working in small groups, students will create skits with an Olympic theme. They will learn the style for writing a script and then write their scripts, fashion costumes, and locate or make props. Once the skits are complete, the students will rehearse and then perform them.

Selecting Topics

Separate the students into groups of four or five. Assist them as they select topics for their skits. Skits can be about any of the following topics:

- Preparation for competition
- Cheating
- Religious ceremonies
- Olympic events
- Rewards of winning
- Modern competition
- Student choice

Decide how long each skit will be.

The following websites will help you research Greek fashion and design your costumes:

- <http://www.ancient.eu/article/20/>
- <http://historylink101.com/2/greece3/fashion.htm>
- <http://www.primaryhomeworkhelp.co.uk/greece/clothes.htm>

Research and Planning

Assist students as they research their topics and take notes. Help them focus their topics into ideas for scenes and decide on the characters they'll need. They may also decide who will play each character and begin to consider costumes, setting, and props.

Show students the first and final pages of a number of plays, scenes, or skits so they will understand the format used for describing setting, adding stage directions, and recording dialogue.

Writing and Revising

Have the students use the Skit Planner on the next page to plan their scenes and write their dialogue. Groups may exchange plans and proofread each other's work or you can assist with editing. Check for conflict and a satisfying resolution as well as correct spelling and grammar.

Production Design

Assist the students with developing costumes, setting up scenes, and locating props. Decide where the performance will take place and in what order the skits will be performed. (This may be done simultaneously with rehearsal.)

Rehearsal and Performance

Allow time for rehearsal. Decide whether students will memorize their scripts or read them. Then, have students perform the skits for the class and any guests you invite.

SKIT PLANNER

Skit Title: _____

Characters and actors in order of appearance:

Props and set pieces:

Note who will make or provide each.

Costume items for each character:

Note who will make or provide each.

Scene 1

Set the scene:

Write the dialogue and stage directions below. Continue on a separate sheet of paper. Be sure to include scene changes if needed.

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:

composure calmness, especially of mind, manner, or appearance

*Tradition said that he never struck his opponent, defending himself only by dodging punches and competing in matches that lasted for days until his exhausted opponents grew frustrated and lost their **composure**. (p. 23)*

digress to speak or write about something that is different from the main subject being discussed

*Pindar's **digression** about the games' beginnings allows him to describe the first Olympic events, including the names of the first victors in three sports. (p. 11)*

discipline the ability to keep working at something that is difficult

*Athletic competition was a key part of Greek culture, which valued physical fitness and mental **discipline**. (p. 13)*

draw to cause (someone or something) to come

*The Olympic games are the best-known athletic competitions in the world, **drawing** participants, spectators, and television-viewing audiences in the hundreds of millions. (p. 12)*

enthusiast a person who enjoys something very much

*As these **enthusiasts** sought to revive the games, they combined modern ideas and purposes with those that had governed the past. (p. 15)*

festoon to cover or decorate (something) with many small objects, pieces of paper, etc.

*Workers **festooned** Berlin with Olympic banners and scarlet Nazi flags with black swastikas. (p. 28)*

grueling very difficult

*To free himself from slavery, Heracles had to complete 12 **grueling**, near-impossible tasks. (p. 22)*

imply to suggest (something) without saying or showing it plainly

*Thus, Pindar noted that the victor reminded him of the divine, but never claimed or **implied** that the mortal he was praising even came close to being divine. (p. 11)*

intervene to become involved in something (such as a conflict) in order to have an influence on what happens

*Finally, the goddess Aphrodite **intervened**. (p. 19)*

laud to praise (someone or something)

*He knew that he had to create a poem that **lauded** a mortal but, at the same time, did not rival the hymns written to honor the gods. (p. 11)*

legendary told about in legend

*Only fragments of historical records have survived, and accounts that have endured in the oral tradition include **legendary** details. (p. 12)*

patroness a woman chosen, named, or honored as a special guardian, protector, or supporter

*She was even known by the title "Lady of the Bow" and honored in Greece as the **patroness** of athletes. (p. 19)*

prolong to make (something) last or continue for a longer time

*Finally, after **prolonged** pressure by the IOC, Hitler agreed to admit both foreign and German Jewish athletes to the games. (p. 30)*

proWess great ability or skill

*It would be, they believed, another example of the superior athletic **proWess** of their country's Aryan people over all other races. (p. 28)*

punctuate to interrupt or occur in (something) repeatedly

*Even the award ceremonies and farewell celebrations on the fifth and last day were **punctuated** by offerings to the gods. (p. 13)*

sabotage to destroy or damage (something) deliberately so that it does not work correctly

*This will be the night that their rivals might try to poison their horses or **sabotage** their chariots. (p. 6)*

strive to try very hard to do or achieve something

*They also would have found it strange that today's athletes are unpaid amateurs who **strive** only to prove their excellence, believing that the competition itself is more important than winning. (p. 15)*



truce an agreement between enemies or opponents to stop fighting, arguing, etc., for a certain period of time

*Sparta chose to declare war on a city near Olympia and attacked, breaking the sacred **truce** that was in effect. (p. 4)*

“To the Winner”

- <https://www.khanacademy.org/partner-content/getty-museum/antiquities/getty-ancient-greek-vases/v/making-greek-vases>

Watch a video about how pottery was made in ancient Greece.

- http://www.getty.edu/education/teachers/classroom_resources/curricula/mythology/downloads/worksheet01_02.pdf

Read about Greek pottery.

“Super Athletes”

- <http://www.perseus.tufts.edu/Olympics/theag.html>

Read more about Theagenes of Thasos.

- <http://ancientolympics.arts.kuleuven.be/eng/tp011en.html>

Read about Melankomas, including the original text of a eulogy by Dio Chrysostomus.

- <http://ancientolympics.arts.kuleuven.be/eng/tp005en.html>

Learn more about Diagoras and his family and read an ode about him.

- <http://library.la84.org/OlympicInformationCenter/OlympicReview/1974/ore76/ore76r.pdf>

Read an account of Leonidas of Rhodes’ Olympic victories.

“Under the Swastika”

- <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005680>

Watch a video, view photos, and read about the 1936 Olympics in Berlin.