Pennsylvania Sports History Timeline
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DESCRIPTION

This lesson plan can be adapted for use with students in grades 7 through 12. This lesson was designed to be used as a companion to the text *Sports in Pennsylvania* (Guenther, 2007). This lesson relates primarily to the NCSS thematic strand "Time, Continuity, and Change." In this lesson, the students will construct a timeline based on important events in Pennsylvania sports history.

STANDARDS

NCSS.1.1.c	assist learners to apply an understanding as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
NCSS.1.1.d	encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change;
NCSS.1.2.b	have learners apply key concepts from the study of history such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among the patterns of historical change and continuity;
NCSS.1.2.c	ask learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
NCSS.1.2.e	provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;
NCSS.1.5.b	help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
NCSS.1.5.c	explain to learners the various forms institutions take, and explain how they develop and change over time;
PA.R.1.1.8.B	Identify and use common organizational structures and graphic features to comprehend information.
PA.R.1.2.11.A.3	Use teacher and student established criteria for making decisions and

drawing conclusions.

PA.R.1.5.11.F.1   Spell all words correctly.

PA.R.1.6.11.D.7   Paraphrase and summarize as needed

PA.SS.H.8.2.9.A   Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914; Political Leaders (e. g., James Buchanan, Thaddeus Stevens, Andrew Curtin); Military Leaders (e. g., George Meade, George McClellan, John Hartranft); Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster); Innovators and Reformers (e. g., George Westinghouse, Edwin Drake, Lucretia Mott)

PA.SS.H.8.2.9.C   Identify and analyze how continuity and change have influenced Pennsylvania history from the 1787 to 1914; Belief Systems and Religions (e. g., Ephrata Cloister, Harmonists, Amish, immigrant influences); Commerce and Industry (e. g., mining coal, producing iron, harvesting timber); Innovations (e. g., John Roebling's steel cable, steel- tipped plow, improved techniques for making iron, steel and glass); Politics (e. g., Fugitive Slave Act reaction, canal system legislation, The Free School Act of 1834); Settlement Patterns (e. g., farms and growth of urban centers); Social Organization (e. g., the Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools); Transportation (e. g., canals, railroads, Thompson's Horseshoe Curve); Women's Movement (e. g., Work of the Equal Rights League of Pennsylvania) Ridge heritage corridor)

PA.SS.H.8.2.12.A   Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present; Political Leaders (e. g., Gifford Pinchot, Genevieve Blatt, K. Leroy Irvis); Military Leaders (e. g., Tasker H. Bliss, Henry 'Hap Arnold, George C. Marshall); Cultural and Commercial Leaders (e. g., Milton Hershey, Marian Anderson, Fred Rogers); Innovators and Reformers (e. g., Frank Conrad, Rachel Carson, Joseph Rothrock)

PA.SS.H.8.2.12.C   Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present; Belief Systems and Religions (e. g., Buddhism, Christianity, Hinduism, Islam, Judaism); Commerce and Industry (e. g., work of defense industries, rise and decline of the steel industry, increase of service industries); Innovations (e. g., polio vaccine, air pollution examined, nuclear power plants); Politics (e. g., Great Depression special legislative session, creation of the state income tax); Settlement Patterns (e. g., growth and decline of cities, Philadelphia Revival, Pittsburgh Renaissance); Social Organization (e. g., creation of the State Soil Conservation Commission, First Amendment

challenges to education, social services); Transportation (e. g., Pennsylvania Turnpike, Interstate highways, international airports); Women's Movement (e. g., League of Women Voters, Commission on Women).

RESOURCES

Guenther, K. (2007). *Sports in Pennsylvania*. Mansfield, PA: Pennsylvania Historical Association.

OBJECTIVES

1. Given the textbook, *Sports in Pennsylvania* (Guenther, 2007), the students will collectively identify 15 important events in each of the five chapters.
2. Given the textbook, *Sports in Pennsylvania* (Guenther, 2007), the students will construct a timeline identifying and describing important events in Pennsylvania sports history.

RATIONALES

According to the Pennsylvania Literacy Framework, collaborative work and discussion motivate and extend current thinking processes related to content. This type of collaborative dialogue also helps teachers establish knowledge-building communities in their classrooms. (PDE, 2000, p. 6.3)

Furthermore, there is evidence that adjunct displays, like a timeline, promote recall of text when used in concert with one another. It is believed that adjunct displays are effective because they provide the learner with two avenues to memory- verbal (the text) and spatial (the placement of information in relation to other facts), and that the spatial and verbal memories work in conjunction with one another. (Fisher, Brozo, Frey, & Ivey, 2007, p. 3)

Pennsylvania Department of Education. (2000). *Pennsylvania literacy framework*. Harrisburg, PA: Pennsylvania Department of Education.

PROCEDURES

Anticipation/Motivation

1. The teacher will begin the lesson by telling the students that they will be working with their textbooks, *Sports in Pennsylvania* (Guenther, 2007). The teacher will ask the students to get their textbooks out and place them on their desks.
2. The teacher will then inform the students that they will be using their textbooks to construct a timeline of Pennsylvania sports history. The teacher will ask students what a timeline is and what timelines are used for. The teacher will write the students' responses on the whiteboard or chalkboard. It is important that the students understand that timelines are a very helpful tools when it comes to understanding and studying history.

The students must be comfortable with both reading timelines, as well as constructing their own.

Investigation

1. Once the teacher has fielded all of the students' responses regarding timelines, the teacher will open the PowerPoint Presentation titled Pennsylvania Sports History Timeline or obtain the transparencies titled Pennsylvania Sports History Timeline Transparencies.
2. The teacher will show the students the PowerPoint Presentation or the transparencies. The Presentation consists of two slides, a title slide and a slide that shows a sample timeline. The teacher will direct the students' attention to each part of the timeline. The first part of the timeline that the teacher should address is the title. A title allows people to know what information is presented on the timeline. Inform the students that they will collectively have to come up with a title for their timeline. The teacher will ask the students if there are any questions. All questions will be addressed before moving on.
3. Next, the students need to understand the purpose of the horizontal line that runs through the center of the timeline. This line is a representation of the past. Each particular entry on a timeline corresponds to some dot on the linear bar. The teacher will ask the students if there are any questions. All questions will be addressed before moving on.
4. The teacher will now draw the students' attention to the entries on the timeline. Each entry begins with a date and then has more information listed below. The timeline entries are a synopsis of an event, not a paragraph. Students need to understand that entries must be informative and concise- there is not room for 75 paragraphs. The teacher will ask the students if there are any questions. All questions will be addressed before moving on.
5. Finally, the teacher will draw the students' attention to the pictures on the timeline. Occasionally a picture is inserted along with an entry. This can be done on the timeline that the students will be creating, but with limitations. Students cannot provide a picture for each entry. The teacher will ask the students if there are any questions. All questions will be addressed before moving on.
6. After the teacher has fielded all questions and comments related to timelines, the teacher will split the class into five equally-sized groups. The teacher can do this by allowing the students to choose their own groups or by assigning groups based on personalities, alphabetical order, etc. The teacher will instruct the students of the composition of the groups. The teacher will ask the students if there are any questions. All questions will be addressed before moving on.
7. Next, the teacher will assign each group a chapter in the textbook. There are 5 chapters; therefore, each group will be assigned one chapter. The teacher will tell the groups which chapter they have been assigned. The teacher will ask the students if there are any questions. All questions will be addressed before moving on.
8. Once all questions have been answered, the teacher will distribute a copy of the Pennsylvania Sports History Timeline Handout to each student. The teacher will ask the students to follow along as the directions are read out loud to the class. The teacher will inform the students that each group will be responsible for the following: Each group will work together to read their chapter. They will identify at least 15 important events that are discussed in their chapter. Based on these 15 events, the group will construct 15 timeline entries. Each entry must include the date (a specific calendar date or a year if

that is all that is given) and a brief description of the event. Each description must not be longer than 10 words. The group will type the entries on the computer and print them out. If there are events for which the group would like to include a photograph, please print that out as well. Once an entry has been completed, please write the chapter number on the back and turn it in to the teacher. The teacher will ask the students if there are any questions. All questions will be addressed before moving on.

9. Once all of the entries have been completed and graded, the teacher will hand back the entries to the respective groups. The students will be asked to use the available double-sided tape or pushpins to mount their entries onto the timeline. The teacher will assist students with this process by making sure that entries are being placed in the correct order.

10. After the mounting process has been completed, the teacher will inform the students that they need to come up with a name for their timeline. The teacher can allow the students to provide ideas by raising their hands. The teacher can write these ideas on the chalkboard or whiteboard. Once all of the suggestions have been made, the class can vote on which title they prefer. After a title has been chosen, either the teacher can use the computer to make the title, or a student can be allowed to create the title for extra credit. Perhaps there is a particularly gifted artist in the class who would like to create the title.

Reflection

1. The teacher will inform the students that they will be graded as a group. The entries will be graded using the Pennsylvania Sports History Timeline Rubric. The entries will be graded using the following criteria: content knowledge; following directions (producing 15 entries that are 10 words or less); grammar, punctuation, and spelling; and organization.

2. The students will also be evaluating the other members of their group using the Student Participation Scale document. At the end of the activity, the teacher will distribute one copy of the Student Participation Scale document to each student. The students will be asked to write the names of each group member on the lines provided. They will then be asked to rank the participation of each student by circling a number from 1 to 5 (1 signifies no participation and 5 signifies full participation). There is also a space provided for the student to write comments about any particular group member. These comments can be both positive and negative. The students will be asked to be perfectly honest; the other members of the group will never see the document. The teacher will use the group documents collectively, as well as the rubric, to assign each student a grade. The teacher will write each student's grade on the Student Grade document. This paper will be returned to each student.

MATERIALS

1. Computer
2. Computer projector or Overhead projector
3. PowerPoint Presentation titled Pennsylvania Sports History Timeline or transparencies titled Pennsylvania Sports History Timeline Transparencies

4. Whiteboard markers or chalk
5. Red Electrical Tape
6. Double-sided Tape or Push Pins
7. Computers for each student group
8. Computer Paper
9. One copy of the Pennsylvania Sports History Timeline Rubric for each group
10. One copy of the Student Participation Scale for each student
11. One copy of the Student Grade document for each student
12. One copy of Pennsylvania Sports History Timeline Handout for each student

EVALUATION/ASSESSMENTS

The timeline entries will be graded using the Pennsylvania Sports History Timeline Rubric. The entries will be graded using the following criteria: content knowledge; following directions (producing 15 entries that are 10 words or less); grammar, punctuation, and spelling; and organization.

The students will also be evaluating the other members of their group using the Student Participation Scale document. At the end of the activity, the teacher will distribute one copy of the Student Participation Scale document to each student. The students will be asked to write the names of each group member on the lines provided. They will then be asked to rank the participation of each student by circling a number from 1 to 5 (1 signifies no participation and 5 signifies full participation). There is also a space provided for the student to write comments about any particular student. These comments can be both positive and negative. The students will be asked to be perfectly honest; the other members of the group will never see the document. The teacher will use the group documents collectively, as well as the rubric, to assign each student a grade. The teacher will write each student's grade on the Student Grade document. This paper will be returned to each student.

ADDITIONAL TEACHER INSTRUCTIONS

1. The timeline can be mounted on either a bulletin board or directly on the wall. The font size of the students' entries will depend upon the space available. Once you have figured out where the timeline will be mounted, you will have to make the proper modifications to the Pennsylvania Sports History Timeline Handout.
2. Regardless of where the timeline will be mounted, the easiest method for creating the linear bar is to use red electrical tape. Hash marks and specific dates can be made on the electrical tape using a black permanent marker. The entries can then be mounted to the wall using double-sided tape or push pins.

Pennsylvania Sports History Timeline Handout

DIRECTIONS: As a class, you will be creating a Pennsylvania Sports History Timeline.

In your group, you will read through your assigned chapter. While reading, look for important events in Pennsylvania sports history. You may wish to keep a record of important events and the page numbers where they are discussed.

Once you have completed the chapter, as a group, you will identify **15 events** important to the study of Pennsylvania sports history. For each of the 15 events that you have chosen, your group will create a timeline entry. Entries must include a date, either a specific calendar date (September 1, 1876) or a year (1876). Entries must be a summary of the information presented in the book; therefore, each entry should not be longer than **10 words**. If you are really struggling with a particular entry, please see the teacher for help. All entries must be typed using _____ (font) and _____ (font size).

Make sure you check entries for spelling, grammatical, and punctuation errors. Once you have proofread your entries, print them out and trim the excess paper from them. Please write the number of the chapter on the back of the entry and turn it in to the teacher.

In addition to entries, you may use the internet to find pictures or graphics related to an entry. If you wish to use a picture, print it out. Please write the chapter number on the back of the picture and turn that in with the particular entry.

This assignment will be graded using a rubric. The group entries will be graded based on the following criteria: content knowledge; following directions (producing 15 entries that are 10 words or less); grammar, punctuation, and spelling; and organization.

Pennsylvania Sports History Timeline Rubric

STUDENT NAMES: _____
_____
_____
_____
_____

DATE: _____   TEACHER SIGNATURE: _____

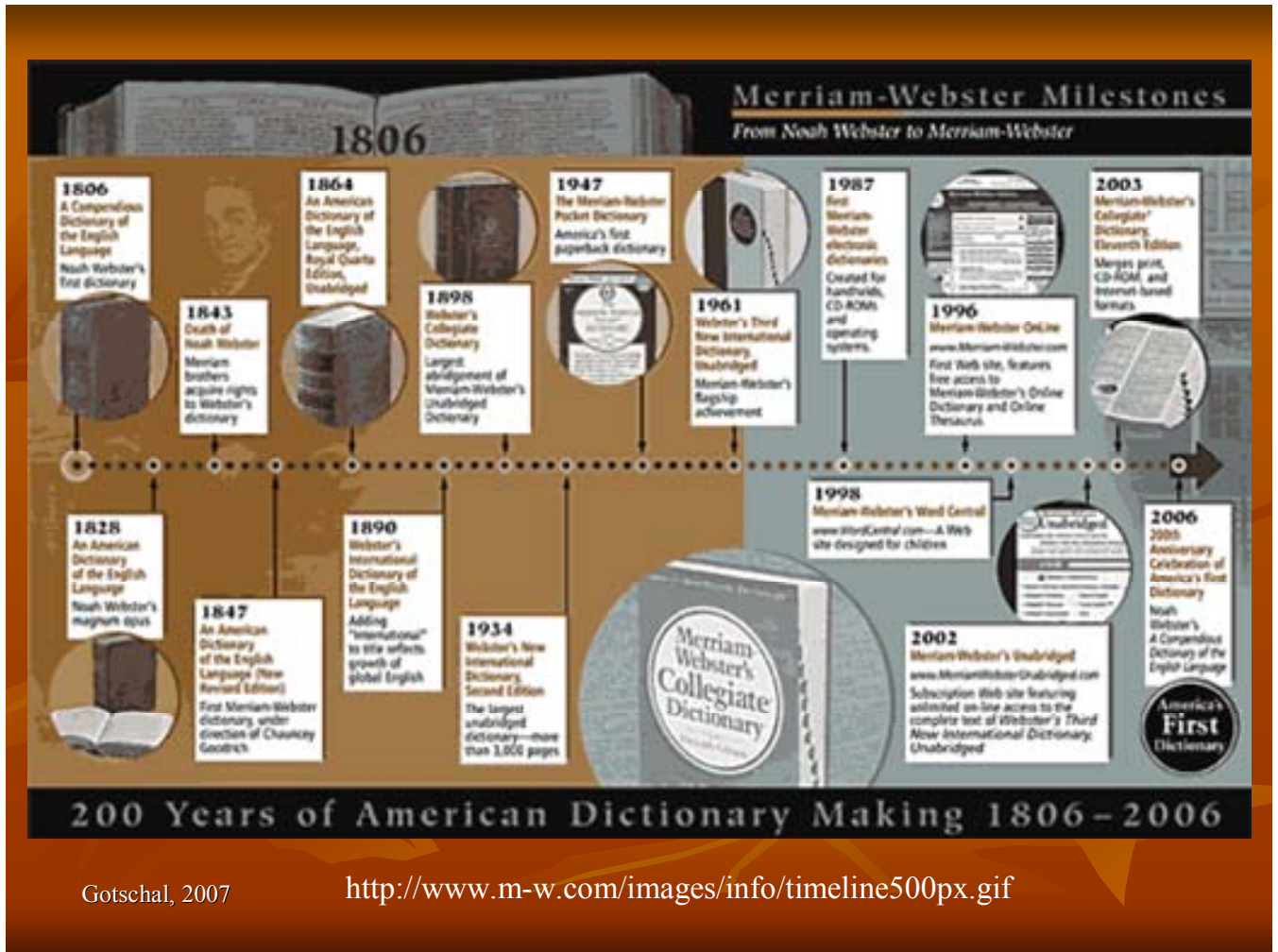| Criterion					POINTS
	(4)	(3)	(2)	(1)	
CONTENT KNOWLEDGE	The group demonstrates full knowledge of the information. All of the content was accurate.	The group demonstrates a good understanding of the information, but some of the content was inaccurate.	The group demonstrates partial understanding of the knowledge. Half of the content was inaccurate.	The group does not have a good understanding of the content. Less than half of the content was inaccurate.	
FOLLOWED DIRECTIONS	The group included 15 typed entries that were 10 words or less.	The group followed nearly all of the directions, but there were one or two deviations.	The group followed the directions for over half of the entries, but there were several deviations.	The group followed the directions for less than half of the entries.	
GRAMMAR, PUNCTUATION, & SPELLING	The entries have no misspellings or grammatical errors.	The entries have no more than 2 misspellings or grammatical errors.	The entries have no more than 4 misspellings or grammatical errors.	The entries have 5 or more misspellings or grammatical errors.	
ORGANIZATION	The information was presented in a logical, interesting sequence which the reader can follow.	The information was presented in a logical sequence which the reader can follow.	The reader has difficulty following the entries because the topics jump around.	The sequence of information is difficult to follow.	
				TOTAL →	

Pennsylvania Sports History Timeline

Sports in Pennsylvania

Gotschal, 2007

Gotschal, 2007   http://www.m-w.com/images/info/timeline500px.gif

GRADE

Student Name:_____

Assignment:_____

Date:_____

GRADE:_____

GRADE

Student Name:_____

Assignment:_____

Date:_____

GRADE:_____

GRADE

Student Name:_____

Assignment:_____

Date:_____

GRADE:_____

GRADE

Student Name:_____

Assignment:_____

Date:_____

GRADE:_____

Student Participation Scale

Student Name:_____ Date:_____

DIRECTIONS: Please write the names of all the members of your group on the lines provided.
For each group member, rank their participation during the assignment. If they participated
fully, they should receive a 5. If they did not participate at all, they should receive a 1. Please
circle the appropriate number. In addition, please make any comments that you feel are
important. Remember, this is helping to determine each student's grade, so be fair, but be
honest!

STUDENT NAME   1(NO PARTICPATION) 2   3   4   5(FULL PARTICIPATION)

_____   1   2   3   4   5
Comments:_____
_____
_____

_____   1   2   3   4   5
Comments:_____
_____
_____

_____   1   2   3   4   5
Comments:_____
_____
_____

_____   1   2   3   4   5
Comments:_____
_____
_____

_____   1   2   3   4   5
Comments:_____
_____
_____

_____   1   2   3   4   5
Comments:_____
_____
_____