

Unit Name: Game On!

Teacher: Drew Beasley

Grade Levels: 6<sup>th</sup>-8<sup>th</sup> Grades

Date: July 14, 2015



Auf der Erde manne spielen die  
Indianer mit einem roten Ball  
der mit dem Handball des Kindes  
an die Kinder auf der Welt  
haben man man Handball spielen  
hundert Jahre vor uns das den  
westlichen Welt. Sie spielen haben  
nicht gelernt. Diese sind  
Figuren

## Introduction and Rationale

In the follow unit students will be exploring historical cultures through the discovery of ancient recreational activities. The four cultures students will be analyzing are Ancient China, Celtic Ireland, the Mayan Civilization, and Medieval England. The lessons contained within focus heavily on critical thinking, observation, communication, and teamwork. All of these are valuable life skills that young people will carry with them into their future endeavors, especially teamwork and communication.

Students will have to work with others throughout their entire educational years and then into their professional careers. Young people need to find ways to work with others in team experiences at an early age. In order to find success within those teams, they must grasp excellent communication skills. Outstanding communication aids in the sharing of ideas, prevention of conflict, as well as conflict resolution. It is vital in building positive working and healthy personal relationships.

Critical thinking skills are imperative for every child. This is in essence how they learn. Critical thinking is an umbrella for multiple skills such as analyzing, evaluating, and synthesizing. Fostering these abilities to improve how a child reasons or problem solves would not only benefit them in the short term, but also as a lifelong learner.

Observation is also a crucial skill of this unit. The necessity for observation is not emphasized enough in education. Students utilize this skill while taking notes in a classroom or even entering into social situations. The powers of observation are also highly beneficial in the workplace or when trying to find work in this harsh economy.

History is an essential part of any culture. It explains how the modern world came to its current existence. Students need to understand that if we do not know the behavior of historical

cultures we may ourselves revert to primitive behavior. In this instance, killing an entire team of human beings for losing a game may have been acceptable to appease the gods. By today's standards, that would not be the case. Students need to understand why it was suitable to use soccer to train the military in Ancient China and why it is not appropriate now. Lastly, students truly need to understand how grown men in Derbyshire, England can absolutely despise each other for two days out of the year, but accept each other as brothers for the other 354. These are the important lessons history can teach us.

The lessons have been tailored to the Academically Gifted student in several ways. The first of these is content. Several of these lessons go outside the realm of their intended study, going into subjects such as gender equality in third world countries compared to the United States. The Unit also looks at genocide in history and modern times as well as comparing past racism to the bias of today. The readings used in the lessons are advanced beyond the 8<sup>th</sup> grade level, providing more of a challenge for students, requiring them to use more critical thinking skills.

The practice activities for the physical simulations are also tiered for specific skills levels. Much like a classroom, students are ahead or behind their peers on a field or in a gym. Differentiation is important there as well. The drills that are set up to teach the historical simulations are made for novice and advanced players of similar sports. Cuju, Ancient Chinese Soccer, would be the prime example.

There may be students that have experience with soccer. Therefore, during the practice session those students will be given more advanced drills. They have already been taught the basics of how to kick a soccer ball, how to pass, etc. These students are familiar with the

necessities to be successful in the game. However, it is unlikely they are familiar with the rules of Cuju.

This unit is geared more towards the athletically inclined gifted child as it deals primarily with historical recreation. Given their lack of electricity, their recreation was almost purely physical contest. The simulations found within this unit are safe recreations of Gaelic Hurling, Cuju, Ullamalitzli, and Shrovetide Football. It is for kinesthetic learners and gifted students that tend to fidget or cannot focus on a single task for a long period of time.

It will help keep their interest in the lessons if they place importance on sports as an extracurricular activity already, or if they are naturally competitive in nature. Socioeconomic background and race are non-factors. It would find that students needed redirection during the academic portion, specifically the reading passages, of this course. They may become talkative and off task. Extra help may be needed to keep them focused. However, they made up for that by having amazing in-depth discussions and thought provoking insight in the VTS lesson.

# Goals and Outcomes

## Content Goals and Outcomes

**Goal 1: To understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.**

Students will be able to...

- A. Describe what affected historical cultures' values and relationships with multiple bodies (Family, Friends, neighboring tribes/countries, etc)
- B. Explain how culture can unite and divide past and modern societies
- C. Analyze how games altered their values on items, currency, and relationships
- D. Examine how cultural expressions influence society

## Process Goals and Outcomes

**Goal 2: To build positive communication skills for future collaboration**

Students will be able to...

- A. Speak appropriately while maintaining good eye contact
- B. Present ideas clearly and in a concise manner
- C. Listen attentively
- D. Learn to compromise in group settings in order to achieve more
- E. Share their own ideas in a logical manner

## Concept Goals and Outcomes

**Goal 3: To understand the concept of teamwork**

Students will be able to...

- A. Respect their teammates despite individual differences
- B. Share knowledge and resources for benefit of the team
- C. Fully participate so the team may have its greatest chance of success
- D. Communicate effectively with teammates

## Assessment Plan

Formative and Summative Assessments are necessary to gauge student's comprehension of the material covered in a Unit Plan. This Unit Plan was more difficult to assess because of its broad use of simulations. The classroom assignments were obviously easier. Since that is where the "meat" of the information is received by the students, this is where the main focus will be placed. Unfortunately, when the author was informed of the Unit Plan all work had been returned to the students and no photos were taken, thus neither will be present in this document.

First and foremost, teacher observation is a highly undervalued and underutilized tool. Teachers are aware which of their students are grasping the material and which are not. Despite the lack of hard evidence, observation is a valid method of formative assessment. Moving from group to group while students were working and listening to their conversations, it was not difficult to discern which of the adolescents were understanding the material and which were struggling.

Teacher observation can be used during classroom discussions as well. This Unit Plan deals with discussion as the creator wishes students to think critically and take more away from this course than merely content knowledge. It is near impossible for students to walk away with a deeper meaning of history by only reading articles or watching videos. There are two flaws in this method. It does not allow students feedback and is not effective for larger classes. With only 8 students, this was not a problem. It is advised with a larger group that an educator take notes on which students may be struggling.

The Taba Model lesson plan allows for formative assessment throughout, specifically for Goal 2 of Communication and Goal 3 of Teamwork. Students are to work together to create lists of words in relation to teamwork. The initial phase is easy. When asked to label and regroup, this

can become a daunting task for an individual. When the groups are asked to present their list of words in front of the class to create a Master List, they will incorporate communication skills. Their individual lists of words will be turned in and graded for length, thoroughness, and effort.

The Visual Thinking Strategy Model will allow for the formative assessment of Goal 1. Students will be looking at a sculpture of an Ullamalitzli Court. They will be writing down what they see and responding to questions posed by the teacher. Among those questions are “Why would a person bet their freedom on a sporting event?” and “How could playing against your best friend, knowing that they would die if you won, affect the way you played?” These papers will be collected and graded.

The Performance Task places Goal 2 and 3 together. This Summative Assessment causes students to work together and use the communication skills they have learned throughout the class. It also incorporates research and critical thinking skills. The Performance Task can be found below.

### **Game On! Performance Task**

A group of investors are going to bring back a sport played by ancient cultures. They want to begin national leagues all over the world starting in the United States. However, they want to start a game that will make them a profit. The first place they are going to look is merchandising, or the selling of team-related products, specifically jerseys.

The investors have come to your design team to not only help create a new jersey for their sport but to also help decide which ancient sport they should sell to the masses. In order to aid in this process, your team must look at the popularity of sports geographically. For example, hockey is more popular in the North, college basketball is most popular in the south. Using this data, your team will be able to decide which ancient sport will be most successful in the United States.

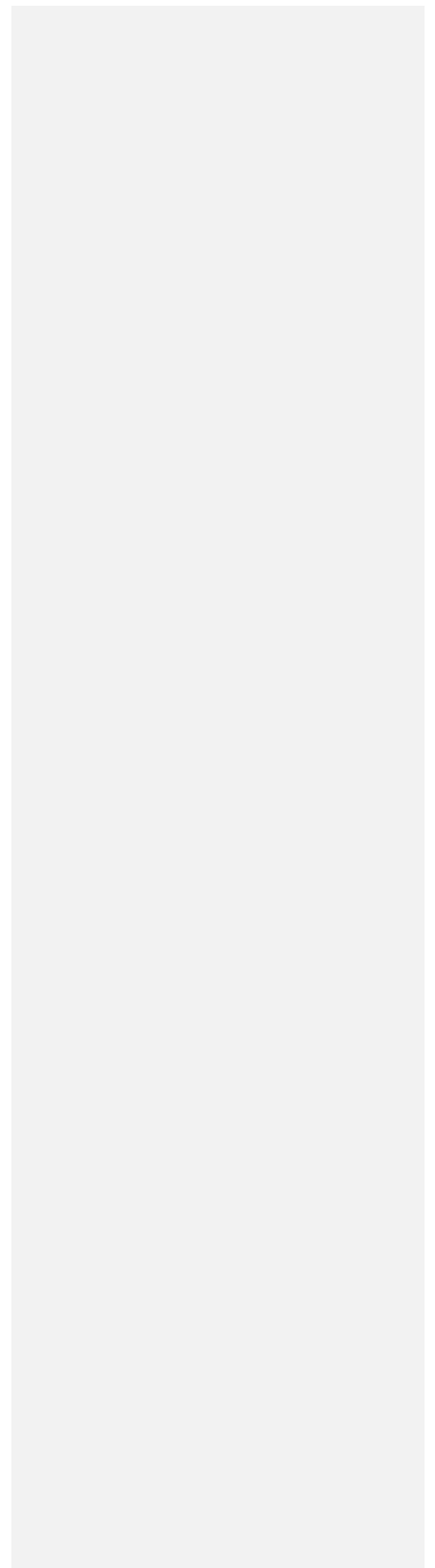
These wealthy men and women have requested the jersey use at least three colors, have a number and last name of the player on the back. The investors have also requested a creative team name to go along with the original culture of the sport your team decides upon. The front design of the jersey has been left to your team but must fit the color scheme.

This is a job for your design *team*. Therefore, the majority must agree on every aspect of the product. Everyone will be creating a jersey for this sport to sell to the investors. It is vital everyone matches or it could be disastrous for the business deal.

Good luck! We all believe in you!



# Lesson Plans



<b>TEACHER NAME</b>		<b>Lesson #</b>
Beasley		1
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Taba	History	Middle
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Teamwork		Ancient Chinese Soccer (Cuju)
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><b>NC Physical Education Essential Standards Grades 5-8</b> - Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.</p> <p><b>3.C&amp;G.2</b> Understand how citizens participate in their communities.</p> <p><b>6.C.1</b> Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.</p> <p><b>7.H.1</b> Use historical thinking to analyze various modern societies.</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>
Teamwork necessitates communication		Why does teamwork necessitate communication?
<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</p> <ul style="list-style-type: none"> <li>understand the reasons Cuju was originally created and how it evolved</li> <li>Students will learn of Ancient Chinese Culture and Customs</li> <li>Gender equality in athletics around the world</li> <li>Communication can be positive or negative</li> </ul>		<ul style="list-style-type: none"> <li>Passing, receiving, shooting soccer ball</li> <li>Productive and positive communication skills</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>	<b>Post Lesson Questions:</b>
<ol style="list-style-type: none"> <li>1) What are important components of teamwork?</li> <li>2) What is communication?</li> <li>3) What are ways we communicate in modern day?</li> <li>4) Before the age of electronics, what are other methods people have communicated through?</li> <li>5) How did texting, email, electronic communication change the world?</li> </ol>	<ol style="list-style-type: none"> <li>1) What are the positive qualities your team is demonstrating?</li> <li>2) Do you feel your team is placing value on communication?</li> <li>3) What are some words or phrases your team could be saying to each other to help with positioning, passing, and defense?</li> <li>4) How else can communication help your</li> </ol>	<ol style="list-style-type: none"> <li>1) How do you think this helped train the Chinese military?</li> <li>2) Do you think it made them learn to communicate with each other?</li> <li>3) Is that an important to skill to have on the battlefield? Why?</li> <li>4) Did/Would the game have/become simpler or more difficult when/if you began to communicate</li> </ol>

6) Did it change things for the better?	team on the field?	with your teammates? 5) In what ways? Be specific 6) Why is it important to communicate with parents, teachers, and loved ones?
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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
Article will be studying gender discrimination in 3 <sup>rd</sup> world countries allowing students to explore other people and their cultures	Multiple soccer balls during drills, add movement during passing drills. Questions are open ended, leaving room for further discussion about the <b>essential understanding</b>		

## 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.*

### 30 Minutes

The first part of class will be spent putting in place procedures and getting to know the students. Procedures will include playing music as the students enter, teaching them to clap along with the beat, and once a certain point is reached the class will stop and fall to their seats. Instructor will give a short autobiography. For icebreakers with the students, we will form a circle. You tell name, grade, and school you attend. It will be followed with 2 truths, 1 lie.

Instructor will introduce concept of teamwork and communication through article "Women's World Cup 2015: Cultural Victories to Go With On-the-Field Ones" ([http://www.nytimes.com/2015/06/22/sports/soccer/womens-world-cup-colombia-cultural-victories-to-go-with-on-the-field-ones.html?\\_r=1](http://www.nytimes.com/2015/06/22/sports/soccer/womens-world-cup-colombia-cultural-victories-to-go-with-on-the-field-ones.html?_r=1))

Class will be broken into two small groups to read article. Students will read through once together. Once finished, class will progressively move through steps of Taba Model

- Listing
- Grouping and Naming
- Labeling
- Regrouping
- Synthesizing

Using article listed above placing specific focus on teamwork.

### 15-20 minutes

Instructor will move on to pre-lesson questions. Once through pre-lesson questions, instructor will introduce Cuju (Ancient Chinese Soccer) through a 2 minute youtube video (<https://www.youtube.com/watch?v=otbmWjc2JTw>). Teacher will then give handout on Cuju which will read as a class to learn more of game, why was played, what purpose it served, etc. Once completed article and answered any questions.

This game will force students to communicate. Otherwise, they will not be successful.

### 15-20 minutes

Skills to play the game will be practiced-Proper passing technique, shooting, etc

Passing: Pass ball by hitting with inside of foot by hitting between arch of foot and inside of toe

Shooting: Shoot by hitting ball with laces of shoe, plant foot beside of ball, head over ball, eyes up to target, swing through with hips

Receiving Pass: Keep close to foot, inside of foot to stop ball neatly

Passing drill: 5 in each line, five yards apart pass in straight line  
-working on passing and receiving

Materials: Pennies, Soccer Ball, Custom Goal  
Teams need to be split up evenly-if possible

### Rules

- 1) To score a goal, a player must put the ball through one of three circles in the custom goal placed in the middle of the field
- 2) Goal is full 360 degrees
- 3) Players may touch the ball with any part of their body, except their hands in any form
- 4) There are no goalies
- 5) Game will end at specific time limit depending on class time
- 6) Referees will be watching for any intentional tripping or other fouls which will result in a penalty shot  
-Penalty Shots are taken 7 yards from goal without any defense

**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.*

### 10 minutes

Students will play Cuju. Teacher will only interrupt to pause play for out of bounds, to clarify rules, or other miscellaneous hazards.

**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.*

Teacher will stop students from playing and sit them in their teams. Teacher will lead a class discussion based on questions listed under During Lesson Questions. Teacher may introduce tips or tricks that students have not learned through playing as of yet.

**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*

**10-15 minutes**

Students will have several minutes to rest and formulate new strategies within their team. They will then be allowed to continue the reenactment of Cuju to use new strategies or try new ideas their teams created.

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

Teacher will stop students again for post activity discussion. Instructor will then ask Post-lesson Questions delving deeper into their understanding of the essence of teamwork, why teams succeed and fail, and how they can be better teammates in the future. Time left will be spent presenting and discussing Performance Task

# Women's World Cup 2015: Cultural Victories to Go With On-the-Field Ones

JUNE 21, 2015

Inside

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Colombian players after their upset of France at the Women's World Cup. Credit Matt Kryger/USA Today Sports, via Reuters

By [JERÉ LONGMAN](#)

EDMONTON, Alberta — Colombia has already scored one of the greatest upsets in the history of the Women's World Cup, defeating third-ranked France, 2-0, in group play. On Monday comes the hunt for a bigger trophy: the United States.

"Our dreams are bigger than our fears," goalkeeper Catalina Perez said.

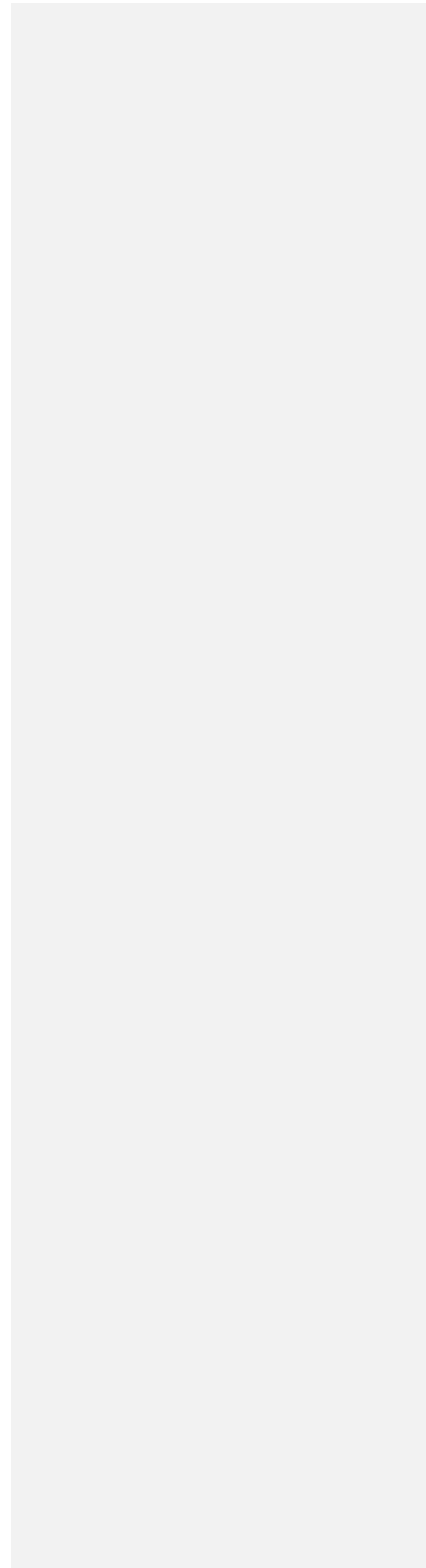
The cultural victory for Colombia in reaching the round of 16 may be more important than anything achieved on the field. Macho cultures in Latin America, even in Brazil, have long disdained women who sought out the exertion of kicking a ball.

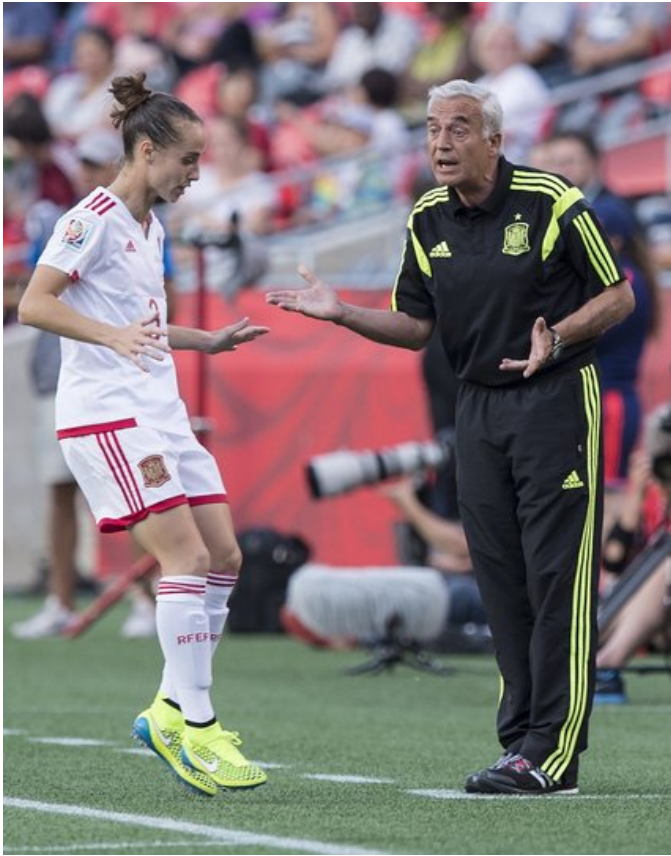
Yoreli Rincón, Colombia's star playmaker, said in an email that she felt like "God's mistake" as a girl because "I couldn't understand why people looked badly on my passion to play football."

So bravo to Colombia for beginning to take women's soccer seriously. [FIFA](#), too, deserves some congratulations — even its beleaguered president, Sepp Blatter, who has announced he will resign.

But let's be clear. Women are still traveling in second class, lurching along on rickety tracks, around an uncertain bend.

Photo





The Spanish women's team called for the ouster of Coach Ignacio Quereda, who in 27 years has made the World Cup once. Credit Nicholas Kamm/Agence France-Presse — Getty Images

“There is such a cultural shift needed,” said Julie Foudy, a former captain of the American women's team. “There's no one in these countries that wakes up every day thinking, ‘The first thing on my mind is, how am I going to help the women's game today?’ ”

FIFA's top officials are nowhere to be found at this World Cup. Mr. Blatter and his second-in-command, Jérôme Valcke, are hunkered down amid a wide racketeering scandal.

Perhaps, on second thought, it is better that Mr. Blatter stays away.

His brilliant idea to improve women's soccer was [tighter uniforms](#). His other great idea was to allow this World Cup to be played on artificial turf, even though the men have always had the comfort and true bounce of grass.



Not until 2013 did FIFA finally place a woman on its executive committee. And FIFA persists with crude “gender verification regulations” to ensure that female players are of the “correct” sex.

The association said it would double funding for women’s soccer between 2015 and 2018. And FIFA mandated that at least 15 percent of the financial assistance sent to the world’s 209 soccer associations be spent on women. But accounting for that money has been problematic.

When the Trinidad and Tobago team arrived in the United States in October for the regional Women’s World Cup qualifying tournament, Coach Randy Waldrum sent out a financial S.O.S. [via Twitter](#): “I need HELP! T&T sent a team here last night with \$500 total. No equipment such as balls, no transportation from airport to hotel, nothing.”

Trinidad and Tobago’s soccer federation seems to have been run as a personal fief for years by Jack Warner, a former FIFA vice president. He [has been charged](#) by the United States Justice Department with, among other things, accepting a \$10 million bribe to influence the awarding of the 2010 men’s World Cup to South Africa.

[According to the BBC](#), Mr. Warner is also being investigated for diverting as much as \$750,000 sent by FIFA and the South Korean soccer federation to aid victims of the devastating 2010 earthquake in Haiti.

Mr. Warner has denied any wrongdoing. (His two sons, Daryll and Daryan, have pleaded guilty in the corruption scandal.) Meanwhile, [the penniless women’s national team](#) from Haiti was left to try — unsuccessfully — to qualify for this World Cup by selling rotisserie chickens and T-shirts, holding clinics and relying on benefactors for housing and equipment at the team’s training base in South Bend, Ind.

A vast majority of countries still do not wholly support women’s soccer. [In China](#), the world’s most populous nation with 1.4 billion people, only 6,000 or 7,000 female players are registered above the age of 12. Two members of the Canadian women’s team supplement their modest soccer incomes by [operating a food truck](#).

Britain, in an act of lost-empire parochialism, will not field a women’s team at the [2016 Olympics](#) in Rio de Janeiro. There will be no British men’s team, either, because Scotland, Wales and Northern Ireland fear losing their independent status within FIFA. But the men’s Olympic soccer tournament is an under-23 competition. For the women, it ranks second only to the World Cup.

With the advantage of Title IX women have in the USA over other countries, why are they not winning more.

Not that the prize of Olympic medals is valued by everyone. After winning the 2011 World Cup, the Japanese women’s team flew to the 2012 London Olympics in coach while the men’s team traveled in business class.

Cameroon reached the Women's World Cup for the first time as the field for this year's tournament was expanded to 24 teams, from 16, but the team's coach, Enow Ngachu, somberly noted that, in Africa, "at times, they don't allow women in football."

Some women have grown impatient with this dismissiveness. Charlyn Corral, a Mexican forward, called for the country's longtime women's coach, Leonardo Cuéllar, [to be fired](#) after the stagnant team finished last in its group at this World Cup.

"We need new ideas," Ms. Corral said, adding, "We need more competition, more players, to advance."

The entire Spanish women's team signed a letter [calling for the ouster](#) of Coach Ignacio Quereda, who has been in charge for 27 years but has led the team to World Cup qualification only once. Spain exited meekly this year with two defeats and a tie.

"This is a great moment for our sport, with many challenges and dreams lying ahead, which is why we feel that it is our joint responsibility to set the path we know we have to take," the Spanish players wrote.

Colombia still has no women's league, and only three reporters are here covering the team. But a victory over the Americans might signal that "we could be the generation that really makes soccer acceptable," Ms. Perez, the goalkeeper, said.

FIFA, too, will have to work far more urgently to make that happen.

"This is a billion-dollar company," Ms. Foudy said. "There has to be something that says: 'We are the guardians of the game. Not just the men's game — the women's game, too.'"

<b>TEACHER NAME</b>		<b>Lesson #</b>
Beasley		2
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Questioning	History	Middle
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Teamwork		Gaelic Hurling
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><b>NC Physical Education Essential Standards Grades 5-8</b> - Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.</p> <p><b>3.C&amp;G.2</b> Understand how citizens participate in their communities.</p> <p><b>6.C.1</b> Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.</p> <p><b>7.H.1</b> Use historical thinking to analyze various modern societies.</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>
Teamwork Necessitates Communication		Why does teamwork necessitate communication?
<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>
<ul style="list-style-type: none"> <li>A history of the Gaelic Culture through the outlet of Athletics (Why individual sports were played, the holidays/occasions or contexts in which they were played)</li> </ul>		<ul style="list-style-type: none"> <li>Students will be able to</li> <li>Individually interpret information</li> <li>Summarize information</li> <li>Report information to a small group of people</li> <li>correctly hand pass</li> <li>hurley pass</li> <li>know the ready position</li> <li>have proper footwork, technique</li> <li>and understand the rules of Gaelic Hurley</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>	<b>Post Lesson Questions:</b>
<p>7) How old do you believe teamwork is? Give an example.</p> <p>8) How long do you believe people have been working together? Give an example.</p> <p>9) How can a team help you in a challenge that would overwhelm you as an individual? Give an example.</p> <p>10) What is the quality you find</p>	<p>5) What has been the most difficult skill to master so far?</p> <p>6) What has made it so challenging?</p> <p>7) When we begin playing, how can your teams help you overcome those challenges?</p> <p>8) In this game, what are things your team needs to do to be successful?</p>	<p>7) Win or lose, how was your team was successful today?</p> <p>8) What characteristics or actions made your team successful?</p> <p>9) What were the challenges your team faced when you were not allowed to speak?</p> <p>10) How does communication tie into your success in this game? In any aspect of life?</p> <p>11) Teams do not just help</p>

<p>the most valuable in a teammate?</p> <p>11) Today we will be playing Gaelic Hurling, a mixture of hockey, baseball, and soccer. How will those qualities help you contribute to your team?</p>	<p>9) How are you going to do that as a team?</p>	<p>each other physically. In order to be your best, you need to be focused and prepared. In what ways did your teammates help you with that?</p> <p>12) In whatever competition, play, or team event how can you contribute to aiding teammates on more than just one level in the future?</p>
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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>Students will be learning through a variety of methods including visual, auditory, and kinesthetic.</p>	<p>Drills will be constructed for different skills levels. (Advanced passers will be given more advanced drills. Novice passers will be given novice drills, etc shooting, defense)</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.*

### 20-30 Minutes

As students enter, music from the culture (Gaelic) will be playing. Teacher will have sliothar (Hurley Ball). Kids will pass around. Teacher will explain ball is used in sport class will be experiencing that day. At this time teacher will instruct students proper technique to pass Hurley style so they can begin to practice.

Instructor will begin asking pre-lesson questions. Students must be holding ball in order to speak. Students will work as individuals to jigsaw an article on the history of Gaelic Hurling and how it fit into the Gaelic society. Once finished with article, discussion, and any questions students may have teacher will play youtube video showing excerpt from an actual Hurley Game. Clip will show from 11:00-16:00

<https://www.youtube.com/watch?v=Rv9FGy9MqOY>

Before beginning any actions, instructor will review rules of Hurley Ball.

Materials: Field Hockey Sticks, Pennies, Ball, Cones

### Rules

- 1) Hitting the ball into the goal is 3 points, above the goal and between the sticks is 1 point
- 2) May pick up the ball and carry it for four steps
- 3) Cannot pass by throwing
- 4) Must pass the ball by slapping it with hand or stick or kicking the ball forward
- 5) Goals can only be scored by being hit with stick
- 6) Sticks cannot go higher than players waist

**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.*

### 20-30 Minutes

Instructor will set up drills in order to teach students the skills necessary to be successful at Hurley Ball.

**How to hold the Hurl (Stick)**- Dominant Hand is on top of the stick (End that isn't curved) so that ball or base of stick can be held in non-dominant hand (Will cover with everyone in beginning)

**Ready Position (Position In Before Receiving a Pass)** – Feet shoulder width apart, knees slightly width, dominant hand on top of the hurl, non-dominant hand at base of hurl (Will Cover with everyone in Beginning)

**Lifts** (Getting Ball off ground into hand)

- 1) Jab Lift – Non-dominant foot beside of ball, dominant hand on top of hurl, just scoop ball off of ground into the air as if hurl was a shovel and grab the ball with non-dominant hand
- 2) Roll Lift- Non-dominant foot beside of ball, dominant hand on top of hurl, place hurl on top of ball. Roll ball towards you using hurl. When ball is rolling towards you, place hurl down and allow ball to roll onto it, scoop ball into the air and grab with non-dominant hand

**Passing (Getting Ball to Another Player)**

- 1) Place ball in non-dominant hand. Beginning motion from waist, extending arm outward, throw it up a few inches and slap it underhanded toward intended target
- 2) Toss the ball up with non-dominant hand. Dominant hand on top of stick, after toss bring non-dominant hand and place directly beneath dominant hand like a baseball swing. Slap the ball with hurl at waist or knee level towards intended target.
- 3) While ball is still on the ground. Dominant hand is on top. Non dominant hand is at the base. Bring stick back to knee level and hit ball towards intended target.

**Catching (Receiving a Thrown Pass)** - Dominant hand stays on top of Hurl. Hurl stays as low as possible when receiving a pass. Non dominant hand moves out to catch ball.

**Dribbling** – Moving the hurley ball through a zig zag motion through seven cones. Dominant hand on top of hurl. Non-dominant hand on the base. Emphasis will be on staying in athletic stance, precise stick movement, and steady control of the hurl. Player is not in a race. They are merely learning how to control the hurl.

After reviewing all skills, stations will be set up to let students practice what they have learned.

**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.*

**15-20 minutes**

Teacher will ask During Lesson Questions to explore the impact of skill building. Students will play Gaelic Hurley. Students will be required to play the first five minutes of the game without talking. The second five minutes they will be allowed to speak. Teacher will only pause for out of bounds, fouls, and penalty shots. Teacher will also pause to offer in game tips to struggling players or clarify any misunderstood rules.

**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*

**10 minutes**

Students will be allowed to rest. Discuss with their teams any new strategies they want to employ.

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

**10-20 minutes**

Teacher will stop students again for post activity discussion. Instructor will then ask Post-lesson Questions delving deeper into their understanding of the essence of teamwork, why teams need each other to surmount obstacles they could not as individuals. What time is remaining can be spent working on the Performance Task.

# Hurling, its ancient history

A **history of hurling**. On the weekend of the All-Ireland hurling final it seems only fitting that the history of Ireland's national game are discussed. Hurling is arguably the fastest field sport in the world and quite possibly the oldest. It is played with sticks called hurleys, a ball known as a sliotar, and by two teams of 15 who play on a large pitch with goals at either end.

The rules of the modern game were first codified by the Gaelic Athletic Association in the late 19<sup>th</sup> century but prior to this there were actually two hurling traditions on the island of Ireland (see O'Maolfabhair, 1973). In the north of the country a winter game, very similar to modern Scottish shinty, was played mainly on the ground with a narrow stick and a hard ball. The second form of the game, or Leinster hurling, was played with a broader hurley and a softer ball and was much more like the modern game. Players could pick up the ball, catch and strike it as well as soloing down the field. Although the GAA used both forms as an inspiration for the game it organised in the late nineteenth century, Leinster hurling had more of an influence in the evolution of the game (O'Sullivan 1998, p. 32). However, which of these games is the oldest remains a mystery.



© Martin Driscoll (martindriscoll.com)

The earliest surviving references to hurling are found in 7<sup>th</sup> and 8<sup>th</sup> century AD Irish laws, which describe various sporting injuries that should be compensated. Hurling is also mentioned in the 11<sup>th</sup>/12<sup>th</sup> century *Leabhar na hUidre*, while further descriptions are to be found in 13<sup>th</sup>/14<sup>th</sup> century romantic tale *Cath Mhaigh Tuireadh Chunga* (*ibid*, p.33). This latter account details a very bloody hurling game

between the Tuatha De Dana and the Fir Bolg that was played at Moytura, Co. Mayo. This mythical match supposedly took place in 1072 BC! (the Bronze Age).

However, the most famous early account of the hurling is found in the [Tain Bo Cuailgne](#), which describes the exploits of the Ulster hero Cú Chullainn. Although the surviving version of this epic dates from the 12<sup>th</sup> century it has been convincingly argued that the story's origins lie in the Iron Age (500 BC – 400 AD). Hurling is mentioned a number of times in the text, most notably when the young hero, then known as Setanta, uses a hurley and sliotar to kill a vicious hound. Hence forth he became known as Cú Chulainn (Cullen's hound), after the owner of the dog.



Kells High Cross

Possible representations of hurling are also found on two high crosses from Kells and Monsterboice, which date from 9<sup>th</sup>/10<sup>th</sup> centuries AD. On each of these crosses a biblical panel is depicted which illustrates David killing a lion with what appears to be a curved stick and ball. The killing instrument should in fact be a sling, but it appears that a hurley was chosen instead as it may have been more familiar to an Irish audience (O'Sullivan 1998, 34).

Hurling continues to feature in Later Medieval Gaelic Irish and English sources, with the latter generally disapproving. It is hard to believe it now but in the 14<sup>th</sup> century that bastion of the modern game, Kilkenny, attempted to ban hurling. This occurred in 1367 when the infamous [Statutes of Kilkenny](#) declared '*do not, henceforth, use the plays which men call horlings, with great sticks and a ball upon the ground, from which great evils and maims have arisen*'. Despite threats of fines and imprisonment, this law failed miserably and the black-and-amber-clad men of Kilkenny would become one of hurling's



powerhouses. Similar measures to curtail hurling were also undertaken in Galway. These statutes, which were enacted in 1527, stated that people should '*At no time to use ne occupy ye hurling of ye litill balle with the hookie sticks or staves.*' Thankfully, as in Kilkenny these laws seem to have had little lasting effect.



Galloglass grave slab © Jim Dempsey + Deb Snelson (megalithicireland.com)

Indeed, the game appears to have been widely played in the latter middle ages. In the far north of the country, for example, a 15<sup>th</sup> century Galloglass's grave slab from Co. Donegal clearly depicts a sword, hurley and sliotar (see image to the left). Similarly in the south of the country, hurling was so prevalent, that the Lord Chancellor William Gerrarde was forced to reprimand the English settlers of the Munster Plantation for playing the game in 1587. In the post-medieval period hurling continued to prosper, often under the patronage of the Anglo-Irish gentry. These matches drew large crowds and many colourful accounts of these games survive.

For example, in 1792, '*a hurling match took place in the Phoenix Park*', Dublin in front of a vast '*concourse of spectators*', with '*much agility and athletic contention, until the spectators forced into the playing ground*'. (King 2005, p. 18).

Similarly in 1827, a game at Callan, Co. Kilkenny is described thus, *'It was a good game. The sticks were being brandished like swords. Hurling is a war-like game. The west side won the first match and the east the second. You could hear the sticks striking the ball from one end of the Green to the other'* (diaries of Amhlaoibh Ó Súilleabháin). Inter-village and sometimes inter-county hurling matches flourished throughout the 19<sup>th</sup> century. Indeed, they were to inspire a new and dynamic sporting organisation. In 1884, nearly 2000 years after Setanata first drove a sliotar towards Cullen's onrushing hound, the Gaelic Athletic Association was founded. The rest, as they say, is history.

<b>TEACHER NAME</b>		<b>Lesson #</b>
Beasley		3
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
VTS	History	Middle
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Teamwork		Ullamalitzli
<b>LEARNING OBJECTIVES</b> (from State/Local Curriculum)		
<p>NC Physical Education Essential Standards Grades 5-8 - Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.</p> <p>Social Studies Grade 6 - 6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time.</p> <p>Social Studies Grade 7 - 7.E.1.1 Explain how competition for resources affects the economic relationship among nations.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> (What is the overarching idea students will understand as a result of this lesson?)		<b>THE ESSENTIAL QUESTION</b> (What question will be asked to lead students to "uncover" the Essential Understanding)
Teamwork necessitates communication		Why does teamwork necessitate communication?
<b>CONTENT KNOWLEDGE</b> (What factual information will students learn in this lesson?)		<b>PROCESS SKILLS</b> (What will students be able to do as a result of this lesson?)
<b>Students will know</b> <ul style="list-style-type: none"> <li>the reasons ancient civilizations competed</li> <li>the rules of Ullamalitzli and why it specifically was played</li> <li>how the Mayans used Ullamalitzli in their culture</li> </ul>		<b>Students will be able to</b> <ul style="list-style-type: none"> <li>play Ullamalitzli</li> <li>understand the value of being part of a team</li> <li>see the correlation between teamwork and communication</li> </ul>
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> 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>
1) What does effective teamwork look like? 2) What brought Europeans to the Mayan Civilization? 3) After exploring the Mayan Civilization, what do you think happened if a team won at ullamalitzli? If they lost?	12) How is your team working together? 13) Based upon what you have seen thus far, how can you improve upon your teamwork? 14) How is your team's strategy helping or hurting your teamwork? 15) What can you change so that your team is more	10) What was the most difficult thing about ullamilztli? 11) How did your team help you overcome these challenges? 12) What was the difference in support from before the game and after the time we paused to discuss? 13) What could your team have done differently or better?

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	<p>cohesive and acts as a group instead of individuals?</p> <p>16) How are you supporting one another during the game?</p> <p>17) Are you effectively communicating?</p>	<p>14) If you would have earned a trophy or reward, like money or fame, would you have tried harder? Why? Why not?</p> <p>15) Why would that one incentive change the game so drastically?</p>
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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
This lesson will include the study of human nature focusing on how competition can change a person's behavior, if only for a short time. It is adding sociology to a middle grades curriculum.	Questions are open ended and leave open room for follow up questions that could possibly lead to deeper discussion to topics such as racism, genocide, and epidemics.		

**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.

**30-40 Minutes**

Hook: Teacher will show picture of *Nayarit, Mexico Model of a Ball Game 200BCE- 500BCE Ceramic*

This will begin Visual Thinking Strategy lesson. Teacher will ask probing questions to guide students into what they believe is happening in picture. Once students have discerned it is a sporting event from an ancient civilization (which may need some guidance from teacher), teacher will show youtube video.

Youtube video of Ullamalitzli (<https://www.youtube.com/watch?v=8pF03BxxUSY> )

Will also give background/history of sport at this time. Students will read article, highlighting information that would be important to them if they were a player of Ullamalitzli. They will read again highlighting information in a different color that would be important to them if they were citizens. This teaches Point of View and about importance of things to different people in culture at the time.

**10 minutes** - After thorough class discussion, and once on field, teacher will explain the rules of ullamalitzli.

Instructor will teach specific skills on proper technique to serve the ball, returning a volley, and iterate importance of communication between teammates.

Serving-begin in the middle and give a light kick across to your opponent  
 Returning-depend on where the ball is depends on best way to return  
 -If low, return with your foot or knee  
 -If high, return with forearm, elbow  
 -If mid, return with hip or bottom

Equipment Needed-Kickball, mascon tape, cones, hoop  
 Teams needs to be split up evenly

Rules

- 1) May not catch the ball or hit it with palm or open hand
- 2) Ball must bounce on other side of the court before going out
- 3) A point is scored if the ball hits behind the end line of opposing team's side
- 4) Ball must go out of the back of the opponent's side to score. Cannot go off the sides.
- 5) Game is automatically won if ball is hit through horizontally facing hoop on side of wall
- 6) Games will end at 7 points

**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.*

**10 minutes** Students will play modern-day ullamalitzli. Teacher will only interrupt to pause play for out of bounds, to clarify rules, or other miscellaneous hazards. After a specific amount of time, students will be stopped and allowed to refine strategy/have a team meeting.

**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.*

**10-15 minutes** Teacher will stop students from playing and sit them in their teams. Teacher will lead a class discussion based on questions listed under During Lesson Questions. Teacher may introduce tips or tricks that students have not learned through playing as of yet.

**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*

**10-15 minutes** As skill levels could be fully assessed, new teams will be chosen. Students will be allowed to continue the reenactment of ullamalitzli.

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

Teacher will stop students again for post activity discussion. Instructor will then ask Post-lesson Questions guiding students to see the correlation between competition and human behavior. Time left over will be used for Performance Task.



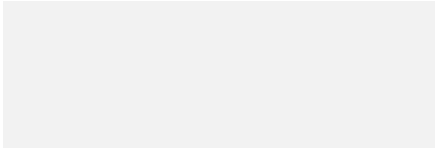
## History of the "ullamaliztli"

Ullamaliztli is the Aztec word for "ballgame (4)." Its origins can be traced as far back as 1200 BC, and was a central part of village life up until approximately the 16th century (5). It was most popular among both the Aztec and Mayan civilizations, and many courts and other archeological relics pertaining to the game have been discovered in places such as present Mexico, Belize, Guatemala, El Salvador, and western Honduras (6). Ball courts were very long, ranging from anywhere between 49 and 115 feet in length (6). They were somewhat narrow; courts have been found to have a width between 10 and 39 feet (6). These lengthy courts were demarcated by two parallel platforms on either side. These walls were very tall. Sometimes, the walls would bank downwards towards the playing court in order to create a type of bleacher, and other times they were sharply vertical. In either case, these walls created viewing platforms so that massive crowds could gather to watch the event (6).



Although there is no agreement between historians on an exact set of rules for the game, one aspect has survived: the ball can only be played by hitting it with the hips (5). Therefore, players wore protective gear around the loins and pelvis made of leather and wood, and as the rubber ball often weighed about 9 pounds, this was an extremely necessary precaution (5). These courts almost always occupied a central position in the village, a ceremonial plaza, that was adjacent to the temple of the community, indicating that these games had a very significant purpose in society (1). Every city had its own court, hundreds have been excavated, implying that these courts, which were often found to have decorative side panels on the walls, were great sources of pride for the community, and were used to impress or outdo rival cities (4).

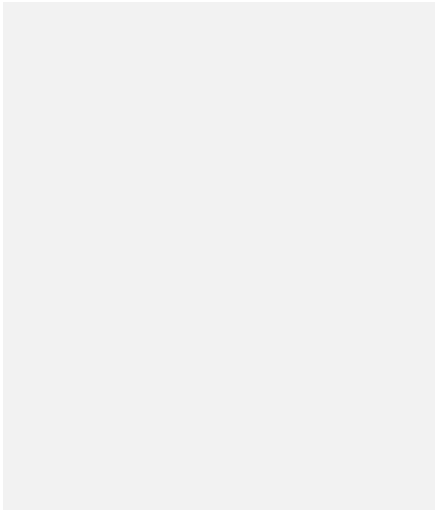
However, this was no ordinary match of soccer. This ball game was hardly a game, rather, it was a fight to the death. The losing team was often decapitated; the winning team would be praised with intricate deer headdresses. Death and agony permeated this game, especially in the Mayan civilization (2). Since this game occupied a central place in elite Mesoamerican society, it often escalated into a political contest. Prisoners of war would be dragged back into the city,



id after the conquerors depleted their strength, they would be forced to play a match. This would draw a huge crowd, nce their weakness would ensure a victory for the home team, and would therefore mean an inevitable beheading, which, e to some violent tendencies of human nature, the crowds would not want to miss.



The vertical walls that shot up on either side of the court were often intricately decorated with relief panels. Relief panels were stone carvings that depicted ball games, but mostly depicted the aftermath of these games. They would ve scenes of winners decapitating losers, players yielding knives, winners holding skulls above their heads, skeletons f losers strewn about the ground, and other variations on images and themes of death and decapitation (1). There was o denying this game's association with ritualized bloodshed.





<b>TEACHER NAME</b>		<b>Lesson #</b>
Beasley		4
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Questioning	History	Middle
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Teamwork		Shrovetide Football
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><b>NC Physical Education Essential Standards Grades 5-8</b> - Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.</p> <p><b>3.C&amp;G.2</b> Understand how citizens participate in their communities.</p> <p><b>6.C.1</b> Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.</p> <p><b>7.H.1</b> Use historical thinking to analyze various modern societies.</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>
Teamwork Necessitates Communication		Why does teamwork necessitate communication?
<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</p> <ul style="list-style-type: none"> <li>understand the importance of sportsmanship and character</li> <li>learn the tradition and historical significance of Shrovetide Football</li> <li>understand the concept of synergy</li> </ul>		<p>Students will</p> <ul style="list-style-type: none"> <li>be able to pass and defend in Shrovetide Football</li> <li>be able to use literacy strategies when approaching a difficult poem</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>How Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<p>18) What is synergy?</p> <p>19) How can synergy be applied to the concept of teamwork?</p> <p>20) After watching a video of Shrovetide Football, why is teamwork so vital to success in this game?</p> <p>21) What ways did you see people working together in the video?</p>	<p>16) What strategy or strategies is your team using to achieve their goal?</p> <p>17) Is your team working together or are some people trying to do it themselves?</p> <p>18) Why are/would people not being successful when they attempt to do everything themselves?</p>	<p>13) Imagine playing this game with 300 people on each side over a 3 mile long field as wide as a small city. How would it be different?</p> <p>14) How would your strategies change playing with the population of a small city?</p> <p>15) How did your strategies change today?</p> <p>16) How did your team</p>

<p>22) What are the advantages of being on a team?</p> <p>23) In what ways can teammates help you succeed?</p> <p>24) How have teammates helped you in the past?</p>	<p>19) How could you teams be more successful?</p> <p>20) Think on our discussion about synergy. How can you apply that to your teamwork now?</p>	<p>demonstrate synergy during the game?</p>
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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>The poem to be dissected uses difficult language for this age group. They will be challenged to understand what the poet is explaining in each line.</p>	<p>Questions are open ended and leave open room for follow up questions that could possibly lead to deeper discussion on various topics such as violence and morality</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.*

### 30-40 minutes

The lesson will begin with each student being given two sheets of paper. The definition of synergy will be written on the whiteboard. Students will be asked to fold one sheet of paper in half until it will no longer bend. In order to understand synergy and its relation to teamwork, they will be asked to try to rip the paper that has not been folded. Afterwards, they will try to rip the paper that has been fold several times. Teacher will also show example of one pencil being broken by itself as opposed to a large amount of pencils bound together attempting to being broken.

Teacher will then introduce Shrovetide Football through youtube video

<https://www.youtube.com/watch?v=5uV1zrZfZo>

Instructor will go through pre-lesson questions in response to video. Class will analyze a poem "Burlesque Upon the Great Frost" from Charles Cotton which is a poem written about Shrovetide Football. It was written after the English Civil War in 1683 and may offer perspective on the age of the game.

Instructor will continue by going more in depth on the origin of the game over 900 years ago. Instructor will also cover original equipment used and original rule. Teacher will explain heavily that original rule still applies and class will be playing a modified game of Shrovetide Football.

### 10-15 minutes

Skills to play the game will be practiced-Proper passing technique, Defensive Techniques

Chest Pass: Ball should be held on sides in both hands. Extend arms fully letting ball go at furthest point flicking wrists to get more power. Hands should end facing out, thumbs facing inward.

Overhead Pass: Ball should be held above head. Elbows should be bent with hands on each side of the ball. Pull ball slightly back and step in direction of intended pass while throwing. This allows for more power and accuracy.

Bounce Pass: Same as chest pass except aimed at ground in order to bounce before reaching target

Defense

Athletic Stance-Knees bent, feet underneath shoulders

Tips: Watch the runner's hips. They cannot go where their hips can't. Grab the flag with both hands if possible. Stay in front of target. Do not let them by you and try to snatch it.

Materials: Flag Football Belts, Kickball, Cones, Circular Object Used For Goal

### Rules

- 7) To score a goal, a player must tap the goal with the ball
- 8) Players may move the ball with hand passes forward or lateral
- 9) If a player's flag is pulled from their belt, the ball changes possession
- 10) Games will be played in ten minute intervals

**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.*

### 10 minutes

Students will play Shrovetide Football.

**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.*

### 10-15 minutes

Teacher will stop students from playing and sit them in their teams. Teacher will lead a class discussion based on questions listed under During Lesson Questions. Teacher will introduce/reinforce tips or tricks that students have not learned through playing as of yet. Time will also be allowed to strategize for new tactics in order to be more successful.

**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*

**10 minutes**

Students will be allowed to continue the reenactment of Shrovetide Football to use new strategies or plans their teams created.

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

Teacher will stop students again for post activity discussion. Instructor will then ask Post-lesson Questions delving deeper into their understanding of the essence of teamwork, why teams succeed and fail, and how they can be better teammates in the future. Students will work on the Performance Task with what time is left in class.

### Burlesque Upon the Great Frost – 1683

Two towns, that long that war had raged  
Being at football now engaged  
For honour, as both sides pretend,  
Left the brave trial to be ended  
Till the next thaw for they were frozen  
On either part at least a dozen,  
With a good handsome space between 'em  
Like [Rollerich stones](#), if you've seen 'em  
And could no more run, kick, or trip ye  
Than I can quaff off [Aganippe](#).

—Charles Cotton (1630–87)

## Unit Resources

**Lidz, F. (2002). Wild in the Streets. *Sports Illustrated*, 48-49.**

Sports Illustrated Article on the history and current practices of Shrovetide Football

**Shrovetide football in Ashbourne. (2003). Retrieved August 5, 2015, from [http://www.derbyshireuk.net/shrovetide\\_football\\_ashbourne.html](http://www.derbyshireuk.net/shrovetide_football_ashbourne.html)**

Website of Derbyshire where Shrovetide Football is actually played. Provides biographical information on the game and more in-depth look at the rules, strategy, and what little equipment is used.

**Official rules of Shrovetide 2012. (2012, February 15). Retrieved August 6, 2015, from <http://www.ashbournenewstelegraph.co.uk/Official-rules-Shrovetide-2012/story-20866563-detail/story.html>**

The official rules of Shrovetide Football in order to keep people safe while playing or *watching* Shrovetide Football

**Strutt, J. (1968). *The sports and pastimes of the people of England* (New ed.). Detroit: Singing Tree Press**

A book outlining traditions and sports of the English people as passed down through generations mentioning Shrovetide Football

**Ashbourne Shrovetide football map of key locations – [www.derbyphotos.co.uk](http://www.derbyphotos.co.uk). (n.d.). Retrieved August 6, 2015, from <http://www.derbyphotos.co.uk/events/2008/february/ashbournefootball/map.html>**

Printable, interactive map outlining playing field of Shrovetide Football in 2009. Has key locations marked. The Henmore Brooke, the dividing line between the two sides, is outlined in a bold blue.

**Benn, C. (2004). *China's golden age: Everyday life in the Tang dynasty*. Oxford: Oxford University Press.**

A look into the life of average people in the Tang dynasty. This book explores every facet of life to the depth of which concubines used for their eye makeup and beauty marks, and what jealous wives did to discourage such enhancement

**Riordan, J. (1999). *Sport and physical education in China*. London: E & FN Spon.**

A look at ancient and modern history of physical education. This book also explores physical education in schools and universities from the standpoint of teaching, administration, and finance.

**Whittington, E. (2001) *The sport of life and death: The Mesoamerican ballgame*. New York: Thames & Hudson.**

This book discuss all aspects of the Mesoamerican ballgame including the history of rubber to the architecture and equipment of the ball courts. It also includes 138 objects - models of ballplayers and the equipment they used.

**Students of the Game. (2006, April 1). Retrieved August 6, 2015, from <http://www.smithsonianmag.com/people-places/students-of-the-game-114354912/?no-ist=>**

A historical fiction story about students learning how difficult this game was to play by touring a museum and using the gear found inside.

**Cramer, B. (2007, April 23). Pitch Man. *Forbes*.**

Biography of Sean Og, considered the greatest hurler in all of Ireland in 2007. It details his life, the team he plays for, awards won, and other various biographical information.

**Traditional Celtic Sports. (n.d.) Retrieved August 6, 2015, from <http://www.kidzworld.com/article/5426-traditional-celtic-sports/>**

A website made for students. It provides background information on various celtic sports, including the sport of Hurling.

**King, S. (2005). *A history of hurling* (Rev. ed.). Dublin: Gill and Macmillan.**

An in depth look at the history of the celtic sport of hurling from its ancient beginnings to its modern day Championships in 2005.

**King, S. (1998). *The clash of the ash in foreign fields: Hurling abroad*. Boherclough, Cashel, Co. Tipperary: S.J. King.**

A book written on how the Irish attempted to expand the sport of Hurling throughout the world. It details how the Irish people sent teams to Africa, America, the United Kingdom, and other parts of the world in order to increase popularity of their sport. It is a sequel to the History of Hurling by the same author.

**Dupont, K. (2014, May 24). Captivated by Irish Hurling, U.S. Soldiers brought it home. *Boston Globe*.**

A newspaper article about the Barley House Wolves, a hurling team started by national guard soldiers who saw the sport played on television while stopping in a local bar overseas.