

## Lesson 4

**Lesson:** Ancient Sports-The Mesoamerican Ballgame \_\_\_\_\_ **Length:** 1 class period

**Age or Grade Level Intended:** 6<sup>th</sup> Grade Spanish (applicable to any grade)

### Academic Standard(s):

- ✓ 6.6.2- Use digital media and/or culturally authentic resources to study target cultures.
- ✓ 6.4.2-Identify products and symbols of the target culture. Examples: toys, games, dress, food, etc.

### Performance Objective(s):

1. Given an interactive website, 6<sup>th</sup> grade Spanish students will use the digital media to study the ancient Mesoamerican Ballgame sport, for participation points.
2. Using the interactive website, 6<sup>th</sup> grade Spanish students will complete the worksheet over the Mesoamerican ballgame with 80% accuracy on first attempt.

### Assessment:

Students will be going to the computer lab to use the interactive website <http://www.ballgame.org/main.asp> to learn about the Mesoamerican ballgame. They will complete activities on the website that correlate with questions on a worksheet. After the website has been completed by all students, we will have a class discussion about the Mesoamerican ball game tradition. The students will turn the worksheet in to the teacher for grading. What we do in this class will support Mr. Hartstein's social studies class by supporting what they already learned or to create prior knowledge for his class.

### Advance Preparation by Teacher:

1. Make the correlating worksheet to the website.
2. Reserve a computer lab

**Procedure:****Introduction/Motivation:**

Today we are going to investigate the oldest form of a team ballgame recorded in history. We will travel 3,500 years back in time and see how the very first ball game was played and more importantly why it was played. Sit back, buckle up and enjoy the ride!

**Step-by-Step Plan:**

1. Introduction
2. Pass out worksheet for students to complete in computer lab
3. Take students to lab and let them begin
4. Students will use the website to investigate the Mesoamerican ballgame. The site has a lot of valuable information and interactive activities for students to complete. Students will even be able to play the game on the computer and in order to win they have to correctly answer questions about the Mesoamerican ballgame-a form of assessment in itself.  
Website and correlating worksheet contain: Gardner: interpersonal, bodily kinesthetic, visual spatial, verbal linguistic, musical naturalist, Bloom: knowledge, comprehension, application, analysis)
5. Have students play the game at least twice after they have read the information and completed the handout. (Gardner: bodily-kinesthetic, verbal linguistic, visual spatial, Bloom: application)
6. When students have finished the worksheet and ample time to play the game has been given, take students back to class, or have them turn the computers off to have a class discussion about the Mesoamerican ballgame based on the worksheet items.
7. Have students turn in their worksheets after the discussion is complete.

**Closure:**

How was your trip back in time? I hope you all enjoyed it and learned a lot about the Mesoamerican ballgame. Think about some specifics in the game, what does this game have in common with some modern day games? How is it different? How have sports changed over time? Why

does this society, our society, and other world societies embrace sports? (Bloom: analysis, synthesis, evaluation) Tomorrow we are going to finish up our sports unit with a The Sport Unit World Cup competition. Come prepared to win the championship title, by answering questions over the topics that you have been studying in your classes.

### **Adaptations/Enrichment:**

#### Adaptations

*Student with ADHD:* this lesson is really engaging almost as interactive as you can get without physically doing the sport itself. The lesson is set up well for a student with ADHD. They are able to move through the website at their own speed and they have a worksheet that will help guide them through the website. If the student has extra time they can continue to play the ballgame on the website because it is a continual reinforcement of the information they just went through.

*Student with a Learning Disability in Reading Comprehension:* a student with a LD in reading comprehension will be able to successfully complete this lesson. There is not too much reading they have to do and most of the information is presented visually or through interactive activities.

#### **Enrichment**

*Gifted and Talented student:* Instead of doing the reading worksheet students may choose to create an oral “interview” with the author of the article asking questions that would elicit responses seen in the article. (Gardner; interpersonal, verbal linguistic, bodily kinesthetic) (Bloom: analysis, synthesis, evaluation)

#### **Enrichment**

*Gifted and Talented student:* the student can choose to do the worksheet or they can light research into the significance of the ballgame which was explained in the website. The game is a representation of their creation story called the Popol Vuh. The student can choose to write a short paper (1 page) on the Popol Vuh or can create a visual representation of the creation story, but not the same as the one on the website. This student

will have more time to complete their assignment since it requires more time and higher thinking.

**Self-Reflection:**

1. What went well?
2. What did not go so well? Why?
3. What can be changed?
4. Did I need additional materials/resources?
5. Was I well prepared?
6. Were the student engaged through the entire lesson?  
Where did they get lost?
7. What did they learn and understand well?
8. What needs more clarification?
9. What did they not understand? How can I change the plan  
to avoid these misunderstandings?
10. How did students perform when assessed? Was this  
degree of achievement expected/unexpected?

Name \_\_\_\_\_

### Mesoamerican Ballgame

Using the following website <http://www.ballgame.org/main.asp> answer the following items in complete sentences. Start with the button that says Explore World.

1. Where is Mesoamerica? \_\_\_\_\_.

2. How many Mesoamerican cultures have there been over 3,000 years? \_\_\_\_\_.

Answer the following questions with the button that says Explore Game. Read it, then click the links on the right side of the page beginning with ball to answer the others.

3. The first \_\_\_\_\_ sport in history began \_\_\_\_\_ years ago.

4. What is an ultelolotli?

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5. Juice from the plant Morning Glory is used to give the ball what characteristic?

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6. Some balls could weigh as much as a watermelon, up to \_\_\_\_\_ pounds!

7. Draw and label the parts to the uniform and their function. use the “help me get dressed for the Ballgame” activity for guidance.

8. What are the ten mascots that are known from the Mesoamerican cultures?

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9. How was the court shaped? \_\_\_\_\_

10. listen to the ancient Aztec song, read the side notes and answer this question- what is the purpose of singing the song? \_\_\_\_\_

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11. Did women play in the Ballgame? How do we know this answer? \_\_\_\_\_

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12. What happened to the loser? And what purpose did it serve? \_\_\_\_\_

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13. The ballgame was based on religious beliefs. What did the game represent? \_\_\_\_\_

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14. Investigate the Experience Game button. First look at the information, because you will need to know it, and then play the interactive game. Write down three questions/answers that you missed while playing the game.