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Sports: Their history and their effect on society

Introduction into the unit:

The unit will explore the foundations of sports in society and how they help shape society over time during course of the next two weeks. Teacher's from different content areas, including Social Studies, Spanish, and Math will collaborate to present the information that attempts to answer our essential questions building up to a mock World Cup themed game.

After the unit is introduced to the students they will be split up into teams and work together to learn the information to help them prepare for the upcoming World Cup at the end of the unit.

The World Cup will be similar to a Quiz-bowl, teams of students will face off and answer questions in class until a champion is named. The champion team from each class will play against each other for the overall win.

Essential Questions

1. How have sports changed society over time?
2. How can sports influence my life?
3. How can sports promote national pride?
4. What are the benefits of competition?
5. How can sports strengthen international bonds?
6. Why do people play sports?
7. Why does society like sports?

Final Project Goals:

My role in this interdisciplinary unit is to explore the role of sports in my content area: how did the phenomena of sports appear in world history and how did it affect the societies that participated in games and sports.

Lesson Plan 1

Lesson: Sports in Early Civilizations

Length: 45 minutes

Age or Grade Level Intended: 7th grade

Academic Standard(s):

7.1.1 Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.
Identify and compare the rise of early agricultural river valley civilizations in Africa and Asia.

Performance Objective(s):

The seventh grade class will show that they understand how that the rise of civilizations expanded the amount of free time people had, which resulted in the invention of more games to take up leisure time by writing a journal entry as if they were an ancient Sumerian farmer who recently moved into the city with 80% proficiency.

Assessment:

The class will write a half page journal entry on a sheet of paper pretending that they are a farmer who is use to growing their own food and building their own home, who decided to move into the city; including things that are talked about in class.

They will describe how the city is different than living in the country following the guidelines on the rubric.

For extra credit the class may look up the history of their favorite sport or game, they should see how far back the game can be traced.

Advance Preparation by Teacher:

1. Need a Nerf-ball
2. Print off enough rubrics for the class

Procedure:

Introduction/Motivation:

For the beginning of class, toss a ball to one of the students and ask them to name a sport that uses a ball and pass the ball back. Continue passing the ball around the room getting different answers until students begin to have a hard time coming up with answers (no more than the first three or four minutes of class). Tell them that around the world there are a lot of sports that all use the same equipment like a ball; that something like a ball can be used in different ways and has been throughout human existence.

Ask, by a show of hands, how many of the students like to play some sort of sport or game in their free time? Say that they are going to learn about different activities in different parts of the world to help them connect with the places in the curriculum.

Step-by-Step Plan:

1. Circle up the class
2. Have a discussion about what they think the first sport was? Mention that Sumer invented major innovations like the city and writing.
3. Ask how not having to grow their own food could affect their free time. (*Gardner's interpersonal, existentialist*).
4. Tell the class that when the Sumerians invented the city people could just buy food or grow it on their own like they do today, elaborate on the benefits of not having to make your own clothes, shoes, or building your own home. Explain that without as many things to worry about they were able to have a lot more fun.
5. Explain that after the Egyptians created their strong society they invented the hula-hoop. Explain that the ancient Chinese invented chess, and martial arts. The Mesopotamians invented wrestling, and bowling.
6. Ask the class what effect sports and games they think might have on society? (*Gardner's existentialist*).
7. After a few minutes ask about how learning sportsmanship might have shaped the world? Ask about competition and how that can improve a cultures motivation for glory or success.
8. Pass out the rubrics and say that they are going to pretend that they are a farmer in either Egypt or Sumer who heard about the cities that had been built and you moved there because you wanted to see it for yourself. Tell them to spend the rest of class thinking about and writing a half page describing what they saw and how living in the city is different than living in a hut you made yourself (*Bloom's knowledge/ comprehension Gardner's intrapersonal/ verbal/ linguistic*).

Closure:

For the end of class tell the students that for extra credit they need to research their favorite sport or game (can be a board game). They need to find out how old it is and what part of the world it came from, and have at least a one page (double spaced) history about their favorite sport or one that they are interested in. (*Bloom's knowledge, application/ Gardner's intrapersonal, verbal linguistic*)

Adaptations:

For students with ADHD circling up the desks and catching the Nerf-ball is a good way to get their attention and keep them engaged. The class could keep the ball to show that it is their turn to talk and pass it to the next person; students with ADHD could squeeze the ball the help with their fidgetiness.

Wabash Middle School
Ancient Journal Entry



Name: _____

Teacher: Mr. Jackson

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Creativity and Correctness	The Journal is very plain without much detail and is not from the viewpoint of someone in ancient times.	The Journal has a few details but is limited to simple sentences and is not from the viewpoint of someone in ancient times.	The Journal has many of the details that were discussed in class and is from the viewpoint of someone in ancient times but describes the wrong civilization	The Journal has many of the details that were discussed in class and is from the viewpoint of someone in ancient times.	_____
Performance	Does not meet the length requirement of half a page.			Is half a page of more in length.	_____
Spelling and Grammar	Multiple spelling and punctuation errors	Three spelling or punctuating errors	Only two spelling or punctuation errors	One or no spelling or punctuation errors	_____

				Total---->	_____

Teacher Comments:

Lesson Plan 2

Lesson: African and Asian countries and their geography

Length: 3-4hours (multiple class periods)

Age or Grade Intended: 7th Grade

Academic Standard(s):

7.3.1 The World in Spatial Terms: Identify and locate on maps the countries of Africa, Asia and the Southwest Pacific

7.3.4 Places and Regions: Identify and describe major physical characteristics of regions in Africa, Asia and the Southwest Pacific.

Performance Objectives:

The seventh grade social studies students will be able to identify countries and capital cities on a map and describe major geographic characteristics of each region by reviewing prescribed websites and creating and presenting a travel brochure to the class, with a minimum of 80% accuracy.

The students will gain knowledge of how to organize daily planners by writing up a daily schedule for this week, with 95% proficiency on a scoring rubric.

Assessment:

The students will be asked to make a travel brochure on a poster board for a country they will draw from of a hat (Bloom's Knowledge-Gardner's Visual/Spatial). A rubric will be provided for this particular activity. After all the presentations have been given there will be a quiz over the information their brochures were to cover.

The daily planner they will write up has required parts, such as a list of their periods of the day over the next week, with enough space to write what they talked about, what assignments were given, and when the next quiz or test is.

Advanced Preparation:

- Have enough copies of the rubric for all students.
- Have time in the library or computer lab reserved.
- Have enough poster boards (of differing colors) for the each group
- Have markers and colored pencils so that all the students can use them

Procedure

Introduction/Motivation

To get their attention and their minds working, ask if any of them, by show of hands, has ever wanted to travel outside of the US. Wait for the hands to go up. Call on a few of the students to explain where they would like to go and why.

Step-by-Step

- 1) Take 10 minutes to give the overview. Explain that they are going to make a poster that is going to want to make the rest of the class travel to that country, they need to include the name of the country, the capitol, some interesting facts about the countries geography that people could see when they visit (are there beaches, mountains,

- grasslands, etc.), and must include information on a popular sport in that country that tourist would go and watch.
- 2) *Split them up into groups.* Tell them to pair up for the project; but clarify that if they prefer to work alone, that is fine too. If too many people want to work alone so that someone does not have a partner, then a group of three will be ok. (*Gardner's Interpersonal/Intrapersonal*).
 - 3) Hand out the rubric and the poster board to each group. Every student should get a copy of the rubric, but only one poster board per group.
 - 4) Spend the rest of class in the computer lab. The rest of class will be dedicated to researching the information needed for their brochure and creating their brochure (*Gardner's Interpersonal, visual/spatial*).
 - 5) For homework they can continue to work on the project at home, but they will be in the lab researching the next day as well and will begin presenting on the third day.
 - 6) Instruct them how to write up a daily planner. Write on the board a skeleton of a weekly schedule. Tell them to take out a sheet of paper and to copy the skeleton on the board.
 - 7) Say that a lot of students have a little trouble remembering when assignments are due; add that you yourself can have difficulty remembering. Tell them that writing a daily planner can save their grades by simply reminding them that they have things to do. Instruct them to write in today's class period that they talked about the geography of Africa and spent time researching information; add that they have to present their Brochure tomorrow and that they have a quiz the day after that.
 - 8) Tell them that they could buy a planner at Wal-Mart, but that is much cheaper (only 25¢) to buy a small notebook. Either way the need to get a separate planner so that it is not just a bunch of sheets of loose-leaf paper where pages can be lost.
 - 9) For a running homework assignment, you will be checking that they have been filling out their planners for each class they have throughout the rest of the week and points will be taken off every time they come to class without it filled in (*Bloom's comprehension, application*).
 - 10) Presentation. The next class, call for volunteers to present until no one wants to volunteer, and then call the remaining students up to present. Make sure that they are mentioning the countries location, capital, and geography. Have them turn in their posters when they are finished.
 - 11) Quiz. At the beginning of class the day after presentations they will take the quiz; which should consist of a map portion to match countries to the corresponding letter on the map (*Bloom's Knowledge*), and a short answer section over the major geographic areas of the countries that are not a part of the map portion (*Bloom's Comprehension*).

Closure:

Talk about how they have discussed many different parts of the world and how different the many countries are geographically from one another. Ask, by show of hands, if any of the brochures appealed to any of the students or if any of the countries seemed like somewhere they would like to travel to. Explain that the different geography of the countries they have looked at has affected culture of the people there and that they are going to get into that a little bit more next class.

Adaptations and Modifications

For LD Students. The directions and rubrics provided will allow these students to follow things better and help them to understand exactly what is expected of them.

For ADHD students. The presentation will let these students get up and out of their seat some. Going to the computer lab will also help with getting them up for a small amount of time, and change the scene up for them.

Self-Reflection

- Did the students grasp the concept?
- Was letting them present a good idea?
- What else can I do to help my students?
- What was good?
- What needs to be changed?

Lesson Plan 3

Lesson: The Invention of Writing

Length: 50 minutes

Age or Grade Level Intended: 7th

Academic Standard(s):

Soc. 7.1.3. Early Civilizations, States and Empires: 3500 B.C. /B.C.E. to 650 A.D. /C.E.
Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics and Chinese calligraphy.

Eng. 7.2.7. Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

Performance Objective(s):

The seventh grade class will type or write their conclusions about the online article and make their own comments on the text, while also answering the question “What would life be like without writing?”

They will also demonstrate understanding of the material about the invention of writing by filling out the worksheet with 90% accuracy.

Assessment:

The students will be filling out a worksheet that the teacher will provide; they can work with a partner and together search through the West Asian Literature website looking for the answers (*Bloom’s knowledge, Gardner’s interpersonal/intrapersonal*).

Their homework will be answering the question “What would life be like without writing?” expressing that they comprehend the impact writing has on our society in no less than one double space page (12 pt. font). (*Bloom’s comprehension, application/ Gardner’s existentialist*)

Advance Preparation by Teacher:

- Reserve the library computers for class
- Type up a worksheet for them to fill out in the computer lab
- Have projector set up with the YouTube video

Procedure:

Introduction/Motivation:

Have the projector showing ready to show the video on <http://www.historyforkids.org/learn/westasia/literature/>. Say to the class that today they are going to explore the history of the invention of writing. Ask for a volunteer to write on the board. Have the students write on the board everything you say. Say “today we are going to the computer lab”. Then ask the volunteer to pretend that writing had never been invented (so they obviously would not know how to write) and to put the same message on the board without using any words.

Explain that before people knew how to write they would use pictures to represent what they meant. Thank the volunteer and have them go back to their seats and have the class watch the video about the invention of syllabic writing before going to the lab.

Step-by-Step:

1. Pass out the worksheet to everyone and make sure that they know that even though they can work with a partner, that everyone needs to turn in the worksheet; no papers with two names on them.
2. Explain that after the worksheet is filled out there is a second assignment; the need to write a one (double spaced, 12pt. font) page the answers the question “What would life be like without writing?” They will need to use evidence from the reading.
3. Have the class choose a partners if they want to before going to the lab.
4. Escort the class down to the computer lab.
5. Have the class open the website and read and answer the first question together so that they have an understanding of how to go about the assignment.
6. Let the rest of class be work time.
7. Walk around making sure everyone is on task and that you are available to help or answer any questions until the end of the period.

Closure:

As people finish the homework, remind them that they can get started on their essay assignment. Have the class hand in the worksheet.

Adaptations/Enrichment:

Students with learning disabilities:

working with a partner can be very beneficial and help them through the task, also by allowing them more time to fill out the worksheet they can be less stressed out about getting it all done and work at their own pace to complete the homework.

Name _____ Period _____

Website Worksheet

Read through the West Asian website: <http://www.historyforkids.org/learn/westasia/literature/> and answer all of the following questions. Click on words highlighted in blue to open their link to find information about that work or topic.

1. Who were the first two civilizations to invent a writing system?
2. What is cuneiform? What are hieroglyphs?
3. Explain what people originally wrote on and how it changed over time.
4. Name an early story that was written down, how old is it and what was it about?
5. Who was Hammurabi and what did he do?
6. When did the Chinese first begin to use writing? What did they write on before paper?
7. When was paper invented and who invented it?

Lesson Plan 4

Lesson: Rugby in South Africa
Length: 100 minutes
Age or Grade Level Intended: 7th grade

Academic Standard(s):

7.1.14

Exploration, Conquest and Post-Colonial States: 1500 to the Present. Describe and compare the responses of the indigenous people of India, South Africa and China to European imperialism.

7.2.1

Foundations of Government: Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.

Performance Objective(s):

The social studies students will demonstrate that they comprehend how South African teams were barred from most international competitions during the apartheid era by filling out a worksheet as they watch *Invictus* with 90% accuracy.

The class will also understand that the post-apartheid team's victory in 1995 was a vivid symbol of South Africa's new beginning by writing a one page reflection considering some essential questions with 100% accuracy.

Assessment:

The students will have a worksheet with questions about the movie to fill out as they watch parts of the movie *Invictus*.

There is also an assignment at the bottom to do after the movie, or as homework, to right a reflection over the movie answering "Do you think sports promote national pride, why or why not?"

Advance Preparation by Teacher:

- Make enough copies of the worksheets for the class
- Print enough rubrics for the reflection
- Rent *Invictus* and make sure that the projector is working

Procedure:

Introduction/Motivation:

Say to the class that last time they were talking about the invention of writing and how it revolutionized how people interact with each other, we know that ancient Egyptians invented hula-hoops yo-yo's and other fun sports because they were able to write it down. Tell them that you have something you want to read to them written a long time ago. Read *Invictus* by William Ernest Henley:

*Out of the night that covers me,
Black as the Pit from pole to pole,*

*I thank whatever gods may be
For my unconquerable soul.*

*In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.*

*Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.*

*It matters not how strait the gate,
How charged with punishments the scroll.
I am the master of my fate:
I am the captain of my soul.*

Ask the class what it means to them. Have a minute to take answers. Say that it meant a lot to Nelson Mandela before he became president of South Africa. Say that they made a movie about him not too long ago and that I think that it ties in well with the unit, so today they are going to start watching it.

Step-by-step:

1. Pass out the worksheets and tell them that they need to fill them out as the movie goes, and that it will be collected when they have finished watching the movie (*Bloom's knowledge, comprehension*).
2. Start the movie and spend the rest of the class time watching *Invictus* (*Gardner's visual/spatial*).
3. Monitor the class to see that they are on task during the film and guide them if you see an answer to a question the class is not writing it down "make sure you are not missing any information".

Closure:

At the end of each viewing of the movie remind them that there is an additional assignment other than filling in the worksheet; they need to think about writing the reflection and turn it in after the movie is finished. On the final day of the movie let them know that they are going to be broken up into teams and are going to compete in a mock world cup in several of their classes, and to come in tomorrow ready to answer questions about the unit.

Adaptations/Enrichment:

For students with ADHD the lesson could be modified to have intermissions during the viewing for students to go get a drink or stand up before continuing. Possibly discuss a few answers that have already been mentioned.

Sources:

Center for Action and Contemplation

http://www.cacradicalgrace.org/programs/menswork/newsletters/2010-06/men_and_movies-invictus.html

Campbell at the Movies

http://www.cacradicalgrace.org/programs/menswork/newsletters/2010-06/men_and_movies-invictus.html

9. How do people determine who is an “enemy” and who is a “friend”? How does Christ ask his followers to think about enemies and friends?

10. Did Nelson Mandela’s pursuit of reconciliation prevent a civil war in South Africa, How?

Invictus Reflection

Instructions: Write a one page reflection using examples from the movie to answer the following questions. Turn you finished reflection at the begging of class the day after we finish the movie.

How can sports promote national pride? How did sports change society in South Africa?

Teacher Name: **Mr. Jackson**

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Support for Position	Includes 3 or more pieces of evidence from the movie that support their position.	Includes 2 pieces of evidence from the movie to support their position.	Includes only 1 pieces of evidence from the movie.	There is not supporting evidence or examples from the movie.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Lesson Plan 5

Lesson: World Cup Activity

Length: 2 days

Age or Grade Level Intended: 7th grade

Academic Standard(s):

- 7.1.1 Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E. Identify and compare the rise of early agricultural river valley civilizations in Africa and Asia.
- 7.3.1 The World in Spatial Terms: Identify and locate on maps the countries of Africa, Asia and the Southwest Pacific
- 7.3.4 Places and Regions: Identify and describe major physical characteristics of regions in Africa, Asia and the Southwest Pacific.
- 7.1.3. Early Civilizations, States and Empires: 3500 B.C. /B.C.E. to 650 A.D. /C.E. Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics and Chinese calligraphy.
- 7.1.14 Exploration, Conquest and Post-Colonial States: 1500 to the Present. Describe and compare the responses of the indigenous people of India, South Africa and China to European imperialism.
- 7.2.1 Foundations of Government: Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.

Performance Objective(s):

The students will demonstrate that they know the unit material by participating in the culminating activity and performing with 80% accuracy

Assessment:

The students will be broken into teams that compete against each other in a mock-world cup game in several classes in various content areas. Each team will have to answer questions in a Jeopardy game like setting. The team who answers the most questions correctly will move on to compete against the winners in the other classes.

Advance Preparation by Teacher:

- Create the questions for the game
- Keep in contact with participating teachers to share the results
- Have two bells

Procedure:

Introduction/Motivation:

Say that today is the day. They are going to have a world cup tournament like in Invictus, but not quite as physical. Today they are going to compete against each other using their minds. Say that after they are broken into their teams they are going to be asked a series of questions to find out the class champion.

Step-by-step:

1. Have the class break up into their country teams; teams of five or six pick the name of a country out of a hat.
2. Have the first two teams sit facing each other at the front of the room while the other teams wait their turn in the back looking through their notes. The teacher should sit at the front of the room so he can face both the competing teams and the teams farther back in the room.
3. Ask the teams the first series of questions, they will have to write down their answer and the first team to have their answer written down and ring the bell has the opportunity to answer. If they are wrong the other team will present their answer to possibly get it correct (*Bloom's knowledge, Gardner's verbal Linguistic*).
4. The game is single elimination so the winner will advance and the other team will become spectators. The first two teams will go to the back of the room and the next two will come up (*Garner's body/kinesthetic*).
5. Have the two teams face off.
6. And then the winner from that round plays against the last team
7. The winner of that round plays against the last remaining team for the championship.

Closure:

Congratulate the winners and thank everyone for playing. Ask for the student's input about the activity and get some feedback whether they liked it or not.

Adaptations/Enrichment:

For ADHD: Having teams will really help these students, especially since they are moving around and the class today is different than usual.

Possible Questions

1. Who did Morgan Freeman play in Invictus?
2. What sport was the movie about?
3. In what country did the movie take place?
4. Who was Nelson Mandela?
5. Where was the hula-hoop invented?
6. When was the hula-hoop invented?
7. What is the national sport of South Africa?
8. What is the most popular sport in the world?
9. How often does the World Cup held?
10. Can sports change society, how?
11. Why do people play sports?
12. Name a sport the uses a ball?
13. How have sports changed society?
14. Name a sport that does not use a ball?
15. Where was the last World Cup held?

Cole Jackson

Professor Shipman

Junior High

8 December 2010

Interdisciplinary Reflection

My opinion on interdisciplinary instruction is that it has a lot of potential to benefit students and to a great degree. What is necessary for interdisciplinary instruction to live up to its potential is that the teachers involved have to know what they are doing. If teachers who are not familiar with each other's material, content, teaching style, or grading scale are forced to come up with cooperative units or lessons it is not going to be as beneficial for the students, and I feel that there could potentially be a string of failed attempts before the people involved can form something good.

Team teaching is a good way to insure that your material is being reinforced outside of your classroom, a worry of mine is that as soon as my students walk out the door they are not going to be discussing the information I present in class and it is likely to be forgotten even before the test or quiz. Having team teaching can offer a type of security that solo teaching cannot provide. It requires more effort on the part of the teachers but the end result, students performing better and learning more, ideally will be worth it for them.

My team for this unit was definitely not like a textbook example, we were inexperienced with working with other teachers, especially teacher from different content areas, and I feel that what we came up with is not the ideal for team teaching. It can only be expected that people who have never worked together and have always had their own way of organizing things will not

produce perfect material the first time they work together, much like a group of musicians who have never worked with each other probably will not play sweet sounding music the first time they play together. Team teaching is a trial and error practice, and my team needs more practice.

My overall contribution to the team was to offer ideas and discuss other proposals. We had a team leader who was full of ideas, some ambitious and some that were not. We had a difficult time deciding on a theme and once we had done that there was a lot of hesitation to move forward with the next step. I am not sure any of my team member were 100% satisfied with what we had landed on but we, along with the rest of the class, were in unfamiliar territory and were not sure what the correct steps were but wanted to figure it out on our own.