

**Manchester College**  
**Department of Education**  
**Unit Lesson #3-Impacting Indiana (Gross-Motor)**

**Lesson Plan by:** Emily Bauman

**Lesson:** Playing vocabulary basketball      **Length:** 50 minutes

**Age/Grade Intended:** 4<sup>th</sup>

**Academic Standard(s):**

- SS 4.1.18      Research and describe the contributions of important Indiana artists and writers to the states cultural landscape.
- SS 4.1.15      Create and interpret timelines to show relationships among people, events, and movements in the history of Indiana.
- ELA 4.1.6      Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes and prefixes, and syllables.

**Performance Objective:**

Each student will write a five line poem and include at least two Indiana vocabulary words about basketball in Indiana history by spelling both correctly.

**Assessment:**

Each student will turn in a five line poem of choice that includes at least two Indiana vocabulary words (spelled correctly), one fact, and one opinion about basketball in Indiana history.

**Advanced Preparation by Teacher:**

- Printed rules for Hoosier's
- Picture of Dr. James Naismith
- Dry erase board, Internet access, poem structure resource
- Various books of basketball stars from Indiana (Larry Bird)
- Basketballs, Access to hoops
- Basket full of Indiana spelling words (dunk, Hoosier, basketball, Larry Bird, dribble, pass, orange, hoop)

**Procedure**

**Introduction/Motivation:** Last week we learned about agriculture in Indiana, but today we will dig into the sport of basketball because this is a major sport people in Indiana have always played on their evenings off from farm work. Have a basket ball sitting on your lap as you begin reading page "B" of the book,

*H is for Hoosiers. “B can be for Basketball, a sport for Hoosiers, short or tall. They pass and play, dribble and dunk into the hoop where the orange ball is sunk.”* (**Gardner’s: Verbal/Linguistic**) Have a basketball available and pass the ball to students who want to answer the following questions: What do you know about this ball? (**Bloom’s: Knowledge**) What comes to your mind when you think of basketball? What is a Hoosier? Who is Bob Knight? (**Gardner’s: Bodily/Kinesthetic**) Write key words on dry erase board. Explain to students that they will be learning about how Indiana and the game of basketball have a tight connection to history!

### **Step-By-Step Plan:**

1. Have students return to their desks to view Hoosier basketball clips from the website <http://www.youtube.com/watch?v=fG3GfZRLg7g&feature=related>. (**Gardner’s: Visual/Spatial**) This video will show words such as NCAA (National Collegiate Athletic Association) and Hoosiers. Add these words to the list and define. Ask students to use words in the word “Collegiate” to try and define what it means. The answer should be college.
2. Explain that Indiana is renowned for its basketball tradition. No state has produced more great players, coaches, or heartrending stories of victory and defeat. Hoosiers enthusiastically adopted the game shortly after physical education instructor Dr. James Naismith invented basketball in Springfield, Massachusetts in 1891. Show picture. (**Gardner’s: Visual/Spatial**) Explain that he wanted to create a fun game so people could play in the winter and the first baskets ever invented were used to hold peaches.
3. The next idea is to give students an overview of Indiana basketball. Explain that Indiana University is in Bloomington Indiana (mark on interactive bulletin board). Larry Bird is one major player for Indiana that received a basketball scholarship to Indiana University in 1974.
4. The Basketball Hall of Fame in New Castle (mark on bulletin board) captures the magic of “Hoosier Hysteria.” Define what this is (excited fans). A movie was actually created about Indiana Hoosiers! In Indiana, the high school state championship tournament is considered a premier sporting event.
5. Now that students have gained background information about Indiana basketball, they will be able to have a chance to play a game. This game will be called “Hoosier’s” and the rules are similar to “Horse” or “Pig.” A basket of spelling words pertaining to Indiana history will be provided. Divide children into four groups. One person from each group will draw a spelling word. The teacher will model the rules while the entire class watches the first time. Take questions. (Refer to rules at bottom) This game will go until all

groups have a winner or until time is allowed. (**Gardner's: Bodily Kinesthetic**)

6. Regroup. Bring the children back to the room and explain that they have covered a lot of material about Indiana basketball. Ask, "Do you agree that this is one of Indiana's favorite sports? (**Bloom's: Evaluation**) What ideas could you add to the game we just played? (**Bloom's: Synthesis**) How does a game like basketball compare or contrast to farming in Indiana history? (**Bloom's: Analysis**)
7. Remember the list of words about basketball? Add any if necessary at this time. Use these words as a guide for the next activity. Now ask the students to use their writing skills and knowledge of Indiana spelling words to create a short five line poem (of any form-this they will know how to do by now) using at least two spelling words, at least one fact, and one opinion about basketball in Indiana. To practice, make one first as a class. (**Gardner's: Linguistic**)

**Closure:** Explain to students that they seemed interested in this lesson and if anyone would like to continue their education in the field of sports history, offer them the chance to read the following books: *Let's Go Hoosier's*, *Indiana Pacers*, *USA Fact book*, and, *Story of Indiana Pacers*. Tell students that basketball is just one thing about Indiana that makes it unique, or different, from other states. Tell them that our culture is shaped by this sport and we will continue to learn about artists and writers that have shaped our culture in lessons to come.

### **Adaptations/Enrichment:**

For children who are out in the game- Have them use a basketball to dribble Indiana vocabulary words.

If students finish poem early, challenge them to do a larger poem or allow them to look at the books you have provided for supplemental material.

For student in wheel chair- Shoot paper wads into trash can for their hoop!

### **Self-Reflection:**

Did students really learn about Indiana History from this lesson? Did girls enjoy this activity as much as boys? What went well? What didn't? What would I do differently next time? Did students have enough time to complete tasks? Was it fun? Did I ask probing questions? Could the students tell I don't like basketball and really don't know much about it? Were students able to spell words correctly from practicing in game?



**Dr. James Naismith**

## **Rules for H-o-o-s-i-e-r's**

1. Create an order for the players. This can be done by alphabetical order or by shooting for the order of play.
2. Call the shot. The player shooting must verbally call out what shot they are going to take before the shot.
3. Shoot the first shot. The first player takes a shot. If the shot is made, the next player has to make the same shot or they are assigned the first letter of the spelling word.
4. Shoot the next shot. If the second player makes the same exact shot then it falls to the next player and so on until the original shooter is up to shoot. At that point the original shooter takes another shot.
5. If a person shooting first misses then they proceed to the back and the player next in line becomes the leader and gets to decide on the shot taken. If that person misses, then control proceeds down the line until it returns back to the original shooter.
6. As each shooter misses he earns the next letter in the word Horse. When a player reaches H-O-R-S-E she is out. This is continued until there is only one player left. That player is the winner.

## 5 line poem suggestions

### ABC

A poem that has five lines that create a mood, picture, or feeling. Lines 1 through 4 are made up of words, phrases or clauses while the first word of each line is in alphabetical order. Line 5 is one sentence long and begins with any letter.

### Acrostic

Poetry that certain letters, usually the first in each line form a word or message when read in a sequence.

### Cinquain

Poetry with five lines. Line 1 has one word (the title). Line 2 has two words that describe the title. Line 3 has three words that tell the action. Line 4 has four words that express the feeling, and line 5 has one word which recalls the title.

### Free verse (vers libre)

Poetry written in either rhyme or unrhymed lines that have no set fixed metrical pattern.

### Haiku

A Japanese poem composed of three unrhymed lines of five, seven, and five morae, usually containing a season word.

### Limerick

A short sometimes vulgar, humorous poem consisting of five anapestic lines. Lines 1, 2, and 5 have seven to ten syllables, rhyme and have the same verbal rhythm. The 3rd and 4th lines have five to seven syllables, rhyme and have the same rhythm.

### List

A poem that is made up of a list of items or events. It can be any length and rhymed or unrhymed.

### Rhyme

A rhyming poem has the repetition of the same or similar sounds of two or more words, often at the end of the line.