

# Battle of the Blues

The Duke and UNC Chapel Hill Rivalry



An Academically Intellectually Gifted unit for Grades 3-5

By Stephanie Brock

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## *Rationale*

Sports are exciting and rivalries even more so, which is the reason why I created a unit around the most amazing competition around - the Duke and UNC basketball feud! The annual Battle of the Blues involves historic matchups, interesting data, and controversial ways that the schools do (and do not) profit from the North Carolina based arch nemesis.

Centered around the concept of “Competition,” students are guided towards the essential understanding that competition promotes value. The unit begins with a focus on the history of the rivalry, progressing to a focus on the coaches and their coaching styles, and concludes with data collection on the financial and qualitative aspects of the competition.

The importance of these activities is to give gifted students a chance to learn about the concept of competition in a compelling way, while also working towards applying the idea to other situations. As Academically Intellectually Gifted students, approaching depth of understanding requires inquiry and opportunities to learn about concepts across topics and create connections. Through the Battle of the Blues students apply the competition between players, coaches, and fans along with the value of the revenue and memories attained. Additionally, students will further develop their understanding of competition by connecting it to other areas such as the economy.

The goal is for students to identify the concepts of competition and value in several different ways. Competition is a far-reaching concept that is the motivator that drives the inner workings of organisms, trade, and even family structures. Defined, the broad idea of competition is “the act or process of trying to get or win something (such as a prize or a higher level of success) that someone else is also trying to get or win” or “a contest in which people try to win by being better, faster, etc., than others.” It is in fact, it is the catalyst of almost everything we know about every creature on earth and how several systems have evolved.

Competition for resources such as food and water is a daily source of struggle for most organisms. Ecologically, it presents itself in both the plant and animal world. Trees compete for access to sunshine and water. These resources are made valuable due to their limited supply. Trees adapt in a number of ways including growing taller or developing penetrating roots.

Animals can also participate in competition within their own species and with animals of other species. Within the turkey population, males compete for females. Those with the longest tail feathers tend to “win” the female mates and spread their DNA. Interspecies competition exists when predators seek out the same prey such as when cheetahs and leopards both inhabit a specific territory of African savannah hunt a limited number of gazelle for food. It could also manifest when woodpeckers and squirrels compete for nesting areas in a forest ecosystem.

Humans also participate in competition in several ways. Like animals and plants, humans have been in competition for natural resources and food sources since the beginning of history. Wars, or armed conflicts, are currently being fought over control over land, religious beliefs, and resources (for example in Myanmar). In the case of Myanmar, it is a competition between a coup military government and its citizens who overwhelmingly voted for ousted leader Suu Kyi. Bubbling below this political grab is an even grimmer competition for money as well as power connected to the land and control of its citizens.

Evident in the family dynamic where young children vie for attention from adults or sibling rivalry where there may be constant feelings of needing to be the superior son or daughter. Sports, which is possibly humanity’s contact-based replacement for war, is a type of rivalry that strives to determine one side’s fitness over another. Interestingly, not only do the players benefit from feelings of superiority but fans seem to receive satisfaction from the win as well. Instead of gladiators dying on battlefields, football players suffer concussions in exchange for wins that bring popularity, money, and potential mates.

Commerce, food, love, and even happiness are all resources that animals, plants and humans may acquire through competition. It doesn't take much to consider how it is prevalent in our classrooms, society, ecosystems, and economy. It is a great concept to explore and could branch out into a variety of learning experiences.

Therefore the unit pulls together several aspects of the rivalry and how they pull together the ideas that competition promotes value. As a result, the unit incorporates fun themes such as basketball and the spirited rivalry between popular local schools while also delving into complex ideas such as revenue, what schools and coaches value in their players, as well as the effect society has on what is and is not valued in sports.

## **Differentiation in Gifted Learners**

This unit aims to engross students with the excitement of basketball while connecting them personally to the experience of the Duke and UNC rivalry. This unit is geared towards gifted learners but can be tailored to suit students with different interests and abilities. I was able to modify activities to meet the needs of students who struggled with reading by providing text to speech and focusing on the use of videos, creating roles (scribe, data miner) that allowed students to work to their strengths, while participating in the unit at the same level of rigor. If you tailor your learning environment to cluster students who are diverse I believe your entire class will benefit. Initially I allowed students to self group, and I saw homogeneous tables of all boys or a table full of "Duke Fans." However, once I implemented a focus on pairing students I saw deeper discussions and reflections around the room.

To begin, the students are introduced to the history of the rivalry in the first lesson. They are also introduced to the concepts of competition and value. Throughout the unit students are asked to view their work and learning through this lens. The goal of the lessons is to see competition in several ways, not just as a basketball game.

The unit begins with students learning the history of the rivalry. They find that many of the signature components of competition are present. Two towns in close proximity are in constant battle for ACC and NCAA titles. The teams play their best and most fierce when in direct competition because their fan base are heavily concentrated in such close proximity. Ticket prices are sore and benefit both schools while also providing a source for potential students. Many students will be able to connect to the intergenerational memories centered around the games and those who are not familiar will be won over by the excitement that is generated by fans. Additionally they go on to analyze the revenue generated by the games as well as how the coaches approach the competition. They discuss who they want to play for and end the unit looking at superfans and creating a Hall of Fame.

You also provide students a chance to showcase their creativity through a performance task. The students will assume the role of recruiter. They will plan a presentation around the idea of bringing one of North Carolina's top basketball high school players to their school of choice.

On a side note, I was able to improve students' abilities to present daily through mini-presentations on players. We also invited a guest speaker and tasked the kids with coming up with thoughtful questions for our speaker. As a result, the students improved both their stage presence and their inquiry skills. I would also hope to take away potential career opportunities not always commonly promoted in the public schools.

### ***Support of Special Populations***

AIG students are not a monolithic group and the creation of the unit did not center on a specific child's background. Instead, this unit was simply a fun topic for our North Carolina crowd. However, having worked through the unit with students I feel a variety of kids could benefit from the content and rigor associated with the Battle of the Blues.

I did see that mostly boys applied for the topic. Of those boys, most had a vested interest in either UNC or Duke basketball. Most could contribute stories about the more recent players and comment on how the rivalry had impacted their lives.

To create a more challenging unit, I delved into vintage footage and allowed students to discuss the progression of basketball through the years. We constantly watched footage and analyzed it in both whole and small groups. This allowed for students who were not as adept with reading to participate fully while also being challenged. Student commentary was always welcomed and ultimately proved to be the most motivated and meaningful aspect of the unit.

## **Goals & Outcomes**

The goal of this unit is to ensure students understand the concept that “Competition promotes value.” They will be able to see this as an essential question in the form of “How does competition promote value” every day in each lesson. They will also develop an understanding of the cultural and economic value of athletic competition in the NC University system but ultimately be able to apply these ideas in other situations and subjects.

While this is multidisciplinary and applicable to several upper grades aged students, the fourth grade social studies objectives found in the North Carolina standard course of study provide the most guidance for this learning. The Fourth Grade Social Studies curriculum includes a focus on North Carolina specifically and considering the Duke and UNC rivalry originates in North Carolina it seems very appropriate.

The new 2021 curriculum expects students to progress through inquiry. For example, the new curriculum states “The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level. Because there is no set number of indicators that should

be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.” This unit is heavily focused on both student and teacher questioning. The teacher guides students towards understanding the essential question “How can competition promote value” through asking probing questions and expecting students to experiment with the ideas in several ways.

More specifically, students work with objectives:

- **I.1.7** Construct claims in response to compelling and supporting questions.
- **I.1.8** Accurately use information from sources when making claims.
- **I.1.9** Make inferences from information in sources

Students are expected to create thoughtful questions stemming from teacher probes and then use evidence to support their conclusions. They are also asked to use both quantitative and qualitative data to construct inferences from the sources given by the teacher. For example, in the unit students are asked to look at graphs and numerical data to consider how the rivalry benefits each school and citizens of the triangle financially. They are given the resources but have to understand why they are important. They have to organize their data around questions they seek to answer..

Objective 4.B.1 also gives students to see that traditions and communities value the competition in a way that is not financial. We also go on to discuss how the inclusion of African American players and the lack of support for women’s basketball also influenced the rivalry and competition. They are able to apply the concept of competition promoting value to the inclusion of Black players and the lack of value for women’s basketball (Objective 4.H.1.1).

Ultimately, this unit also aims to develop critical thinking, evaluative and analysis skills needed to extrapolate and use data to support an argument.



This is best achieved through discussion and assessment. Students are constantly challenged to consider how competition promotes value daily. They are expected to think deeply and apply what they have learned from each lesson into their daily commentary.

## **Assessment**

Assessment in this unit is ongoing and constant. The teacher would benefit from keeping notes on student commentary in both whole and small group discussions. It would also be beneficial to consider the role of the performance task as a major indication as to whether the student is able to see how competition promotes value.

The performance task focuses on having students create a recruiting pitch to a potential basketball player for their favorite school. They walk through their past experiences with their school's data and use the "highlight reel" to entice the student to join their team. Their work is assessed by a rubric that is given to the students on the first day of the unit.

The teacher should spend a considerable amount of time answering questions about the rubric but put even more effort into encouraging students to become excited about their new job.

The rubric has an emphasis on quality of thought rather than one of a neat project. Creativity and the ability to successfully share their ideas in a coherent way were included after the first implementation of the unit. So often, gifted students know the answer but can't always successfully communicate it. This puts the process into focus and supports their progress and strong communicators.

It also supports their ability to apply what they have learned to other areas of understanding. They will spend the next two days researching and creating their pitch. I gave students the choice of working with a team or alone after some students struggled with partner choice. This could be

avoided if you are more in tune with the needs of your students and plan for potential pitfalls. I do feel that working in partners would provide the most effective understanding and more thorough product.

<b>===EACHER NAME</b>		<b>Lesson #</b>
Stephanie Brock		1
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
<b>Taba</b>	<b>ELA</b>	<b>3-5</b>
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
<b>Competition</b>		<b>The Duke UNC Rivalry</b>
<b>LEARNING OBJECTIVES (from State/Local Curriculum)</b>		
<p>Grade Four (ELA)            CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            CCSS.ELA-LITERACY.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.            CCSS.ELA-LITERACY.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding?)</i>
<b>Competition</b>		<b>How does competition promote competition?</b>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know <b>THAT</b>...</p> <ul style="list-style-type: none"> <li>● Competition can be seen in several modes including but not limited to that between teams, schools, fans, and finding tickets.</li> <li>● Value is assigned to anything that has worth, importance, usefulness, or financial benefits.</li> <li>● The Duke/UNC Rivalry (DUR) permeates several sports but especially basketball.</li> <li>● The DUR has been ranked #1 sports rivalry by both ESPN and other respected sports agencies.</li> <li>● The DUR is a valuable event for many families and members of the community in the triangle and across the country.</li> <li>● Several great NBA players have been a part of the DUR.</li> <li>● Duke students camp out for weeks to get tickets to Duke and UNC games.</li> <li>● Many former players and alumni return to watch the two Duke/UNC men's basketball games yearly.</li> </ul>		<p>Students will <b>be able to</b>:</p> <ul style="list-style-type: none"> <li>● Analyze.</li> <li>● Draw conclusions and create generalizations.</li> <li>● Provide evidence related to cause and effect.</li> <li>● Work collaboratively in a group.</li> <li>● Determine and analyze relationships.</li> <li>● Categorize by attribute.</li> <li>● Compare and contrast.</li> <li>● Generalize.</li> </ul>

- The community prepares Franklin Street and Duke Campus for the

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<ul style="list-style-type: none"> <li>● What is happening in the <a href="#">pictures</a>?</li> <li>● What competition can be found in these pictures?</li> <li>● What do these pictures have in common?</li> <li>● How are the players alike?</li> <li>● How are they different?</li> <li>● What is a rivalry?</li> <li>● What is competition?</li> <li>● What does "value" mean to you?</li> <li>● What are some things that have value?</li> <li>● Why are there competitions?</li> <li>● What does "promote" mean to you?</li> <li>● When is something promoted?</li> <li>● What are some components of a competition?</li> <li>● What do you know about the Duke/UNC DUR competition?</li> </ul>	<ul style="list-style-type: none"> <li>● What is this <a href="#">article</a> about?</li> <li>● What aspects of competition are present in this article?</li> <li>● How is the competition in the article valuable?</li> <li>● What is happening in the <a href="#">video</a> clip so far?</li> <li>● What aspects of competition are present in this <a href="#">video</a>?</li> <li>● How is the competition impacting the players, community, and fans?</li> <li>● Which aspects of competition might be related or go together?</li> <li>● How would you label these groups of items that go together?</li> <li>● Why would you group and label them as you have?</li> <li>● Which groups could you subsume under another group?</li> <li>● How else could you group these words/phrases?</li> <li>● What is a generalization you might make after reading this article and watching the video clips that articulate the relationship between competition and value?</li> </ul>	<ul style="list-style-type: none"> <li>● How does the community surrounding the schools prepare for the DUR?</li> <li>● How do the alumni affect the competition and value of the DUR?</li> <li>● How does the DUR create value?</li> <li>● What is the relationship between competition and value?</li> <li>● Why do you feel the DUR should or should not be considered the number one sports competition in the country?</li> <li>● Who benefits from the DUR?</li> <li>● How does competition promote value?</li> </ul>

## DIFFERENTIATION

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)*

Content	Process	Product	Learning Environment
The content covered is advanced and allows students to work on subject matter beyond their grade level expectation.	Students engage in in-depth critical thinking as they must analyze the concept of "competition" through grouping and regrouping.		Small group and whole group instruction. Phases of Taba are student led.

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

To engage students, the teacher will have pictures of popular Duke and UNC players coaches, and a DUR map displayed on the smart board. The teacher asks:

- What is happening in the [pictures](#)?
- What competition can be found in these pictures?
- What do these pictures have in common?
- How are the players alike?
- How are they different?

Teacher asks pre-lesson questions as part of the engage and connect portion of the lesson to get students to think about the concepts and topics. (10 minutes)

**Pre-Lesson Questions:**

- What is a rivalry?
- What is competition?
- What does "value" mean to you?
- What are some things that have value?
- Why are there competitions?
- What does "promote" mean to you?
- When is something promoted?
- What are some components of a competition?
- What do you know about the Duke/UNC DUR competition?

Student will read a brief [article](#) explaining how Duke and UNC students used the school's rivalry to support the local habitat to humanity. The article will further explain how the competition is not just limited to basketball (10 minutes)

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

1. **Listing:** Teacher will divide students into two groups based on the team they support. If the teacher has knowledge of student reading levels, they can be used to group the students. Students will watch an extended clip of a video. As students watch the movie clips, they will be expected to take notes based on what they feel is related to competition and how it promotes value. (35 minutes)

Students will share their lists-orally. The teacher will make a compressive list on a google document as the students share their words aloud. Students are recognized by the teacher to share. The teacher may ask: How does this word/phrase relate to competition or value? (5 minutes)

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

2. **Grouping and Labeling:**

Students (working in groups of about 4 students) select about 20 words and/or phrases from the comprehensive list the teacher recorded on the board. In groups, the students will create smaller word groups based on similarities; "Which of the words/phrases go together as they relate to some aspect of the concept, "competition promotes value."

- Expectations: 1) There must be at least four different groups  
2) Each group must have at least three words/phrases  
3) No word can be used more than once; member of only one group

The teacher will move through the classroom checking in with student groups. The teacher will guide students as necessary with questions but will allow the student groups to come to their own conclusions. As students finish, the teacher will instruct students to label the groups to indicate how the words in the group are related to the concept, "competition". (Example: How **fans** are a part of competition, What about the competition is valuable to fans?) Students will explain their reasons to the teacher. The teacher will ask students to describe the similarities and differences among groups. Teacher asks students to defend their choice of label and the reasons for the words being grouped as they are. (time may vary) Students share their labels and reasons for grouping with the whole class.

**The teacher asks during-lesson questions:**

- What is this [article](#) about?
- What aspects of competition are present in this article?
- How is the competition in the article valuable?
- What is happening in the [video](#) clip so far?
- What aspects of competition are present in this [video](#)?
- How is the competition impacting the players, community, and fans?
- Which aspects of competition might be related or go together?
- How would you label these groups of items that go together?
- Why would you group and label them as you have?
- Which groups could you subsume under another group?
- How else could you group these words/phrases?
- What is a generalization you might make after reading this article and watching the video clips that articulate the relationship between competition and value?

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

**3. Subsuming, Regrouping, Renaming**

Students groups will be challenged to regroup items. Subsuming if they are able (one group merges with another group) The new groups must be new categories with new labels.

- Expectations: 1) items can be used in more than one category (group)  
2) new labels must be assigned for the categories (groups)  
3) groups must have at least three words per group since (words can be used in multiple groups)  
4) categories must be based on some aspect of the concept, "change"

The teacher will ask all groups to share their categories (labels with some examples of words) (2 minutes)

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

**4. Generalizing**

Each student group will be asked to create a statement (generalization) which represents the relationship between the concept, "competition" and the concept, "value". What is true about the relationship between competition and value?

Each group will defend their choice of generalization. The whole class will listen to generalizations of each group, complete a graphic organizer about the generalizations in order to choose the generalization which most represents the relationship between "competition promotes value". Whole group votes on the best generalization.

**The teacher asks the post-lesson questions:**

- How does the community surrounding the schools prepare for the DUR?
- How do the alumni affect the competition and value of the DUR?
- How does the DUR create value?
- What is the relationship between competition and value?
- Why do you feel the DUR should or should not be considered the number one sports competition in the

country?

- Who benefits from the DUR?
- How does competition promote value?

Students will individually write a paragraph (summarizing) explaining how competition promotes value. Evidence from the article and/or video clip should be included in the paragraph as support for the relationship between competition and value. Students will submit their writing at the end of the class.

### Graphic Organizer: Choosing the Best Generalization

Generalization	What does it say about the two concepts? (Competition and Value)	How does it connect competition and value?	What makes this generalization strong?
1.			
2.			
3.			
4.			
5.			

Pictures









DOUBLE  
ISSUE

COLLEGE HOOPS 2006-07

# Sporting News

ISSUE 4 SEPTEMBER 2006

No. 1 North  
Carolina's **TYLER  
HANSBROUGH**  
leads a  
basketball  
**REVOLUTION**

**MEET**  
**PSYCHO T**

- Key teams
- Players to watch
- Conference scouting reports
- SN's field of 65

**ALL-ACCESS**  
**NFL:** The life  
of a backup QB

**R**  
you kiddin'?  
9-0 Rutgers!







## article

# Carolina, Duke put rivalry to good cause

[unc.edu/discover/carolina-duke-put-rivalry-to-good-cause](https://unc.edu/discover/carolina-duke-put-rivalry-to-good-cause)



There is no love lost when it comes to competition between the Tar Heels and Blue Devils. Whether it's on the field, court or anywhere along Tobacco Road, the rivalry always takes hold.

Another example: A group of Duke and Carolina students are hoping to tap into that competitiveness to provide affordable housing for local families.

In the weeks between the first Carolina-Duke basketball game — which the Tar Heels lost 74-73 on Feb. 17 — and the second regular-season match-up on March 5, Habitat for Humanity organizations from both universities are going head-to-head to see who can raise the most money for their organizations.

“It's extremely difficult to even come close to our basketball level, but we think that there's so much good energy in this rivalry that people love to channel it into the surrounding communities,” said Alex Mitchell, co-chair of UNC Habitat for Humanity.

Money collected during the “Duke versus UNC Habitat Challenge” will go toward purchasing supplies that will be used for local Habitat for Humanity projects. Last year, the groups collectively raised more than \$2,000 for the Orange and Durham County organizations.

“It's a whole lot of wood and a whole lot of nails, and a lot of stuff that goes directly into the house,” Mitchell said of the donations. “That might be a couple of rooms or the foundation.

“We need to help get supplies for the houses. The houses aren’t free. They’re affordable. We garner donations and we help the individuals who are trying to get affordable housing have a much more affordable rate.”

An affiliate of the Orange County Habitat for Humanity, Carolina’s organization and its volunteers helps build one home in the Efland Tinnin Woods Development per semester.

“[Orange County Habitat] is the overarching organizer that builds the communities, and they levy us — our volunteers and our donations — to help them build houses,” Mitchell said. “We provide them with sweat labor through volunteers, helping to build the houses.”

On a typical weekend, UNC Habitat for Humanity provides nearly 20 volunteers through three shifts at the construction sites. Last semester, the group’s efforts led to a new home for an Aramark employee and his family.

But the home-building process begins with fundraising to buy supplies. Throughout the year, the student organization conducts various fundraisers, with one of the mainstays being the Duke versus UNC Habitat Challenge, which started more than five years ago.

“A few years back, the Duke Habitat and UNC Habitat teams decided to partner up in an ironic move to capitalize on the friendly rivalry that exists between our two schools,” said Molly Bruce, co-chair of UNC Habitat for Humanity. “The goal of the challenge is to make a fundraising push between the home and away Duke-UNC games, all for the benefit of affordable housing. Upon the final buzzer of the second basketball game, whichever Habitat has fundraised the most is the winner of the Duke versus UNC Challenge, bragging rights included.”

The organizations from both universities are teaming up to host various fundraisers that double down on the on-court rivalry with events such as throwing pies at a Duke or Carolina student — just for a good cause.

“We’ve had so much help, with organizations like Mediterranean Deli donating 100 percent of the funds raised at the March 1 benefit night instead of the 20 percent we had negotiated,” Mitchell said. “The whole community is coming together to beat Duke. It’s really fun because we get to interact and have these events to channel our rivalry into a healthy effort that benefits the community. The rivalry never dies.”

*For more information on the fundraiser, [click here](#).*

*Learn more about the Habitat for Humanity organizations in Orange County and Durham.*

TEACHER NAME		Lesson #
Stephanie Brock		2
MODEL	CONTENT AREA	GRADE LEVEL
<a href="#">Questioning</a>	English Language Arts	3-5
CONCEPTUAL LENS		LESSON TOPIC
Competition		Coaches Roles in Competition
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
<i>Competition promotes value</i>		<i>How does competition promote value?</i>
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	● PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<ul style="list-style-type: none"> <li>Students will know that a coach is a person who helps athletes improve their game. They can also play large roles in uniting teams.</li> <li>Students will know that competition is a rivalry between two or more groups that want to achieve the same goal. You can have competition in many areas, especially sports.</li> <li>Students will know that rivalry is competition or striving for the same objective or superiority in the same field. Some rivalries are repeated because they are popular. The Duke and UNC basketball rivalry is a popular rivalry.</li> <li>Students will know that value is being something that is worth monetary reward, worth something, useful, or beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to think critically.</li> <li>Students will be able to compose and respond to high-level questions.</li> <li>Students will be able to evaluate.</li> <li>Students will be able to collect data.</li> <li>Students will be able to cite evidence.</li> </ul>	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>What is competition?</li> <li>What are the different types of competition?</li> <li>How is the Duke and UNC basketball game a competition?</li> <li>What is value?</li> <li>What are ways that people, places, and things can be of value?</li> <li>What are some things you value?</li> <li>What are some things people might value during competition?</li> <li>What is the single most important factor that makes you passionate about the Duke and UNC basketball rivalry (teacher has students share and documents their answers on google document)</li> </ul>	<ul style="list-style-type: none"> <li>What does each coach value?</li> <li>How does each coach feel about competition?</li> <li>What is the philosophy each coach shares about competition?</li> <li>What coach has contributed the most to the rivalry of Tobacco Road?</li> <li>What value does each coach place on competition?</li> <li>What does the history of the Dixie Classic have to do with today’s competition?</li> <li>Why would you want to watch the Duke/UNC games over the Dixie Classic or more recent games in the past 20 years (or vice versa)?</li> </ul>	<ul style="list-style-type: none"> <li>What coach has contributed the most to the rivalry of Tobacco Road?</li> <li>What value(s) does a coach contribute to a program?</li> <li>What makes a great/poor coach?</li> <li>Why would you feel playing for this coach would make you a better player?</li> <li>What role do the different coaching styles affect the competition between UNC and Duke?</li> <li>How does the different coaching styles make the rivalry between UNC and Duke more entertaining?</li> <li>How does competition promote value?</li> </ul>

<ul style="list-style-type: none"> <li>• Which coach has contributed to the rivalry of Tobacco Road?</li> <li>• How has this coach contributed to the rivalry of Tobacco Road?</li> <li>• What evidence supports your position about which coach has contributed to the rivalry of Tobacco Road?</li> <li>• Which coach would you prefer to play for and why?</li> <li>• Why do you agree or disagree with the opinions of the coaches in this segment?</li> <li>• How did this argument change your opinion about either coach?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the personalities of the different coaches that are useful in competition?</li> <li>• What traits of the different coaches make them more entertaining (and therefore more profitable) to watch on TV?</li> <li>• What evidence do we have that one coach is more important to their school programs?</li> <li>• What information do you still need to make the most informed decision about what coach is the best?</li> <li>• How will that help your decision?</li> </ul>
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### DIFFERENTIATION

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)*

Content	Process	Product	Learning Environment
The content is based on their choice of topic, and is not part of the regular curriculum.	The process is advanced and requires rigorous analysis of sports articles and media clips. It also requires critical thinking.		Could be either in person or synchronous online work.

### PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Questions to start the day:

Let's list what makes us passionate about the Duke v UNC rivalry (teacher records all responses)

- If we chose one "factor" that makes us passionate about the Duke/UNC rivalry, how would we use information to make a logical choice? (teacher lists resources students feel they need)

[Nearpod Introduction Lesson](#) (Nearpod activity includes a Video that aligns with the lesson.)

1. Before watching the [video](#) I plan to have the kids explain which Coach (Roy Williams or Coach K) they would prefer to play for fully expecting them to part along fan lines (Duke fans = Coach K, UNC fans = Roy).
2. Allow students to watch the [video](#) via Nearpod. The video will stop at different segments automatically where the kids have to answer open ended questions:

\*Focus students on today's topic of the competition between the Coaches of UNC and Duke (and to some degree other coaches that may have played a part in putting more value into the competition) after asking vocabulary based questions such as:

- What is competition?
- Who might participate in a competition?
- What is value?
- What are some things you value?
- What are some things people might value in a competition?

Review questions about what information would be needed to help decide what resources would be needed to decide the best coach and the one that contributed to the UNC v Duke competition the most. At this point students should know that the coaches are valuable assets to the school because they are able to push their athletes to compete against other ACC teams (but especially during the Duke/UNC rivalry). However, students may see how they are valuable to other aspects of the rivalry (monetary gain for the schools and community, they are valuable to their athletes or in other capacities not considered by the teacher).

**Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas. **Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Have students watch <https://www.youtube.com/watch?v=WiZpRi2PvVw>



In the video, the Tobacco Road rivalries are opened up to more than just Roy Williams and Coach K. I want you to focus on what you consider to be a valuable coaching style that they bring to the games they compete in. What do you think is valuable about each coach?

- Let's read a stat sheet: <https://www.ncaa.com/news/basketball-men/article/2018-02-28/duke-north-carolina-rivalry-breaking-down-krzyzewski-vs> and check out these two perspectives on Coach K, Coach Roy and Coach Smith:
  - a. Start [Coach K](#) video at 45 secs to avoid minor curse word
  - b. Coach K's [players](#) comment on his coaching
  - c. [Coach Roy's video](#)
  - d. [Marcus Paige's](#) comments on Roy Williams
  - e. [Dean Smith](#) video

**Questions:**

- How does each coach feel about competition?
- What is the philosophy each coach shares about competition?
- What coach has contributed the most to the rivalry of Tobacco Road?
- What value does each coach place on competition?
- What does the history of the Dixie Classic have to do with today's competition?
- Why would you want to watch the Duke/UNC games over the Dixie Classic or more recent games in the past 20 years (or vice versa)?
- What are the personalities of the different coaches?
- What traits of the different coaches make them more entertaining to watch on TV?
- What evidence do we have that one coach is more important to their school programs?
- What information do you still need to make the most informed decision about what coach is the best?
- How will that help your decision?

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

- What coach has contributed the most to the rivalry of Tobacco Road?
- What value(s) does a coach contribute to a program?
- What makes a great/poor coach?
- Coach K is often considered a disciplinarian versus Roy Williams and Dean Smith being considered nurturers. Why would you feel playing for this coach would make you a better player?
- Why do you believe this coach would make you a better person?
- Tell me why being a disciplinarian or a nurturer is valuable to a university basketball program?
- What role do the different coaching styles affect the competition between UNC and Duke?
- How does the different coaching styles make the rivalry between UNC and Duke more entertaining?

Have students complete the following [learning task](#) using the research they have analyzed earlier.

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Answer the following prompt using evidence from our resources that we have explored to justify your answer:

**How does competition promote value?**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Coaches in the UNC versus Duke Competition

		
Roy Williams	Michael Krzyzewski	Dean Smith
Notes:	Notes:	Notes:

Answer the following prompt on the back of this page, using evidence from our resources that we have explored to justify your answer:

*Rank the coaches above, explain who is the most valuable in a competition between Duke and UNC.*

<b>TEACHER NAME</b>		<b>Lesson #</b>
Stephanie Brock		3
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Bruner Structure of the Discipline	ELA	Grades 3-5
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Competition		Working as a Sports Research Marketer
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><b>Analyze and interpret information from both numerical and text based sources to drive decisions.</b>          RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text          RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.          RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.          RI.3.1, RI.4.1, RI 5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.          NC.5.MD.2 Represent and interpret data.          NC.4.MD.4 Represent and interpret data using whole numbers.          NC.3.MD.3 Represent and interpret scaled picture and bar graphs.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Competition promotes value		How does competition promote value?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p><b>Students will know THAT:</b></p> <ul style="list-style-type: none"> <li>• Students will know that competition is a rivalry or contest where two or more parties strive for a common goal where one’s gain is the other’s loss.</li> <li>• Students will know that value is something that has worth, importance, or usefulness.</li> <li>• Analysis involves carefully examining information in order to explain and interpret it.</li> <li>• <b>An inference is a conclusion derived from logical reasoning following an investigation of available evidence.</b></li> <li>• SRM utilize specific data and events to examine and discover what is important to fans.</li> <li>• Sports Research Marketers (SRM) analyze how sports create revenue and use that information to recommend ways to increase revenue.</li> <li>• Researchers use numerical (quantitative) and non-numerical (qualitative) data, surveys, and other</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain</li> <li>• Interpret</li> <li>• Integrate</li> <li>• Analyze</li> <li>• Utilize tools of the discipline</li> <li>• Collect data</li> <li>• Organize data</li> <li>• Evaluate</li> <li>• Role play</li> <li>• Infer</li> <li>• Research</li> <li>• Work collaboratively</li> <li>• Draw conclusions</li> <li>• Make connections</li> </ul>

**materials to identify what fans want and how to use that information to benefit school sports programs.**

- **Both money and experiences are valuable to schools and fans.**
- **College sports competitions such as the Duke and UNC Rivalry (DUR) provide both valuable experiences and financial incentives for schools and fans.**
- **College basketball competitions such as the DUR ensure students and fans stay committed to a school team.**

### GUIDING QUESTIONS

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>● What is competition?</li> <li>● How are the Duke and UNC basketball games competition?</li> <li>● What is value?</li> <li>● What makes the Duke UNC Rivalry (DUR) valuable?</li> <li>● Who finds the DUR (Duke UNC Rivalry) valuable?</li> <li>● What do you think the Athletic Directors or people in charge of Duke and UNC Chapel Hill's find most valuable about the DUR?</li> <li>● How is the value of the DUR different for fans as opposed to Sports Directors or players and coaches?</li> <li>● How could you quantify or rate the items on your lists?</li> <li>● What is research?</li> <li>● What do you know about "marketing"?</li> <li>● What is a Sports Research Marketer (SRM)?</li> <li>● What does a Sports Research Marketer do?</li> <li>● What tools might a Sports Research Marketer use?</li> <li>● Where might a SMR work?</li> <li>● How do you think an SRM is different from a person who does marketing for other products?</li> <li>● What are some things you think a Research Marketer may want to use do their job?</li> </ul>	<ul style="list-style-type: none"> <li>● What kind of research would a SRM need in order to do their job?</li> <li>● What information in the article(s) would be important to a SRM?</li> <li>● Why would competition have value for an SRM?</li> <li>● <b>Why</b> do you think the cost of tickets could be useful data for a SRM?</li> <li>● <b>What</b> information in this article could be used to change the way the DUR is marketed?</li> <li>● Who is the important audience you're learning about in this article and why does that make a difference to your research?</li> <li>● How did your focus on the audience you're researching change how you analyzed the information in the text?</li> <li>● How do you think a SRM should behave when gathering information from fans?</li> <li>● How is reading the articles like an SRM (Sports Research Marketer) different from reading the article like a fan?</li> <li>● What numerical or quantitative information did you find and how did you use it as an SRM?</li> <li>● What non-numerical or qualitative information did you find and how did you use it as an SRM?</li> </ul>	<ul style="list-style-type: none"> <li>● What did you learn about SRMs?</li> <li>● What did you learn about the relationship between competition and value as an SRM?</li> <li>● As an SRM, how did you use the data you collected?</li> <li>● As an SRM, what did you learn about your DUR fans?</li> <li>● As a SRM, how would you recommend justifying the cost of athletics to the Dean of your School using the data you collected?</li> <li>● As a SRM, how what recommendations would you give university athletics about using the DUR to their benefit?</li> <li>● How did your view of the DUR change or stay the same after role playing as a SRM?</li> <li>● What are some ways that SRMs can help schools make money off of competition?</li> <li>● As a SRM, what do you consider is valued by the fans and schools for whom you complete marketing research?</li> <li>● Why do you think constant competitions between Duke and Carolina are so valuable?</li> <li>● What did you learn about working as an SRM that could help you in other areas?</li> <li>● How do you think the DUR would change if schools did not use SRM?</li> <li>● How does competition promote value?</li> </ul>

### DIFFERENTIATION

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment

Content is differentiated through the use of advanced texts and use of higher-level questioning, vocabulary, and concept analysis.	Students analyze and connect multiple points of data and information while role playing.		
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**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge hooks the students. (15 minutes)

1. The teacher will allow students to select a card that either indicates that they are a "Duke Fan advertisement and they should "Jot down on the back of the index card evidence of competition at
2. The teacher will play the [advertisement](#).
3. The class will briefly discuss some of the things that were important to their cards and why they feel this way. The teacher will explain that the experiences they mentioned have value to them based on their perspective.
4. Next the teacher will collect the cards and redistribute new cards that either say "Duke Finances" or "UNC Finances." The teacher will ask the students to re-watch the video and consider what parts of the video could potentially make their school money and jot it down on the back of the card as they watch.
5. The teacher will give kids a chance to turn and talk to a peer about how their perspective changed what information for useful and what they found important/valuable. The class will briefly discuss some of the things that were important to their cards and why they feel this way.

The teacher will ask the following pre-lesson questions:

- What is competition?
- How are the Duke and UNC basketball games a competition?
- What is value?
- What makes the Duke UNC Rivalry (DUR) valuable?
- Who finds the DUR valuable?
- What do you think the Athletic Directors or people in charge of Duke and UNC Chapel Hill's find most valuable about the DUR?
- How is the value of the DUR different for fans as opposed to Sports Directors or players and coaches?
- How could you quantify or rate the items on your lists?
- What is research?
- What do you know about "marketing"?

The teacher moves to ***Familiarity with the Discipline***

The teacher asks the remaining pre-lesson questions. Using a google document being shared with the class, the teacher records the students answers and adds any other important information needed to move on to the exploratory phase. The teacher will share the following [video](#).

- What is a Sports Research Marketer (SRM)?
- What does a Sports Research Marketer do?
- What tools might a Sports Research Marketer use?
- Where might a SMR work?
- 

The teacher may ask probing questions as students respond. Probing questions may include:

- How do you think an SRM is different from a person who does marketing for other products?
- What are some things you think a Research Marketer may want to use do their job?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

### **Continue with Familiarity with the Discipline**

The teacher lets students know they are going to read an [article](#) about sports marketing. Students are to look for additional examples of how a SRM works, what they do, etc.

During and after students have read the articles the teacher should pursue questioning:

- What kind of research would a SRM need in order to do their job?
- What information in the article(s) would be important to a SRM?
- Why would competition have value for an SRM?
- [Why](#) do you think the cost of tickets could be useful data for a SRM?

The teacher will take notes on her personal observation sheet to a) note which students make significant comments (or misunderstandings) and b) to consider what to share with the larger group after students have completed their role play activity.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to the guide students toward deeper understanding.

### ***Practicing the Discipline***

The teacher lets students know they are going to read a few articles to gather information for their job as SRMs for either Duke or UNC. They should always seek out information they feel would be important to the finances of their school. They will have access to both quantitative data and qualitative data but they have to analyze the articles for important information before inferring the relevance and integrating what they learned into information useful for their job.

Here is the [link](#) to the activity where they will gather their information.

***The teacher has allowed students to self-determine whether they are working for Duke or UNC Chapel Hill. Afterwards the teacher will put groups of 2-3 students and share the [SRM activity](#). In each station, students will read, note, and infer what information is important to their marketing department based on their job as an SRM.***

The following **expectations** are given students for **observing in stations**:

- Each group member must have at least 5 minutes to read the articles and jot down important information into the activity packet before discussing as a group.
- Students should not spend more than 10 minutes reading, notating, and discussing each article.

After completing the articles activity, the teacher will question the students:

- [What](#) information in this article could be used to change the way the DUR is marketed?
- Who is the important audience you're learning about in this article and why does that make a difference to your research?
- How did your focus on the audience you're researching change how you analyzed the information in the text?
- Why did certain articles give you the more useful information over others?
- How do you think a SRM should behave when gathering information from fans?
- How is reading the articles like an SRM different from reading the article like a fan?
- What numerical or quantitative information did you find and how did you use it as an SRM?
- What non-numerical or qualitative information did you find and how did you use it as an SRM?

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.

The teacher asks students to watch the following [video](#). Students are asked to consider why this commercial could be valuable to both UNC, Duke, and their fans?

*The teacher asks for volunteers to share responses to the questions:*

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

### **Reflecting on the Discipline**

The teacher asks post-lesson questions:

- What did you learn about SRMs?
  - a. How do SRMs consider competition as part of their job?
  - b. Why do SRMs consider competition as part of their job?
  - c. In what ways is value important to SRMs?
  - d. Why is value important to SRMs?
- What did you learn about the relationship between competition and value as an SRM?
- As an SRM, how did you use the data you collected?
- As an SRM, what did you learn about your DUR fans?
- As a SRM, how would you recommend justifying the cost of athletics to the Dean of your School using the data you collected?
- As a SRM, how what recommendations would you give university athletics about using the DUR to their benefit?
- How did your view of the DUR change or stay the same after role playing as a SRM?
- What are some ways that SRMs can help schools make money off of competition?
- As a SRM, what do you consider is valued by the fans and schools for whom you complete marketing research?
- Why do you think constant competitions between Duke and Carolina are so valuable?
- What did you learn about working as an SRM that could help you in other areas?

How do you think the DUR would change if schools did not use SRM?

**The teacher asks students to do a quick write to respond to the following question (the essential question).**

How does competition promote value?

### **Continued Practice of the Discipline:**

Create (Illustrate) an advertisement for the DUR using strategies that you think could make fans more loyal to your school (either Duke or UNC).

## How to Become a Sports Marketing Manager

Whether in baseball, football, basketball, or soccer, loyal fans are essential to successful sports franchises. Sports marketing managers use television, radio,



magazines, and social media to strengthen fan relationships. They also develop strategic partnerships that can add value to the sports organization they represent. In a recent example, Nike introduced its Air Jordan 3s via social media tactics before Super Bowl LII's halftime show; the sneakers reportedly sold out within five minutes.

For aspiring professionals seeking to launch their career in the exciting and rewarding field of sports marketing management, earning a Master of Science in Kinesiology and Sport Management at LSU can help position them for success.

## Roles and Responsibilities of a Sports Marketing Manager

Sports marketing managers develop marketing campaigns to engage fans and attract business sponsors. They support the revenue goals of sporting arenas, university sports teams, professional sports franchises, leagues, and other sports-related organizations. They also work at sports consulting agencies as advisors to organizations and athletes.

Sports marketing managers often oversee marketing staff. They regularly interact with executives and administrators to define marketing strategy and messaging. Sports marketing managers use various marketing tactics, including website content optimizations, television advertisements, stadium billboards, public relations, and social media. They also develop promotional programs such as contests and giveaways to bolster fan engagement.

Sports marketing managers stay current on trends and methods to enhance the experiences of fans and garner the attention of potential sponsors and partners. They often negotiate contracts with strategic sponsors, as well. Below are examples of critical duties for sports marketing managers:

### Securing Sponsorships With Clients and Businesses

Sponsorships are an essential source of revenue for sports organizations. PwC projects sponsorship revenues of \$20.6 billion by 2023. The proliferation of advertising and marketing, particularly in social media, expands opportunities for sports marketing managers to grow revenues for their employers and clients. Securing deals with potential sponsors can also help bolster the visibility of individual sports stars.

### Increasing Merchandise and Ticket Sales

Ticket sales remain the predominant source of revenue for sports organizations. According to PwC, industry-wide revenues from ticket sales will grow to \$21.8 billion in 2023, while merchandising will add another \$15.4 billion. What these numbers suggest is that sales management and merchandising skills will remain a critical part of the sports marketing management toolset for many years to come.

## Generating Awareness for Athletes and Team

In a saturated media world, sports marketing managers must find innovative ways to get their message across. Digital marketing tools and television offer opportunities to enhance awareness of teams and athletes. Sports marketing managers can help trigger emotional responses in their marketing campaigns so that messages resonate more effectively with fans. For example, Verizon ran a successful promotional campaign during the Super Bowl, highlighting stories of first responders who saved the lives of sports personalities.

## Pursuing Innovative Marketing and Advertising Opportunities

Sports experts observe that today's fans have shorter attention spans to sit through hours-long games; anyone can watch highlights of a game on a YouTube video. Vigilant sports marketing managers leverage these trends to introduce innovative marketing opportunities. Ahead of a recent NBA All-Star Weekend, some lucky fans who participated in a 3D augmented reality experience got early access to the latest Jordan brand sneakers.

## How to Become a Sports Marketing Manager

The first step to becoming a sports marketing manager is obtaining a bachelor's degree, typically in the areas of marketing, advertising, business, and public relations. A degree helps establish foundational skills essential for pursuing roles in sports marketing management, including competencies in both online and traditional marketing tactics.

Breaking into the sports industry can be challenging. Industry veterans suggest that candidates gain internship experience, which can provide entry-level sports marketing candidates with exposure to the ins-and-outs of the profession. Students can gain valuable experiences in internships and obtain skills in writing, social media, and promotions. While not required, a master's degree may help candidates acquire valuable skills for high-level sports marketing manager positions.

## Sports Marketing Management Salaries and Career Growth

According to PayScale, the median salary for a sports marketing consultant is \$44,225. Under the U.S. Bureau of Labor Statistics category of Advertising, Promotions, and Marketing Managers, the median salary as of May 2018 is \$132,620 per year. BLS also projects 8 percent growth of employment for marketing managers from 2018 to 2028. The reported growth rate exceeds the average for all occupations.

## The Future of Sports Marketing Management

Current trends in the sports industry point to its future. A few examples include the following:

- There are more women's leagues today than in the past, creating new sponsorship opportunities for advertisers and brands.
- Virtual and augmented reality technology will continue to enable sports organizations to provide their fan base with unique ways to experience sports while reaching global audiences.
- Cause marketing will continue to bring together sports personalities and organizations to raise awareness of issues impacting society.

Sports agencies have earned roughly \$2.35 billion in commissions, according to a recent Forbes article. At the collegiate level, the NCAA reports that that 19,750 teams compete in championship events each year.

## Master of Science in Kinesiology and Sport Management

For individuals interested in stepping into the exciting, big business of sports marketing, [LSU's Master of Science in Kinesiology and Sport Management program](#) prepares students for success.

The program's curriculum provides students with knowledge of facilities management, governance and policy development, sports law, and organizational and behavior development in sports. In addition to its world-class program, LSU has one of the most storied football programs in history and an alumni network of 250,000 people.

Graduates of the program are prepared with the skills and knowledge to pursue roles in professional and NCAA sports teams or advance the ideals of sports by establishing a gym or practice clinic.



**Welcome to the Sports Research Marketing Department!**

As a Sports Research Marketer (or SRM), your mission—should you choose to accept it—is to collect data, analyze it and make recommendations based on your findings. Sports is about touching the fans. It is about creating an emotional connection that makes each fan feel like they’re part of something bigger. It’s why even professional teams spend so many ad dollars reminding fans of their presence. You need to use data to find out what keeps old fans happy and ways to find and retain new fans. Your job is to find out what fans find valuable and use it to make your school financial revenue (money).

**Directions:** Read the following articles and take notes on what data you find important. Consider what information you can use to make decisions about how to make the competition between Duke and UNC basketball even more valuable to the fans and to your school.

1. What school do you want to work for? \_\_\_\_\_

<a href="https://www.sikids.com/kid-reporter/duke-unc-100-year-rivalry">https://www.sikids.com/kid-reporter/duke-unc-100-year-rivalry</a>		
What data did you find that could help you as an SRM?	Why is this information important and infer how can you use it to create value for either your school or the fans?	What audience (who) does this data influence? (fans, School finances)

<a href="https://www.jamesgmartin.center/2019/09/mirror-mirror-on-the-wall-who-spends-the-most-on-athletics-of-all/">https://www.jamesgmartin.center/2019/09/mirror-mirror-on-the-wall-who-spends-the-most-on-athletics-of-all/</a>		
What data did you find that could help you as an SRM?	Why is this information important and infer how can you use it to create value for either your school or the fans?	What audience (who) does this data influence? (fans, School finances)


<https://education.seattlepi.com/importance-college-athletic-programs-universities-1749.html>

<b>What data did you find that could help you as an SRM?</b>	<b>Why is this information important and infer how can you use it to create value for either your school or the fans?</b>	<b>What audience (who) does this data influence? (fans, School finances)</b>

<https://www.si.com/college/2019/02/19/duke-unc-ticket-prices-acc-rivalry-game-over-4000-zion-williamson>

<b>What data did you find that could help you as an SRM?</b>	<b>Why is this information important and infer how can you use it to create value for either your school or the fans?</b>	<b>What audience (who) does this data influence? (fans, School finances)</b>

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<b>TEACHER NAME</b>		<b>Lesson #</b>
Stephanie Brock		4
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
<b>CPS (Creative Problem Solving)</b>	<b>ELA</b>	<b>Fifth Grade</b>
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
<b>Competition</b>		<b>The Duke UNC Rivalry</b>
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p>Grade Four (ELA)</p> <p><u>RI.4.1</u>: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>4RI.4.3</u>: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>RI.4.7</u>: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>		

<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
Competition promotes Value		How does competition promote value?	
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>	
<p>Students will know <b>THAT</b>...</p> <ul style="list-style-type: none"> <li>• Competition can be seen in several modes including but not limited to that between teams, schools, fans, and finding tickets.</li> <li>• Value is assigned to anything that has worth, importance, usefulness, or financial benefits.</li> <li>• The DUR is a valuable event for many families and members of the community in the triangle and across the country.</li> <li>• A Hall of Fame is meant to honor the achievements of individuals in a particular activity or field.</li> <li>• An exhibit is an object or collection of objects on display in a museum.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Design and create</li> <li>• Explain</li> <li>• Interpret</li> <li>• Collaborate</li> <li>• Infer</li> <li>• Compare and Contrast</li> <li>• Problem-Solve</li> <li>• Think Critically</li> <li>• Utilize divergent and convergent thinking</li> <li>• Think creatively</li> <li>• Assess options</li> <li>• Evaluate</li> <li>• Summarize</li> </ul>	
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
<b>Pre-Lesson Questions:</b>		<b>During Lesson Questions:</b>	
<ul style="list-style-type: none"> <li>• What is a Hall of Fame?</li> <li>• How is competition, a Hall of Fame, and value all related?</li> <li>• What is an exhibit?</li> <li>• From Nav Bhatia’s perspective, what is the value of being a superfan?</li> <li>• What are some ways that Nav Bhatia was able to benefit from competition in other areas of his life?</li> </ul>		<ul style="list-style-type: none"> <li>• What is good about Hall of Fame museums?</li> <li>• What is challenging about creating an exhibit?</li> <li>• What are some things that an effective exhibit about the Duke and UNC rivalry should include?</li> <li>• Why is it important to consider your audience for the exhibit before</li> </ul>	
		<b>Post Lesson Questions:</b>	
		<ul style="list-style-type: none"> <li>• How are Hall of Fame museums valuable?</li> <li>• How do sports Hall of Fame Museums benefit from competition?</li> <li>• How is your exhibit valuable to both UNC and Duke basketball fans?</li> <li>• What are the responsibilities associated with creating a museum</li> </ul>	

<ul style="list-style-type: none"> <li>• What are some ways that the Raptors benefit from Nav Bhatia’s involvement?</li> <li>• What value is Nav Bhatia’s superfan status to other NBA teams?</li> <li>• What is important information to include in a museum?</li> <li>• Who is the audience for the museums?</li> <li>• What are the topics of different exhibits of the museums?</li> <li>• What types of objects and information are included in an exhibit?</li> <li>• Why are basketball museums valuable?</li> </ul>	<p>making plans?</p> <ul style="list-style-type: none"> <li>• Why is it important to be unbiased and work with fans from both teams?</li> <li>• What research is needed for your Duke UNC rivalry exhibit topic?</li> <li>• What materials will you need to create your plan?</li> <li>• How will you use your materials to create your exhibit plan?</li> </ul>	<p>exhibit?</p> <ul style="list-style-type: none"> <li>• What is the relationship between competition and value for the fans of the Duke and UNC basketball rivalry?</li> <li>• How does competition promote value?</li> </ul>
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**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
<p><b>The content and vocabulary being covered is advanced for this age group</b></p>	<p><b>The CPS model requires divergent and convergent thinking and problem-solving and develops leadership, teamwork, creativity, and perseverance.</b></p>	<p><b>Student group products will vary based on innovative ideas.</b></p>	<p><b>Student centered learning experience. Students work in collaborative groups.</b></p>

**PLANNED LEARNING EXPERIENCES**

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students enter the room to find pictures of different UNC and Duke players, coaches, and exhibit pictures from both the Duke and UNC basketball museums hanging around the room. The teacher has on lots of spirit gear. There is construction tape and hazard signs in various places as well as the sound of construction from the computer. The teacher allows the students



to look around and ask about the classroom and what is going on. There is a table in the back of the room that contains all of the materials that students can use for today's activity. The teacher will share the NPR story on Nav Bhatia.

**Pre-Lesson Questions- (Questions for Nav Bhatia experience)**

To engage students, the teacher will share an [NPR audio and text](#) as well as an exhibit [picture](#) of Nav Bhatia, a Raptors superfan that has the honor of receiving an exhibit in the Hall of Fame.

The teacher asks:

- What is a Hall of Fame?
- What is an exhibit?
- From Nav Bhatia's perspective, what is the value of being a superfan?
- What are some ways that Nav Bhatia was able to benefit from competition in other areas of his life?
- What are some ways that the Raptors benefit from Nav Bhatia's involvement?
- What value is Nav Bhatia's superfan status to other NBA teams?

Students respond to questions posed by the teacher. *(Answers should reflect that Nav Bhatia is the first fan to have an exhibit in the Hall of Fame. He has worked through his own battles (competition) to become successful. As a superfan with an exhibit, he is a valuable honor to him and motivates others to support their teams during competition with hopes of being a valued fan.)*

The teacher will then share clips of both [Duke](#) and [UNC](#) basketball museums

**Pre-Lesson Questions:**

- What is important information to include in a museum?
- Who is the audience for the museums?
- What are the topics of different exhibits of the museums?
- What types of objects and information are included in an exhibit?
- Why are basketball museums valuable?
- Who benefits from museums or exhibits in museums?

*Students respond to teacher questions. Answers should include that artifacts and objects related to topics such as players, statistics, and trophies are included in an exhibit.*

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

**The goal of this lesson is for students to plan and create a model exhibit in a newly constructed Duke and UNC Rivalry Hall of Fame museum.**

**Mess Finding:**

The teacher will provide students with the following [challenge](#).

**Fact Finding:**

Students will have access to materials such as chromebooks, construction paper, etc. They will begin to gather data and facts necessary to solve the challenge. Students are encouraged to set norms for their groups.

- Be respectful
- Be responsible
- Be collaborative
- Be creative

The teacher goes over the rules and procedures with all students. It is expected that all students work in groups and everyone participates.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

### **Problem Finding:**

Students will begin to work on identifying their exhibit topic. Working as a team, they will determine their objective and what they aim to accomplish.

The teacher may circulate among student groups. The teacher acts as a facilitator by fielding student questions and/or asking students to explain what they are doing or what they are thinking about as they identify what their exhibit will focus on and how they will create it.

### **Idea Finding:**

Teams will be given 20 -30 minutes to sketch their model exhibits. They will not begin construction until the **Explain** phase of the lesson. The designs should be creative and be able to be built out of the materials provided. Students will need to discuss what the different mediums and materials represent and how they will create a Hall of Fame exhibit for their target audience. Students will begin by brainstorming all ideas and possibilities. The teacher will circulate around the room, acting as a facilitator.

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

### **Solution Finding:**

Students use convergent thinking to narrow down and decide on the best topic and design. All ideas are evaluated and the best idea or a combination of ideas are selected for building their exhibit.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

### **Acceptance Finding:**

Students develop a plan for building their model exhibits. Each team member is assigned a role:

- Materials
- Time Keeper
- Cooperator

Groups are given 45 minutes to construct their exhibits. The teacher may adjust the time as needed. The materials manager is the only person in the group allowed to go to the materials table for supplies. The teacher circulates the room asking questions and ensuring participation from all students.

The teacher asks **During-Lesson Questions**:

- What is good about Hall of Fame museums?
- What is challenging about creating an exhibit?
- What are some things that an effective exhibit about the Duke and UNC rivalry should include?
- Why is it important to consider your audience for the exhibit before making plans?
- Why is it important to be unbiased and work with fans from both teams?
- What research is needed for your Duke UNC rivalry exhibit topic?
- What materials will you need to create your plan?
- How will you use your materials to create your exhibit plan?

After building time is complete, each group will display their exhibits.

Each group will present to the whole group.

Expectations for presentation:

- Describe why their exhibit topic is important to the Duke/UNC competition
- Identify the audience they are targeting
- Explain why they used specific artifacts and statistics in their exhibit.

**Evaluate:** *The phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher has the class join together as a whole group and discuss what they learned about the experience by asking questions:

**Post-Lesson Questions**

- How are Hall of Fame museums valuable?
- How do sports Hall of Fame Museums benefit from competition?
- How is your exhibit valuable to both UNC and Duke basketball fans?
- What are the responsibilities associated with creating a museum exhibit?
- What is the relationship between competition and value for the fans of the Duke and UNC basketball rivalry?
- How does competition promote value?

**Evaluate:** *The phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

**Post-Lesson Questions:**

**Each student (independently) will complete a [flipgrid](#) expressing their understanding of the essential question:**

## Loyal Raptors Fan First To Be Inducted In Basketball Hall Of Fame

LULU GARCIA-NAVARRO, HOST:

Alongside Kobe Bryant, a former car salesman has been inducted into the prestigious Naismith Memorial Basketball Hall of Fame. Nav Bhatia hasn't missed a Toronto Raptors game since the basketball team was founded in 1995. He is the first superfan to be allowed into the prestigious group. And his story, we must say, is an extraordinary one. And he joins us now from Toronto. Welcome to the program.

NAV BHATIA: Thank you very much.

GARCIA-NAVARRO: Congratulations. Your story has gone viral. Everyone wants to talk to you. But first, I want to ask you, how did you celebrate this momentous recognition?

BHATIA: Well, I have no time for celebration right now. First of all, it has to sink in me that this is really happening to me because I don't think any fan can dream this thing. In the last couple of years, what I've gone through as a fan - I was given the chance to be the grand marshal of the biggest parade in the history of sports that wrapped a celebration. Nine million people watched that - 2 1/2 million people on the street. And

then on October 22, 2019, I was given the players' ring, the same ring which every player - Kawhi got, which Lowry got, Ibaka got. I got that. And now getting honored in the Hall of Fame - this is the shocker of all time. It's the mother of all shockers.

GARCIA-NAVARRO: Well, we must say - people won't be able to see you - but you are fully dressed up in your Raptors regalia with pictures behind you of various important moments in games that the Raptors have played in. You know, you are a real fan. I'd like to talk to you about your story because it is so fascinating. You graduated with a degree from - in mechanical engineering from Cal State University in Los Angeles. And you returned to India. But then the anti-Sikh riots broke out, right? And so you left to Canada. And you could only find a job as a car salesman. Take me back to that time.

BHATIA: You know, 1984 was a darkest period for Sikhs. We were getting massacred. If you were wearing a turban and beard in New Delhi, they were just putting burning tires on your head and killing you. So that's the time when we decided as a family that we are going to get out of India. I was the first one with my wife to arrive in Toronto. And that's where my journey started. I rented a basement for \$340. But I was the happiest guy because we were in the safest country in the world.

GARCIA-NAVARRO: So you tried to find all these jobs. You eventually get given a chance. And you sold 127 cars in your first 90 days on the job. I mean, that's extraordinary. You sort of found your niche.

BHATIA: Well, you know what? It was not easy because I went so many interviews. I didn't have a car at the time. So I used to leave in the morning and come back in the late evening. Nobody wanted to hire a guy with a turban and beard with brown color. But you know what? I didn't give up. I used to do hard jobs like a janitor and landscaping and painting during that time to support myself. And, you know, then, finally, I got an interview as a car salesman. And again, I had a speed bump there, also. I had nine or 10 white salespeople standing there and making fun of me as I entered the building on my very first day. And they were calling me all kinds of names like towel head, diaper head. But on that day, I got motivated, actually. I didn't complain to anybody. I just said it's a speed bump. And God helped me out to close the deals.

GARCIA-NAVARRO: And you became incredibly successful. And I want to now bring it back to basketball because, in 1995, the Toronto Raptors were created. And you bought season tickets. What was it that compelled you to love the team so much?

BHATIA: I just worked and worked and worked a hundred hours a week and more at times. By '95, I had a nice home - 3,000 square feet, double car garage. I had a couple of cars. I was comfortable. But I didn't have any hobby. I was boring. So I decided when the Raptors came - I said, I'm going to try out the sports I used to watch on the television. So I bought two tickets at the time. I went there with a very open mind. November 3, 1995, you know, I fell in love with this game. This is the fastest game on the planet. It's the most entertaining game on the planet. For 2 1/2 hours, you just forget about everything. You are in a different zone.

GARCIA-NAVARRO: You made a promise to your mother that you would never remove your turban. And today, it's in the Hall of Fame.

BHATIA: Yes. Yes. She was a very strict mom. She had four sons to deal with. But one day at 16, she called me and said, now I want three promises from you. She says, no smoking, no drinking and no cutting of hair and taking off the turban. And I said yes to her. Fifty-three years later - bless my mom in heaven - I'm still not broke a single of my promise. And when I was standing in the superfan gallery with my turban there, I just teared up. And here now turban is going to be in the superfan gallery forever. And thanks to Basketball Hall of Fame, thanks to NBA for being the most inclusive league in the world.

GARCIA-NAVARRO: That's Toronto Raptors superfan and Naismith Basketball Hall of Famer Nav Bhatia. Thank you very much.

BHATIA: Thank you very much.

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## Performance Task & Assessment

You have been promoted as the director of Basketball Recruitment for UNC Chapel Hill after working in the sports research marking division for years! Your new role is to create a presentation to recruit the best talent in the country to play for the Tar Heels next basketball season. It just so happens that one of the top 10 high school players in the country lives in Greensboro and you want to sign him before any rival school gets him first!

The player has agreed to come out to your school during a famous Duke versus UNC Chapel Hill rivalry game. You should use all you know about your school to encourage them to come play for the Heels. You can share statistics, financial data, video highlights and other benefits with your potential recruit to help sway their decision in your favor. Your presentation can be digital, in person, or a blending of both so long as you explain why you love UNC. Just make sure you package your pitch in an attractive and memorable way that will resonate with the next great UNC basketball player.



You have been promoted as the director of Basketball Recruitment for Duke after working in the sports research marking division for years! Your new role is to create a presentation to recruit the best talent in the country to play for the Blue Devils next basketball season. It just so happens that one of the top 10 high school players in the country lives in Greensboro and you want to sign him before any rival school gets him first!

The player has agreed to come out to your school during a famous Duke versus UNC Chapel Hill rivalry game. You should use all you know about your school to encourage them to come play for the Devils. You can share statistics, financial data, video highlights and other benefits with your potential recruit to help sway their decision in your favor. Your presentation can be digital, in person, or a blending of both so long as you explain why you love Duke. Just make sure you package your pitch in an attractive and memorable way that will resonate with the next great Duke basketball player

<b>Name:</b>			
<b>Criteria</b>	<b>Argument</b>	<b>Uses Evidence</b>	<b>Neatness</b>
<b>Weight</b>	<b>45%</b>	<b>45%</b>	<b>10%</b>
<b>4</b>	The presentation includes all areas cited in level 3, however goes beyond expectations.	The presentation includes multiple numerical and text based facts (beyond a level 3) that properly work to recruit the potential player.	The presentation meets all the neatness demands of level 3, and includes impressive embellishments beyond what is expected.
<b>3</b>	Presentation is tailored for the recruit using an engaging and attractive presentation, enthusiasm, and motivates recruit to play for their school by sharing how their school values competition.	Presentation includes at least two examples of numerical data <b>and</b> two examples of text based facts that is on topic and could appropriately motivate their recruit to pick their school.	Presentation is neat with minimal spelling and grammatical errors.
<b>2</b>	Presentation generally persuasive and attractive and attempts motivate the recruit by sharing how their school values competition.	Presentation includes at least one example of numerical data and/or 1 example of text based facts that is on topic and could appropriately motivate their recruit to pick their school.	Presentation is generally neat with spelling and grammatical errors.
<b>1</b>	The presentation does not reflect an argument related to recruiting.	Presentation does not include any factual information.	The presentation is not neat and has extensive spelling and grammatical errors.

<b>Unit Topic:</b>	<b>Duke versus UNC basketball</b>
<b>Unit Concept:</b>	<b>Competition</b>
<b>Essential Understanding:</b>	<b>Competition promotes value.</b>
<b>CONTENT Goal and Objectives:</b>	<p><b>GOAL:</b> To develop an understanding of the, cultural and economic impact of athletic competition in the NC University system.</p> <p><b>OBJECTIVES:</b> <i>The students will know that...</i></p> <ul style="list-style-type: none"> <li>● 4.H.1.3: Explain how people, events and developments brought about changes to communities in various regions of N.C.</li> <li>● 4.E.1.1. Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship.</li> <li>● 4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.</li> </ul>
<b>PROCESS Goal and Objectives:</b>	<p><b>GOAL:</b> To develop critical thinking, evaluative and analysis skills needed to extrapolate and use data to support an argument.</p> <p><b>OBJECTIVES:</b> <i>The students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Read qualitative and quantitative information for data</li> <li>● Use data to support their reasoning</li> </ul>
<b>CONCEPT Goal and Objectives:</b>	<p><b>GOAL:</b> To understand the concept of competition</p> <p><b>OBJECTIVES:</b> <i>The students will understand that...</i></p> <ul style="list-style-type: none"> <li>● competition promotes value</li> <li>● Both the universities and citizens value the Duke and UNC basketball competition for several reasons.</li> </ul>