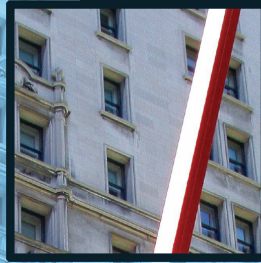


GREAT MINDS®



MODULE 4
BREAKING BARRIERS

WIT &
WISDOM

GRADE

5

GREAT MINDS® WIT & WISDOM

Grade 5 Module 4: Breaking Barriers

Student Edition

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Wit & Wisdom Parent Tip Sheet

Name: _____

Date: _____

Handout 1A: Background on Nelson Mandela and Apartheid in South Africa

Directions: Read the background on Nelson Mandela and apartheid in South Africa. Jot down what you notice and wonder about as you read.

Background on Nelson Mandela and Apartheid in South Africa:

South Africa’s History

Apartheid

Apartheid, meaning “apart-ness,” was a system created by the all-white government of South Africa in 1948 that separated people based on their race and skin color. Under apartheid, black, mixed race, and other non-white South Africans—the majority of the country’s people—did not have the same rights as white South Africans.

Life Under Apartheid



Name: _____

Date: _____

Nelson Mandela and the Fight Against Apartheid



Sources:

- “South Africa.” National Geographic Kids, National Geographic Partners, Web. Accessed 6 Dec. 2016.
- History.com Staff. “Apartheid.” History.com, A&E Television Networks, 2010, Web. Accessed 6 Dec. 2016.
- Byrne, Stephen. “Apartheid.” History for Kids, 2016, Web. Accessed 6 Dec. 2016.
- Nodjimbadem, Katie. “A Look Back at South Africa Under Apartheid, Twenty-Five Years after Its Repeal.” Smithsonian.com, Smithsonian Institution, 15 Oct. 2015, Web. Accessed 6 Dec. 2016.

Name: _____

Date: _____

Handout 1B: Documentary Response Sheet

Directions: Read the questions for Part 1. As you watch Part 1 of the documentary a second time, listen for the answers to these questions. After watching Part 1, write down your answers in the space provided. Then, read the questions for Part 2, and repeat the same steps above as you watch Part 2 of the documentary a second time. Finally, answer the reflection question at the end of this handout.

Part 1

1. Why was the country of South Africa so divided when Nelson Mandela became president in 1994?

2. Why did Nelson Mandela want to bring the 1995 Rugby World Cup to South Africa?

3. What did the sport of rugby represent to black South Africans in the early 1990s? How did this affect black South Africans' attitudes toward the Springboks?

Part 2

4. How—and why—did the support for the Springboks change as the World Cup tournament progressed?

5. What is the significance of Nelson Mandela's vision "One team, one country?"

6. Why is the Springboks' victory such a momentous event for Nelson Mandela and the people of South Africa?

Reflection Question

What does South Africa's victory at the 1995 Rugby World Cup represent for Nelson Mandela and the people of South Africa? Write your answer in two or three sentences.

Name: _____

Date: _____

Handout 1C: Assessed Vocabulary Study Guide

Directions: Use this list of vocabulary words and definitions to study for the vocabulary assessment. The number following the word indicates the lesson number in which the word or affix is taught.

| Words (Lesson Numbers) | Definitions |
|------------------------|--|
| <i>-cracy</i> (1) | Rule by. |
| <i>posit</i> (24) | Placed, put. |
| antagonism (14) | Being against or opposed to someone or something. |
| baffled (23) | Confused, puzzled. |
| barrier (12) | Something that prevents progress or makes it difficult for someone to achieve something. |
| bitter (13) | Angry, resentful. |
| challenge (17) | To take a stand against something, especially something wrong or unjust. |
| discrimination (5) | Treating someone worse than someone else. |
| fortitude (14) | Strength of mind that helps a person to bear difficulties with courage. |
| hostility (20) | Unfriendliness or extreme dislike. |
| influence (1) | To affect someone or something in an important way. |

| | |
|-----------------------|---|
| integration (11) | The process of bringing together. |
| multimedia (26) | A combination of different forms of expression, such as text, images, audio, video. |
| overcome (17) | To defeat; to gain a victory over. |
| <i>para-</i> (22) | Beside, side by side. |
| paralyzed (22) | Having lost the ability to move or feel anything in part or most of the body. |
| plagiarism (5) | Stealing, copying. |
| racism (5) | The belief that one group of people is better than another group of people, based on the color of their skin. |
| refugee (19) | A person who is forced to flee his or her country to escape danger. |
| relevant (19) | Closely related or connected to the subject being discussed. |
| research (4) | The study of information in order to learn more about something. |
| resilience (14) | The ability to recover from difficulty or change. |
| sculpture (19) | A three-dimensional piece of art made by carving or molding clay, stone, metal, or other materials. |
| segregation (5) | Separating people based on the color of their skin. |
| social norms (17, 18) | Behavioral expectations for certain groups of people. |

Name: _____

Date: _____

| | |
|--------------------|---|
| stereotype (17) | An often unfair or untrue idea or belief about an entire group of people. |
| <i>sym-</i> (10) | With, together. |
| synthesize (21) | To combine separate things to produce something new. |
| <i>trans-</i> (20) | Change. |
| zeal (23) | Enthusiasm. |

Name: _____

Date: _____

Handout 2A: Story Map for “Raymond’s Run”

Directions: Use this chart to organize and record notes about key elements of the story.

| Exposition | |
|---|--|
| <p>Character(s): Who are the <u>main</u> characters? What are they like?</p> <p>Narrator:</p> <p>Other characters:</p> | <p>Setting: Where does this story take place?</p> |
| <p>Conflict: Describe the main problem that the narrator faces.</p> | |

| Scene 1 | Scene 2 |
|---|---|
| <p>Setting: Where does this scene take place?</p> <p>Characters: Who are the main characters in this scene? (Include any new characters you meet.)</p> <p>Events: Describe the events that happen in this scene.</p> <p><i>First...</i></p> <p><i>Next...</i></p> <p><i>Then...</i></p> <p><i>Finally...</i></p> | <p>Setting: Where does this scene take place?</p> <p>Characters: Who are the main characters in this scene? (Include any new characters you meet.)</p> <p>Events: Describe the events that happen in this scene.</p> <p><i>First...</i></p> <p><i>Next...</i></p> <p><i>Then...</i></p> <p><i>Finally...</i></p> |

Name: _____

Date: _____

Resolution: How is the main conflict(s) resolved by the end of the story?

Theme: What does “Raymond’s Run” teach us about sports? Support your ideas with evidence from the story.

■

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Date:

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Date:

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Bambara, Toni Cade. "Raymond's Run." *Gorilla, My Love*, Penguin Random House, 1971.

Name: _____

Date: _____

Handout 2C: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

...All I have to do is mind my brother Raymond, which is enough.

Sometimes I slip and say my little brother Raymond. But as any fool can see he's much bigger and he's older too. But a lot of people call him my little brother cause he needs looking after cause he's not quite right. And a lot of smart mouths got lots to say about that too, especially when George was minding him. But now, if anybody has anything to say to Raymond, anything to say about his big head, they have to come by me. And I don't play the dozens or believe in standing around with somebody in my face doing a lot of talking. I much rather just knock you down and take my chances even if I am a little girl with skinny arms and a squeaky voice, which is how I got the name Squeaky. And if things get too rough, I run. And as anybody can tell you, I'm the fastest thing on two feet...

...So as far as everyone's concerned, I'm the fastest and that goes for Gretchen, too, who has put out the tale that she is going to win the first-place medal this year. Ridiculous. In the second place, she's got short legs. In the third place, she's got freckles. In the first place, no one can beat me and that's all there is to it.

Bambara, Toni Cade. "Raymond's Run." *Gorilla, My Love*, Penguin Random House, 1971.

| Student Performance Checklist: | Day 1 | | Day 2 | | Day 3 | |
|--|-------|-----------|-------|-----------|-------|-----------|
| | You | Listener* | You | Listener* | You | Listener* |
| Accurately read the passage three to five times. | | | | | | |
| Read with appropriate phrasing, pausing, and expression. | | | | | | |
| Read articulately at a good pace and an audible volume. | | | | | | |

Self-reflection: What choices did you make when deciding how to read this passage, to try and capture Squeaky’s voice and personality? Why? What would you like to improve on or try differently next time? (Thoughtfully answer these questions in the space below.)

Handout 3A: Evidence Organizer

Directions: How does Squeaky’s perspective of her brother Raymond and her rival Gretchen change after the race? Choose either Raymond or Gretchen. Then, choose the best evidence from the story that shows Squeaky’s perspective of this character leading up to and after the race. Elaborate on each piece of evidence. Use the back of this handout if you need more space for your notes.

Name: _____

Date: _____

| How does Squeaky view _____ at the beginning of the story? | | | How does Squeaky view _____ after the race? | |
|---|--|--|--|---|
| Evidence | Elaboration | | Evidence | Elaboration |
| List details from the story that show how Squeaky views Raymond/Gretchen <u>leading up to</u> the race. Use both quotations and paraphrasing. | Consider: <ul style="list-style-type: none">• Why is this evidence important?• What does it show us about how Squeaky views Raymond/Gretchen?• What factors do you think shaped Squeaky’s perspective of Raymond/Gretchen? | | List details from the story that show how Squeaky views Raymond/Gretchen after the race. Use both quotations and paraphrasing. | Consider: <ul style="list-style-type: none">• Why is this evidence important?• What does it show us about Squeaky’s new view and understanding of Raymond/Gretchen?• What do you think causes this change in Squeaky’s perspective? |
| | | | | |

| |
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| |

Name: _____

Date: _____

Handout 3B: Common Homophones

Directions: Work with a partner to write a simple definition of each word.

| Word | Definition | Word | Definition | Word | Definition |
|--------|------------|---------|------------|-------|------------|
| accept | | except | | | |
| it's | | its | | | |
| medal | | metal | | | |
| know | | now | | | |
| hole | | whole | | | |
| tale | | tail | | tell | |
| two | | too | | to | |
| their | | they're | | there | |

Name: _____

Date: _____

Handout 5A: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

By the late 1800s, Negroes began to disappear from professional baseball teams and were soon gone from them altogether. Now, there was never any written rule that prohibited Negroes from playing professional baseball, but soon after 1887, somehow Negroes all over couldn't get on a professional baseball team. Come to find out that all the white owners had gotten together in secret and decided to do away with Negroes in professional baseball. They agreed not to add any more to their teams and to let go of the ones they had. Called it a "gentlemen's agreement." And I'll tell you this, the white pro-ball-club owners held to that agreement for almost sixty years.

So, what were we Negroes left to do? We loved to play baseball, and a lot of guys had genuine talent. Sure, we could play against small semi-pro teams, which paid little, if at all; or swallow our pride and get a job working in some factory, but who wanted to do that? Especially after tastin' the fruits of what professional baseball had to offer. We had no choice but to start our own professional teams—our own leagues.

And that's just what we did.

Nelson, Kadir. *We Are the Ship: The Story of Negro League Baseball*. Disney Hyperion, 2008, p. 1–3.

| Student Performance Checklist: | Day 1 | | Day 2 | | Day 3 | | Day 4 | |
|---|-------|-----------|-------|-----------|-------|-----------|-------|-----------|
| | You | Listener* | You | Listener* | You | Listener* | You | Listener* |
| Accurately read the passage three to five times. | | | | | | | | |
| Read with appropriate phrasing and pausing. | | | | | | | | |
| Read with appropriate expression. | | | | | | | | |
| Read articulately at a good pace and an audible volume. | | | | | | | | |

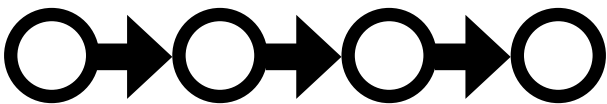
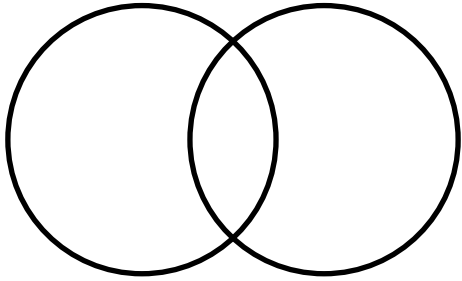
Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (Thoughtfully answer these questions in the space below.)

Name: _____

Date: _____

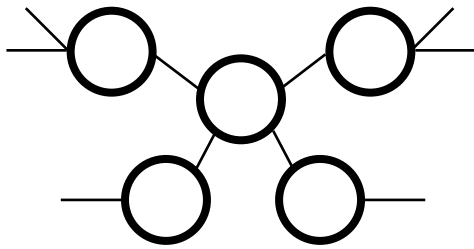
Handout 6A: Text Structures

Part 1 Directions: Review each text structure in the first column. Then, read the text excerpts from “1st Inning” of *We Are the Ship* and match each excerpt to a specific text structure by writing the letter of the excerpt on the appropriate numbered line.

| Text Structure | “1st Inning” Excerpt |
|---|---|
| <p>1. _____ Chronological</p> <p><i>Gives information in order of when things happen.</i></p>  | <p>A. “Too many times [Bud Fowler] was forced to leave the field on crutches after being spiked by a base runner. Now, this was a terrible thing, but some good came out of it. His scarred shins gave him the idea to attach wooden staves from a barrel to his legs for protection. They were the first shin guards and the first protective gear in baseball (2).”</p> |
| <p>2. _____ Comparison/Contrast</p> <p><i>Describes the similarities and/or differences between two or more things.</i></p>  | <p>B. “[Bunt-and-run] was a simple play. They’d put a racehorse on first base, and the batter would bunt the ball down the third-base line. The runner would lead off the base with the pitch and be halfway around the bases by the time the ball hit the bat. The runner didn’t stop at second and kept charging full speed toward third, which was left unguarded because the third baseman had to come in to pick up the ball. If the third baseman played behind the base, it was an automatic hit. If he came in, the runner slid safely into third” (5).</p> |

3. _____ Description

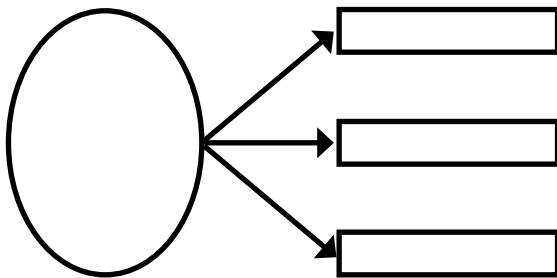
Provides a clear picture of a topic in a reader's mind by using descriptive/sensory language.



C. “They say baseball was invented by a fellow named Abner Doubleday...in the mid-1800s...In the mid-1860s, most professional baseball teams had only white ballplayers...By the late 1800s, Negroes began to disappear from professional baseball teams...In the early 1900s, there were many Negro baseball teams all over the Northeast and the South” (1-3).

4. _____ Problem/Solution

Explains a problem and offers a way of solving it.



D. “And the pitchers, they got their pitching instructions from Rube sitting in the dugout...He’d puff signals from his pipe or nod his head one way to signal a play. One puff, fastball. Two puffs, curveball” (5).

5. _____ Cause and effect

Provides a reason or explanation for why something happens.

| CAUSE | EFFECT |
|-------|--------|
| | |
| | |
| | |

E. “Rube ran his ball club like it was a major league team. Most Negro teams back then weren’t very well organized, Didn’t always have enough equipment or even matching uniforms...But not Rube’s team. They were always well-equipped, with clean, new uniforms, bats, and balls” (5).

Name: _____

Date: _____

Part 2 Directions: After reading each chapter in *We Are the Ship*, jot down one or two main ideas of the chapter. Then, explain how the author, Kadir Nelson, structured, or organized the information in the chapter. Think about how the text structure supports your understanding of the ideas in each chapter. The row for “1st Inning” has been completed as an example.

| Chapter | Main Ideas What is this chapter mostly about? Jot down one to two main ideas from this chapter. | Text Structure(s) How does the author structure, or organize, the information in this chapter? Use the text structures on the first page of this handout as well as evidence from the text to explain the overall structure of the chapter. |
|------------|--|--|
| 1st Inning | This is about the events that led to the created of the Negro Leagues. | “Chapter 1” is organized using chronological order. Nelson explains, in the order in which they happen, the events that led to the start of the Negro Leagues. For example, he explains that baseball was invented in the 1800s, then he moves to the 1860s when most professional teams had only white players. He continues this structure throughout the chapter. |
| 2nd Inning | | |
| 3rd Inning | | |

| | | |
|------------|--|--|
| 4th Inning | | |
| 5th Inning | | |
| 6th Inning | | |
| 7th Inning | | |
| 8th Inning | | |
| 9th Inning | | |

Handout 7A: Paraphrased Evidence

Directions: Read the following text excerpts from *We Are the Ship* and the sample paraphrase of that information. Determine whether or not each paraphrase meets the characteristics of a successful paraphrase, and revise the paraphrases that do not meet the criteria.

| Text Excerpt | Sample Paraphrase | Rewritten Paraphrase |
|---|---|---|
| “All of that traveling would wear on you. Many times the only sleep we got was on the bus. But that could be hard because we had to take the back roads to get to some of those little towns, and they were so bumpy they’d have us bouncing around the bus like popcorn on a hot stove. Fastest we could go was about thirty-five to forty miles per hour. If the driver got sleepy, a couple of the guys on the team would take turns driving the bus. To pass the time we played cards or sang old Negro spirituals or barbershop numbers.” (23) | <i>We Are the Ship</i> explains that players could only sleep on the bus. That was hard because they had to take the back roads to get to the towns. The roads were really bumpy. They couldn’t go very fast. If the driver got sleepy, some of the players would drive for him. They sang songs and played cards to pass the time. | <p>Key Points:</p> <p>Paraphrase:</p> |

Name: _____

Date: _____

| | | |
|--|---|--|
| <p>“Traveling was even rougher down South. They didn’t take too kindly to black folks down there—especially if you were from up north. We would have to travel several hundred miles without stopping because we couldn’t find a place where we could eat along the way.” (24)</p> | <p>Kadir Nelson says that traveling was rough in the South. Most people didn’t treat black folks very well. They would have to travel several hundred miles without stopping because there was no place to eat along the way.</p> | |
| <p>“In cities, we stayed in Negro hotels or Negro rooming houses. We slept two, three guys to a bed. That’s all the team owner could afford. A number of the Negro hotels were very clean and neat. But more than a few times, we’d run into those places – and I won’t call out any names – that had so many bedbugs you’d have to put a newspaper between the mattress and the sheets.” (24)</p> | <p>Sometimes the players could stay in hotels.</p> | |

Handout 8A: Directly Quoting Evidence

Directions: Read the main idea statement. Then, using the chapter or page number(s) provided in the second column, select the most powerful direct quotation to support the main idea statement. Record the direct quotation in the final column.

| Main Idea Statement | Chapter/Page Number | Direct Quotation |
|---|------------------------------|------------------|
| Life as a Negro League baseball player was tough. | "4th Inning," page 38 | |
| | "3rd Inning," pages 23–24 | |
| | "2nd Inning" | |

Name:

Date:

Name: _____

Date: _____

Handout 9A: New-Read Assessment 1 Texts

Part 1 Directions: Read the following article, “Cool Papa Bell,” from the National Baseball Hall of Fame website. After you read this text, answer questions 1 and 2 on Assessment 9A.

“Cool Papa Bell”

“One Time he hit a line drive right past my ear. I turned around and saw the ball hit him sliding into second.”
–Satchel Paige

Cool Papa may well have been the fastest man ever to play the game of baseball. We’ll never know for sure, mostly because the Negro leagues were not well covered in the press, and Bell, who played from 1922–46, never got the chance to show what he could do in the major leagues. “I remember one time I got five hits and stole five bases, but none of it was written down because they forgot to bring the scorebook to the game that day,” he told the Hall in 1981. But the stories of his speed are legendary.

The most colorful story was told by fellow roommate Josh Gibson, who said that Cool Papa was so fast he could flip the light switch and be in bed before the room got dark. There may have been some literal truth to this one, as one room they shared had a short in the switch. But stories of his base running speed are legion, advancing two and even three bases on a bunt, beating out tappers back to the pitcher, and also playing a shallow center field, because his speed allowed him to catch up to just about anything out there.

His nickname derived from his youthful stint as a pitcher—at age 19 he joined the St. Louis Stars as a left-handed pitcher, with an assortment of curves, knucklers, and screwballs thrown from any of three release points. His calm demeanor on the mound, especially after a pressure-packed strikeout of Oscar Charleston, earned him the colorful sobriquet.

He was a member of three of the greatest Negro league teams in history, winning three championships each with the Stars, the Pittsburgh Crawfords, and the Homestead Grays. The 1935 Crawfords featured five future Hall-of-Famers: Bell, Oscar Charleston, Josh Gibson, Judy Johnson, and Satchel Paige.

Bell was a switch hitter and a contact hitter, with great bat control, bunting ability, and speed. Though not a power hitter, he could take an extra base perhaps more often than any other player in history. In addition to the Negro leagues, Bell played several seasons in the Mexican League, having great success and enjoying the more relaxed racial atmosphere. He also played 21 seasons of winter ball in Cuba, Mexico, and California. Late in his career he became a player-manager, and later, a scout in the early 1950s for the St. Louis Browns.

Bell was elected to the Hall of Fame in 1974.

“Cool Papa Bell.” *National Baseball Hall of Fame*, National Baseball Hall of Fame and Museum, Web. Accessed 6 Dec. 2016.

legendary: well-known
derived: to come from
sobriquet: a nickname

Part 2 Directions: Read the following article, “Josh Gibson,” from the National Baseball Hall of Fame website. After you read this text, answer questions 3–5 on Assessment 9A.

“Josh Gibson”

Was the myth larger than the reality? Not really.

But the applause Josh Gibson received should have been louder. He was considered the best power hitter of his era in the Negro baseball leagues and perhaps even the majors.

Gibson was born in Buena Vista, Ga. His father, Mark Gibson, moved his family to Pittsburgh in 1923 rather than try and continue to nurse a crop from his meager farm.

Josh’s education ended after the ninth grade. His introduction to organized baseball came at age 16 when he joined the Gimbels A.C. In 1929, the Crawford Colored Giants, a semi-pro team in Pittsburgh, convinced him to leave the Gimbels and join their squad.

He became a professional by accident July 25, 1930 while sitting in the stands. When Homestead Grays catcher Buck Ewing injured his hand, Gibson was invited to replace him because his titanic home runs were already well known in Pittsburgh.

“If someone had told me Josh hit the ball a mile, I would have believed them,” said Sam Jethroe, who starred for the Cleveland Buckeyes.

His legendary feats with the Homestead Grays have many experts regarding Gibson as the sport’s greatest home run hitter. Negro leagues statistics of the time are largely incomplete. But the legend of Gibson’s power has always been larger than life.

The 6-1, 215-pound Gibson was nearly indestructible behind the plate. He occasionally played left field or third base, but never for more than a game or two.

Gibson’s natural skills were immense. His powerful arm, quick release, and agility made base runners wary of trying to steal.

But hitting is what made Gibson the second-highest paid player in black baseball behind Satchel Paige, another future Hall of Famer.

The Sporting News, baseball’s written authority for decades, credited Gibson in 1967 with hitting a 580-foot home run in Yankee Stadium. The ball landed two feet from the top of the bleacher wall.

titanic: enormous, huge

indestructible: not able to be destroyed or broken

agility: ability to move quickly

Name: _____

Date: _____

“Josh was a better power hitter than Babe Ruth, Ted Williams, or anybody else I’ve ever seen,” said former Cleveland Buckeye pitcher and manager Alonzo Boone. “Anything he touched was hit hard. He could power outside pitches to right field. Shortstops would move to left field when Josh came to the plate.”

In 1972, Gibson became the second player from the Negro leagues elected to the National Baseball Hall of Fame, joining Paige.

Paige may have put it best when describing Josh at the plate: “You look for his weakness and while your lookin’ for it, he’s liable to hit 45 home runs.”

“Josh Gibson.” *National Baseball Hall of Fame*, National Baseball Hall of Fame and Museum, Web. Accessed 6 Dec. 2016.

Handout 9B: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

If you ask most people what they know about the Negro Leagues, they probably won't be able to tell you much. They might name a few players like Satchel Paige, Josh Gibson, or maybe Cool Papa Bell, but that's usually about it. These guys were excellent players for sure, but the Negro Leagues were much more than just a few ballplayers. Satchel, Josh, and Cool Papa were great athletes because they played against other great athletes. Satchel Paige was one of our finest pitchers, but we had other guys who threw just as hard, and even harder. Josh Gibson was a powerful hitter, but we had other fellows who could hit just as far. The Negro Leagues were full of guys who were stars in their own right. Many of our guys could have rewritten the record books if they had been given the chance to play in the majors...

...We had many Josh Gibsons in the Negro Leagues. We had many Satchel Paiges. But you never heard about them. It's a shame the world didn't get to see them play. The Negro Leagues were home to some of the greatest baseball players that ever lived...there were just so, so many. Can't even name them all. Unfortunately, most of them will never receive the recognition they deserve. We can only hope the Baseball Hall of Fame in Cooperstown will someday open the doors to more of these fellows.

Nelson, Kadir. *We Are the Ship: The Story of Negro League Baseball*. Disney Hyperion, 2008, pp. 41, 51.

| Student Performance Checklist: | Day 1 | | Day 2 | | Day 3 | | Day 4 | |
|---|-------|-----------|-------|-----------|-------|-----------|-------|-----------|
| | You | Listener* | You | Listener* | You | Listener* | You | Listener* |
| Accurately read the passage three to five times. | | | | | | | | |
| Read with appropriate phrasing and pausing. | | | | | | | | |
| Read with appropriate expression. | | | | | | | | |
| Read articulately at a good pace and an audible volume. | | | | | | | | |

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (Thoughtfully answer these questions in the space below.)

Name

DateClass

Handout 12A: Frayer Model

Directions: Complete the handout, adding two additional items into each section.

Definition:

Examples of barriers from
We Are the Ship:

Word:

Synonyms:

Antonyms:

Name _____

Date _____

Class _____

Handout 13A: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

People ask all the time if we're bitter because we weren't given the chance to play baseball in the major leagues for all of those years. Some of us are, but most of us aren't. Most Negroes back then had to work in factories, wash windows, or work on some man's plantation, and they didn't get paid much for it. We were fortunate men. We got to play baseball for a living, something we would have done even if we hadn't gotten paid for it. When you can do what you love to do and get paid for it, it's a wonderful thing.

We look at guys like Bob Gibson and Ken Griffey, Jr. and smile, because we made it possible for these guys to play in the majors. If there had been no such thing as a Negro League, there would have been no Jackie Robinson or Willie Mays or Hank Aaron. These guys stand on our shoulders. We cleared the way of them and changed the course of history. And knowing that satisfies the soul. How can you be bitter about something like that?

Nelson, Kadir. *We Are the Ship: The Story of Negro League Baseball*. Disney Hyperion, 2008, pp. 77–78.

| Student Performance Checklist: | Day 1 | | Day 2 | | Day 3 | | Day 4 | |
|---|-------|-----------|-------|-----------|-------|-----------|-------|-----------|
| | You | Listener* | You | Listener* | You | Listener* | You | Listener* |
| Accurately read the passage three to five times. | | | | | | | | |
| Read with appropriate phrasing and pausing. | | | | | | | | |
| Read with appropriate expression. | | | | | | | | |
| Read articulately at a good pace and an audible volume. | | | | | | | | |

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (Thoughtfully answer these questions in the space below.)

Name _____

Date _____

Class _____

Handout 14A: Focusing Question Task 2 Evidence Organizer

Directions: Use this chart to help you plan your speech for Focusing Question Task 2.

Task: Plan a speech to give to students at your school who have not learned about the history of the Negro Leagues, explaining why we should honor and remember the Negro Leagues and its players on April 15, along with Jackie Robinson. Use evidence from *We Are the Ship* to develop three points to support your thesis statement. Consider the Negro Leagues' accomplishments and contributions to the sport of baseball, and elaborate on your evidence to support your points.

Introduction: *What information does your audience need to know about the Negro Leagues and Jackie Robinson?*

Thesis Statement with Three Points: *Why should the Negro Leagues and its players be honored on April 15, along with Jackie Robinson? Carefully consider the order of your three points.*

Point 1: *Introduce your first point. Then, use paraphrased or directly quoted evidence to support your point. Finally, elaborate on the importance of your evidence and how it relates to your thesis statement.*

Point 2: *Introduce your second point. Then, use paraphrased or directly quoted evidence to support your point. Finally, elaborate on the importance of your evidence and how it relates to your thesis statement.*

Name _____

Date _____ Class _____

Point 3: *Introduce your final point. Then, use paraphrased or directly quoted evidence to support your point. Finally, elaborate on the importance of your evidence and how it relates to your thesis statement.*

Conclusion: *Restate your thesis statement and explain why it is an important idea to consider.*

Handout 16A: Self and Peer Evaluation for Focusing Question Task 2

Directions: Write your own name and the names of your group members in the boxes below. For each criteria listed, rate yourself and each of your group members using the values in the scale below. Then, reflect on your own performance by answering the self-reflection questions question at the end of this handout.

4 = Exceeds expectations

3 = Meets expectations

2 = Somewhat meets expectations

1 = Does not meet expectations

| Criteria | Myself: | Group Member: | Group Member: | Group Member: |
|--|---------|---------------|---------------|---------------|
| Preparation | | | | |
| Uses note cards as a tool to aid in the presentation of ideas. | | | | |
| Execution | | | | |
| Uses a strong voice. | | | | |
| Speaks in a clear and understandable way. | | | | |
| Organization | | | | |
| Logically sequences ideas. | | | | |
| Uses transitions to introduce and connect points. | | | | |

Name:

Date:

| | | | | | |
|--|--|--|--|--|--|
| Gives background information on the Negro Leagues in an introduction. | | | | | |
| Includes a thesis statement with three points. | | | | | |
| Provides evidence and elaboration for each point. | | | | | |
| Includes a conclusion that reinforces the thesis. | | | | | |
| Content | | | | | |
| Explains why the Negro Leagues should be honored and remembered on April 15. | | | | | |

Name: _____

Date: _____

Self-reflection: What do you think you did really well in your speech? In what area would you most like to improve? Why?

Handout 18A: Sources for Additional Research

Part 1 Directions: In the first table below, record information about the sources you watched or read about Bobbi Gibb and Tahmina Kohistani, including the source title, author or producer, website name, publication date, and source type, as well as a brief description of the source.

| Topic | Source Title, Author/Producer (if known) | Website Name | Publication Date (if applicable) | Source Type (e.g., documentary, article, interview, biography) | Source Description Briefly describe the information provided in this source. What do you notice about how it is organized? What interesting text features do you notice? |
|-------------------|--|--------------|----------------------------------|--|--|
| Bobbi Gibb | | | | | |
| Tahmina Kohistani | | | | | |

Name:

Date:

Part 2 Directions: Now, choose either Bobbi Gibb or Tahmina Kohistani, and conduct an Internet search to find at least two additional sources about this athlete. Record information about each source in the second table.

Additional Sources About My Topic, _____

| Topic | Source Title, Author/Producer (if known) | Website Name | Publication Date (if applicable) | Source Type (e.g., documentary, article, interview, biography) | Source Description Briefly describe the information provided in this source. What do you notice about how it is organized? What interesting text features do you notice? |
|-------|--|--------------|----------------------------------|--|--|
| | | | | | |
| | | | | | |

Name: _____

Date: _____

Handout 18B: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

The petite woman in the Islamic headscarf nestled into the starting blocks... She looked straight toward the finish line in the 100-meter preliminary heat on the first day of track and field at Olympic Stadium...

Just 100 more meters and it would all go away. The abuse: the men watching her train in Kabul, heckling her to go home...or the taxi driver who kicked her out of his cab when he found out she was training for the Olympics.

One more sprint of less than 15 seconds, this time in front of 60,000 people who boomed with applause as her name was called over the stadium's loudspeaker, and Kohistani would complete the longest of journeys for the shortest of races.

Wise, Mike. "Afghan Sprinter Tahmina Kohistani Shows What's Possible for Muslim Women." *Washington Post*, 3 Aug. 2012, Web.

| Student Performance Checklist: | Day 1 | | Day 2 | | Day 3 | |
|--|-------|-----------|-------|-----------|-------|-----------|
| | You | Listener* | You | Listener* | You | Listener* |
| Accurately read the passage three to five times. | | | | | | |
| Read with appropriate phrasing, pausing, and expression. | | | | | | |
| Read articulately at a good pace and an audible volume. | | | | | | |

Self-reflection: What choices did you make when deciding how to read this passage about Tahmina Kohistani? Why? What would you like to improve on or try differently next time? (Thoughtfully answer these questions in the space below.)

Handout 19A: Fugees Source Information

Directions: In table below, keep track of sources you watch or read about the Fugees by recording information about each source, including its title, author or producer, website name, publication date, and source type, as well as a brief description of the source.

| Topic: | | | | | |
|---|--|--------------|--|---|--|
| Source Title, Author/Producer (if known) | | Website Name | Publication Date (if applicable) | Source Type (e.g., documentary, article, interview, biography) | Source Description Briefly describe the information provided in this source. What do you notice about how it is organized? What interesting text features do you notice? |
| Source 1 | | | | | |
| Source 2 | | | | | |
| Source 3 | | | | | |
| Source 4 | | | | | |

Name:

Date:

Handout 19B: Fugees Source Notes

Directions: Use the chart below to gather relevant information from your sources about the Fugees. Use the questions in each category to guide your note-taking. Remember to write your evidence in your own words (they do not have to be written as complete sentences!), and cite the source where you found the information. Use the right column to record any powerful quotations that support your answers.

| | Paraphrased Evidence | Key Quotations |
|--|----------------------|----------------|
| Background (Someone) <ul style="list-style-type: none">• Who are the Fugees?• What important details do you learn about the players' and coach's background? | | |

Name: _____

Date: _____

| Key Quotations | Paraphrased Evidence | |
|----------------|----------------------|---|
| | | <p>Goals (<i>Wanted</i>)</p> <ul style="list-style-type: none">• What goals do the Fugees and their coach have?• Why are these goals important to them? |

Name: _____

Date: _____

| Key Quotations | Paraphrased Evidence | |
|----------------|----------------------|--|
| | | <p>Barriers (<i>But</i>)</p> <ul style="list-style-type: none">• Describe some of the barriers that the Fugees have faced as refugees in the United States and as members of the Fugees team.• Why did these barriers exist? |

| Key Quotations | Paraphrased Evidence | |
|----------------|----------------------|--|
| | | <div>Challenging Barriers (So)<ul style="list-style-type: none">• How have the Fugees challenged or overcome barriers through soccer?• How has the coach used soccer to help the players overcome barriers?</div> |

Name: _____

Date: _____

| Key Quotations | Paraphrased Evidence | Impact (Then) <ul style="list-style-type: none">• What has happened as a result Coach Luma’s decision to form the Fugees’ team?• What impact has the Fugees team had on the lives of the players? On the coach? |
|----------------|----------------------|---|
| | | |

Handout 21A: Fugees Summary and Reflection

Directions: Think about what you have learned from all of your sources about the Fugees, and complete Parts 1 and 2 below.

Part 1: Review your notes on Handout 19B, and use them to help you write a “Someone–Wanted–But–So–Then” statement to summarize what you have learned about the Fugees, their background, the barriers they faced, how they overcame barriers as members of the Fugees soccer team, and what impact being part of the Fugees program has had on them.

| Someone | Wanted | But | So | Then |
|---------|--------|-----|----|------|
| | | | | |

Part 2: In the box below, synthesize what you have learned to reflect on the significance of the Fugees’ story—or the “So what?” Why is their story important? What can it teach us? Write your answer in three to five sentences. Be sure to support your ideas with information you learned from at least two of your sources. Use the back of this handout if you need more space to write.

Name:

Date:

Name: _____

Date: _____

Handout 21B: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

The Fugees, as the players are known, are young boys from global hot spots: They've fled famine, war and other horrors in places such as Sudan, Afghanistan, Bosnia and Burundi. They wound up in the small town of Clarkston, Georgia, which has become a center for refugee resettlement due to its access to public transportation, cheap and plentiful housing, and proximity to Atlanta.

The transition to life in America has not been easy for the families in Clarkston's refugee community. But many of the children have bonded as teammates in the Fugees—short for “the refugees.”

The team's coach, Luma Mufleh, first brought the kids together through soccer, but she says they have come to rely on each other for much more.

Lohr, Kathy, reporter. “Refugees Find Hope, Film Deal on Soccer Field.” *All Things Considered*, NPR, 9 Mar. 2007. *Around the Nation*, NPR, Web. .

| Student Performance Checklist: | Day 1 | | Day 2 | | Day 3 | |
|--|-------|-----------|-------|-----------|-------|-----------|
| | You | Listener* | You | Listener* | You | Listener* |
| Accurately read the passage three to five times. | | | | | | |
| Read with appropriate phrasing, pausing, and expression. | | | | | | |
| Read articulately at a good pace and an audible volume. | | | | | | |

Self-reflection: What choices did you make when deciding how to read this passage about the Fugees? Why? What would you like to improve on or try differently next time? (Thoughtfully answer these questions in the space below.)

Name: _____

Date: _____

Handout 23A: Research Topics for Focusing Question Task 3

Directions: Below is a list of potential research topics for Focusing Question Task 3. Each of these athletes has, in some way, challenged or overcome barriers through sports. Read the short blurb about each person. Then, mark your level of interest in researching this athlete in the column furthest to the right. After you have read about and marked your interest level for each person, rank in order your top four choices of individuals to research for Focusing Question Task 3.

| Rank choices (1, 2, 3, 4) | Name | About | Interest level for research |
|------------------------------|------------------|---|--|
| | Hank Aaron | African American baseball star who famously broke Babe Ruth's homerun record. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |
| | Roberto Clemente | The first Latin American baseball player to be inducted into the Hall of Fame. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |
| | Misty Copeland | A ballet star who became the first African American principal dancer for the American Ballet Company. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |

| | | | |
|--|------------------|--|--|
| | Gertrude Ederle | Olympic champion swimmer who became the first woman to swim across the English Channel in 1926. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |
| | Billie Jean King | Tennis champion who won six Wimbledon and four U.S. Open titles, and fought for equality in women's professional sports. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |
| | Ibtijaj Muhammad | American fencer who became the first Muslim American woman to wear a hijab while competing at the Olympics. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |
| | Alana Nichols | American Paralympic champion who has competed in three different sports: wheelchair basketball, skiing, and canoeing/kayaking. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |
| | Jesse Owens | African American track-and-field star who set a world long-jump record and won four gold medals at the 1936 Olympic Games in Berlin. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |

Name: _____

Date: _____

| | | | |
|--|------------------|--|--|
| | Wilma Rudolph | A pioneer for women’s track and field who won three gold medals as a sprinter at the 1960 Olympic Games. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |
| | Erik Weißenmayer | Blind adventurer who has climbed Mount Everest and kayaked the rapids of the Grand Canyon. | <input type="checkbox"/> very interested <input type="checkbox"/> interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not interested |

Date:

Part 1 Directions: Read the following section of the text “Mann on a Mission” about Ludwig Guttman from the *British Paralympic Association* website. After you read this text, answer questions 1–3 on Assessment 23B.

A horizontal bar chart with 15 categories represented by gray bars. The bars are arranged in descending order of length from top to bottom. The top bar is the longest, extending nearly across the entire width of the chart. The bottom bar is the shortest, extending about one-third of the way across the width. The bars are grouped into several clusters: a small group of two bars at the top, a group of four bars below that, a group of four bars in the middle, a group of four bars below that, and a final group of three bars at the bottom.

employable: able to get a job that pays wages or a salary

Part 2 Directions: Read the following sections of the text “About the Paralympics: Paralympic History” from the PBS *Medal Quest* website. After you read this text, answer questions 4–6 on Assessment 23B.

“About the Paralympics: Paralympic History”

[Redacted text area containing the content of the text “About the Paralympics: Paralympic History”]

brainchild: an original idea or invention
immobile: unable to move
amputees: people who have lost an arm or a leg.

Name: _____

Date: _____

"About the Paralympics: Paralympic History." *Medal Quest: American Athletes and the Paralympic Games*, WGBH, The Corporation for Public Broadcasting. Web.

ALS: a disease that affects nerve cells in the brain and spinal cord, eventually resulting in paralysis; also called Lou Gehrig's disease after a famous baseball player.
cauldron: a large pot used for cooking over an open fire; in the Olympic and Paralympic Games, the torch bearer lights a symbolic flame in the cauldron that burns throughout the duration of the Games.

Name: _____

Date: _____

Handout 24A: Speaking and Listening Development and Style Checklist

Directions: Evaluate your participation by marking + for “yes” and Δ for “not yet” in the appropriate boxes. Ask someone (adult or peer) to evaluate your participation as well.

| | Self + / Δ | Peer + / Δ | Teacher + / Δ |
|---|---------------|---------------|------------------|
| I prepare in advance for discussions. | | | |
| I logically order my contributions in conversations. | | | |
| I respond to points and reasons in conversations. | | | |
| I use relevant, descriptive details when I share ideas about topics and texts in discussions. | | | |
| I use relevant facts and details when I recount stories and experiences in discussions. | | | |
| Total number of +’s: | | | |

Name: _____

Date: _____

Handout 24B: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
 - a. Practice reading the text aloud three to five times.
 - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
 - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

| |
|--|
| |
| |

| |
|--|
| |
| |
| |
| |
| |
| |

"About the Paralympics: Paralympic History." *Medal Quest: American Athletes and the Paralympic Games*, WGBH, The Corporation for Public Broadcasting, Web.

| Student Performance Checklist: | Day 1 | | Day 2 | | Day 3 | |
|--|-------|-----------|-------|-----------|-------|-----------|
| | You | Listener* | You | Listener* | You | Listener* |
| Accurately read the passage three to five times. | | | | | | |
| Read with appropriate phrasing, pausing, and expression. | | | | | | |
| Read articulately at a good pace and an audible volume. | | | | | | |

Self-reflection: What choices did you make when deciding how to read this passage about Dr. Ludwig Guttman? Why? What would you like to improve on or try differently next time? (Thoughtfully answer these questions in the space below.)

Name: _____

Date: _____

Handout 24C: Root: *posit*

Part 1 Directions: Match the word below with the correct definition by writing the word in the blank space beside the definition.

expository

opposition

repository

supposition

| Word | Definition |
|------|---|
| | A place where someone stores or places a large amount of something. |
| | A word used to describe a type of writing that explains someone’s opinion about or position on a subject. |
| | An idea or position that you think is true even though you do not have proof. |
| | Actions or opinions that show you disagree with another person’s opinion or position on a topic or issue. |

Part 2 Directions: Complete the sentence stem.

1.

The teacher assigned an **expository** essay about school uniforms because
2.

The mayor was surprised by the **opposition** to his idea to build a park because

3. The textbook **repository** is huge because

4. Lena's **supposition** about a change in the schedule was proven wrong because

Name: _____

Date: _____

Handout 25A: Focusing Question Task 3 Research Packet

Directions: Use this packet to help you organize your research about your topic for Focusing Question Task 3.

Part 1: Learn About Your Topic

Directions: With your group, conduct research to learn about your athlete. As a group, explore a variety of sources, including biographies, interviews, news or feature articles, and videos. You may use recommended sources from your teacher, or search online for additional sources.

As you explore each source, consider what type of source it is and what information it provides about your athlete—particularly about how he or she challenged or overcame barriers through sports. Use the chart below to help you capture this basic source information. Be prepared to share this information about the source you explored with your group.

| | |
|-----------------------|--|
| Topic | Our topic is... |
| Source Title and Type | One source I explored about my topic is... |

| | |
|------------------------------|---|
| Source Description | <p>Briefly describe the information provided in this source. What is it mostly about?</p> <p>What do you notice about how the information in this source is organized?</p> <p>What do you learn from this source about how your athlete challenged or overcame barriers through sports?</p> |
| Topic | <p><i>Our topic is...</i></p> |
| Source Title and Type | <p><i>One source I explored about my topic is...</i></p> |
| Source Description | <p>Briefly describe the information provided in this source. What is it mostly about?</p> <p>What do you notice about how the information in this source is organized?</p> <p>What do you learn from this source about how your athlete challenged or overcame barriers through sports?</p> |

Part 2: Identify Your Sources

Directions: As a group, decide on at least three sources—including a video, if possible—to focus on for your research. Use the table below to record key information about each of your sources, including its title, author or producer, website name (if applicable), publication date, and source type. In the far-right column, explain why your group chose each source.

| Source Title, Author/Producer | | Website Name (if applicable) | Publication Date (if applicable) | Source Type (e.g., documentary, article, interview, biography) | Why did your group choose this source? |
|-------------------------------|--|---------------------------------|--|---|---|
| Source 1 | | | | | |
| Source 2 | | | | | |
| Source 3 | | | | | |
| | | | | | |

Name:

Date:

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Part 3: Gather Information About Your Topic

Directions: Use the chart extending across this and the following four pages to gather important, relevant information about your athlete with your group. As a group, divide up the research questions; each member should be responsible for taking notes for one or two of the research categories below. Use the questions in each category to guide your note-taking. Remember to write your notes in your own words, and cite the source where you found the information. Use the right column to record any powerful quotations that support your answers.

| | Paraphrased Evidence | Key Quotations |
|--|----------------------|----------------|
| Background (Someone) <ul style="list-style-type: none">• Who are the Fugees?• What important details do you learn about the players' and coach's background? | | |

Name: _____

Date: _____

| Key Quotations | Paraphrased Evidence | |
|----------------|----------------------|--|
| | | <p>Goals (<i>Wanted</i>)</p> <ul style="list-style-type: none">• What goals do the Fugees and their coach have?• Why are these goals important to them? |
| | | <p>Barriers (<i>But</i>)</p> <ul style="list-style-type: none">• Describe some of the barriers that the Fugees have faced as refugees in the United States and as members of the Fugees team.• Why did these barriers exist? |

| Key Quotations | Paraphrased Evidence | |
|----------------|----------------------|--|
| | | <p>Challenging Barriers (So)</p> <ul style="list-style-type: none">• How have the Fugees challenged or overcome barriers through soccer?• How has the coach used soccer to help the players overcome barriers? |
| | | <p>Impact (Then)</p> <ul style="list-style-type: none">• What has happened as a result Coach Luma's decision to form the Fugees' team?• What impact has the Fugees team had on the lives of the players? On the coach? |

Part 4: Reflect on the Significance of Your Topic

Directions: Synthesize what you have learned about your athlete and reflect on the significance of his or her accomplishments and story—the “So what?” Discuss the following questions with your group. Following your discussion, record your three biggest “takeaway” ideas from this discussion.

- Why are your athlete’s accomplishments important?
- What can your athlete’s story teach you?

(1)

(2)

(3)

Name: _____

Date: _____

Part 5: Synthesize Information About Your Topic

Directions: Use this planner to develop and organize ideas for the written text for your group’s Hall of Fame exhibit.

| | |
|-----------------------|--|
| Athlete’s Name | |
| Thesis | <i>Compose a thesis statement that explains who your athlete is and why he or she is being honored in this “Hall of Fame for Barrier-Breakers in Sports.”</i> |
| Background | <i>Write a paragraph to give your audience important background about your athlete. Support your ideas with evidence from the sources you used in your research.</i> |

Name: _____

Date: _____

| | |
|-----------------------------|---|
| Barriers | <i>Write a paragraph to explain what barrier(s) your athlete faced. Support your ideas with evidence from the sources you used in your research.</i> |
| Challenging Barriers | <i>Write a paragraph to explain how your athlete challenged or overcame the barrier(s) through sports. Support your ideas with evidence from the sources you used in your research.</i> |

**Impact and
Significance**

Write a paragraph to summarize the impact of your athlete's accomplishments and reflect on the significance of his or her story. Support your ideas with evidence from the sources you used in your research.

Part 6: Plan and Create Your Exhibit

Step 1

Directions: As a group, brainstorm ideas for visual and multimedia components you might include as part of your athlete’s Hall of Fame exhibit. Be sure to choose visual and multimedia elements that enhance, or add to, the main ideas of your exhibit. You must include at least one visual or multimedia element from each of the three categories. As time and space allow, feel free to include more than one element from a single category.

| Category 1: Images (e.g., photographs, illustrations) | Category 2: Graphic/Visual Displays (e.g., diagram, chart, or table with data or information; text box with a quotation) | Category 3: Multimedia Content (e.g., audio recording, sound clip, short video or video clip, slideshow of photographs) |
|--|---|---|
| | | |

Name: _____

Date: _____

Directions: Use the planner below to help you design and plan your athlete exhibit for the Hall of Fame. Consider how you will arrange the title, text, and any visual or multimedia elements on your group's tri-fold project display board.

[illegible]

Name: _____

Date: _____

Handout 27A: Hall of Fame Exhibit Planner for Coach Luma

Part 1 Directions: Read the text below for a Hall of Fame exhibit about Coach Luma Mufleh, coach and founder of the Fugees Family. Underline or highlight the main ideas of the text as you read.

Coach Luma Mufleh

Coach Luma Mufleh is a dedicated soccer coach and school leader who has inspired hope and changed the lives of hundreds of refugee children in Georgia.

Background

Coach Luma came to the United States from Jordan to attend college. One day, in 2004, she discovered a group of young refugee boys playing soccer in their apartment complex in Clarkston, Georgia. She joined them, not knowing it would forever change her life and theirs. Soon after, Coach Luma started a soccer team called the Fugees, which is short for refugees. All of the players on Coach Luma's team were new to the United States, having fled their home countries because of war and violence.

Barriers

As refugees, the boys on Coach Luma's team faced many barriers. Many of them didn't speak English. Some had very little schooling. The horrors they witnessed back home were not easily forgotten. Furthermore, the refugees and their families were often met with hostility, and even racism, from people in the community who resented how much the refugee population had changed Clarkston. But Coach Luma did not let any of these barriers stop her or her team.

Challenging Barriers

Not only has Coach Luma created a soccer team in the Fugees, but she has also created a family. Coach Luma is a tough coach and sets high expectations, but she also cares deeply about her players and their families. The Fugees has given the young refugees a community where they feel accepted. Their shared experiences bring them together and make their team stronger. Most importantly, Coach Luma has given the young refugees hope for their futures. Ishmael Beah, author of *A Long Way Gone*, about his own experiences as a boy soldier, said, "When you have seen so many bad things, there are two choices: you can either dwell on it or you can actually transform that experience and use some of it as a strength to actually move forward. And I think that's what (Coach Luma is) doing for them."

Impact and Significance

Coach Luma and the Fugees Family has transformed the lives of hundreds of young refugees in Georgia. Since 2004, the Fugees Family has grown to include a school designed to help the kids succeed in the classroom as well as on the soccer field. The original Fugees team was made up of only a small group of boys. Today, the Fugees Family serves many more, including girls. Because of Coach Luma, the Fugees have found respect, loyalty, and belief in themselves. She has earned her place in this Hall of Fame for her dedication to changing lives and helping young people overcome barriers.

Sources:

- "Fugees-Arte-honors.mov." *YouTube*, uploaded by Fugees Family, 4 Dec. 2008, <http://witeng.link/0465>.
- Klairmont, Laura. "Helping Refugee Kids Find Their Footing in the U.S." *CNN*, Turner Broadcasting System, 10 Jun. 2016, <http://witeng.link/0470>.
- Lohr, Kathy, reporter. "Refugees Find Hope, Film Deal on Soccer Field." *All Things Considered*, NPR, 9 Mar. 2007. *Around the Nation*, NPR, <http://witeng.link/0472>.
- "Meet CNN Hero Luma Mufleh." *YouTube*, uploaded by CNN, 14 Apr. 2016, <http://witeng.link/0471>.

Part 2 Directions: Choose a section of the text above—Background, Barriers, Challenging Barriers, or Impact and Significance—and think about what visual and multimedia elements you could include to develop or support the main idea(s) of this section. Consider:

- *Images* such as photographs or illustrations.
- *Graphic or visual displays* such as diagrams, charts, or tables with data or information, or text boxes with powerful quotations.
- *Multimedia content*, such as audio recordings, sound clips, short videos or video clips, animations, or slideshows of photographs.

You may use the Internet to help you find visual or multimedia elements (e.g., photographs, audio, video); or, you may think about how you would create your own (e.g., illustrations or graphics). In the space below, describe a visual or multimedia element you would incorporate into this exhibit, and explain how your choice develops or supports the main idea(s) of one of the sections of text. If you have time, choose another section of text and describe a different type of visual or multimedia element to enhance its main idea(s).

Text section:

One visual or multimedia element I would include for this section would be:

Name: _____

Date: _____

Explain your choice. How would this visual or multimedia element enhance this the main idea(s) of this section?

Text section:

One visual or multimedia element I would include for this section would be:

Explain your choice. How would this visual or multimedia element enhance this the main idea(s) of this section?

Name: _____

Date: _____

Handout 30A: Hall of Fame Exhibit Feedback Forms

Directions: Use the forms below to reflect on and provide feedback on your peers' Hall of Fame exhibits. Complete one form for each exhibit you visit.

My name: _____ Exhibit I visited: _____

Two things I learned about this athlete are:

1)

2)

The most surprising/interesting thing I learned about this athlete is:

The thing I liked best about this exhibit is _____ because:

One question I have after visiting this exhibit is:

My name: _____ Exhibit I visited: _____

Two things I learned about this athlete are:

1)

2)

The most surprising/interesting thing I learned about this athlete is:

The thing I liked best about this exhibit is _____ because:

One question I have after visiting this exhibit is:

Name: _____

Date: _____

My name: _____ Exhibit I visited: _____

Two things I learned about this athlete are:

1)

2)

The most surprising/interesting thing I learned about this athlete is:

The thing I liked best about this exhibit is _____ because:

One question I have after visiting this exhibit is:

My name: _____ Exhibit I visited: _____

Two things I learned about this athlete are:

1)

2)

The most surprising/interesting thing I learned about this athlete is:

The thing I liked best about this exhibit is _____ because:

One question I have after visiting this exhibit is:

Name: _____

Date: _____

Handout 30B: Focusing Question Task 3 Evaluation and Reflection Form

Part 1: Self and Peer Evaluation

Directions: Write your own name and the names of your group members in the boxes below. For each criteria listed, rate yourself and each of your group members using the values in the scale below.

- 4 = Exceeds expectations
- 3 = Meets expectations
- 2 = Somewhat meets expectations
- 1 = Does not meet expectations

| Criteria | Myself: | Group Member: | Group Member: |
|---|---------|---------------|---------------|
| Participated thoughtfully in group discussions. | | | |
| Helped the group stay on task and on track to complete the project. | | | |
| Demonstrated a cooperative attitude. | | | |
| Contributed quality work. | | | |

Part 2: Self and Group Reflection

Directions: Reflect on your own contribution to your group's research and Hall of Fame presentation, as well as your group's work, by answering the questions or completing the sentence frames below.

Briefly describe how you contributed to your group's research and Hall of Fame exhibit.

One thing I did really well was...

One thing I would do differently to improve my work is...

Name: _____

Date: _____

How effectively did your team work together? Explain your answer.

One thing our group did really well was...

One thing our group could have done differently to improve our work is...

Handout 31A: Fugees Family Organization Source Notes

Directions: Use the chart below to gather relevant information from your sources about the Fugees Family. Use the questions in each category to guide your note-taking. Remember to write your notes in your own words (they do not have to be written as complete sentences!), and cite the source where you found the information. Use the right column to record any powerful quotations that support your answers.

| | Paraphrased Evidence | Key Quotations |
|---|----------------------|----------------|
| Background <ul style="list-style-type: none">• What is the Fugees Family?• What important details do you learn about the Fugees Family's background and how the organization was begun? | | |

Name: _____

Date: _____

| Key Quotations | Paraphrased Evidence | |
|----------------|----------------------|--|
| | | <p>Mission/Purpose</p> <ul style="list-style-type: none">• What is the mission/ purpose of the Fugees Family organization?• What are the different ways Fugees Family achieves its mission/ purpose? |

Name: _____

Date: _____

| Key Quotations | |
|----------------------|---|
| Paraphrased Evidence | |
| | <div data-bbox="750 1576 954 1924"><p>Influence</p><ul style="list-style-type: none">• How does Fugees Family influence individuals?• How does Fugees Family influence society?</div> |

Name: _____

Date: _____

Handout 31B: Exemplar End-of-Module Task Research Essay

Directions: Read the following exemplar research essay. Follow your teacher’s directions to annotate the essay as an example of what success on the End-of-Module Task looks like.

Prompt: Write an essay for your teacher and classmates, explaining how the Fugees Family organization is using the sport of soccer to influence individuals and societies. Support your ideas by using information from three researched sources.

Exemplar Research Essay:

Imagine being forced out of your home country after witnessing extreme acts of violence. This is the reality for many refugee children who flee their countries for a new home in the United States. When these refugees come to America, though, they have a hard time adjusting to this country and being successful. The Fugees Family is an organization created by Luma Mufleh to help children who have survived war be successful in a new country by supporting them and providing them the structures they need to reach their full potential. The Fugees Family is using the sport of soccer to influence individuals and societies by helping refugee children feel included by playing soccer and by providing them with a quality education.

First, the Fugees Family is using the sport of soccer to influence individuals and societies by helping refugee children feel included by playing soccer. According to the article “Helping Refugee Kids Find Their Footing in the U.S.” by Laura Klairmont, refugee children have a hard time adjusting to their new communities and are often picked on or bullied. In an interview with CNN, Mufleh said that soccer is a “universal language.” She told CNN, “For kids that were robbed of their childhood, this is one place they get to be kids again. They feel comfortable. They feel confident and happy.” She has given refugee children a chance to feel included on the Fugees soccer team. This shows the power of a sport like soccer in helping kids who are scared and alone find a place where they feel like they belong.

The Fugees Family’s impact doesn’t stop at the soccer field, though. The organization

Name: _____

Date: _____

uses the children's love of soccer to provide them with a quality education, too. Members of the Fugees soccer team, in addition to other refugee children, are able to attend school at the Fugees Academy. According to the "About" section of the Fugees Family website, the school is dedicated to giving "students the support, guidance, and direct instruction necessary to put them on a path to better adjustment, high school graduation, and further successes." One of the problems refugee children face in coming to America is not being able to read. According to the "Fugees Academy" section of the Fugees Family website, students go from not knowing the alphabet to catching up with grade level peers by sixth grade. This type of academic growth prepares refugee children to graduate and go on to college or get a job that will help them support their family. In fact, according to the website, twenty-three out of twenty-nine students in the Fugees Academy's first graduating class are currently in college, and the other six are in a jobs program. The sport of soccer has not only brought these children together on the field, but also has provided them with an education that is changing their lives and the future of their community. The more successful the refugee children become as adults, the more successful their community will be as well.

Through the sport of soccer, the Fugees Family is changing the lives of individuals and communities for the better by helping children feel included in a new country and providing them with a quality education. The world needs more organizations like this to help children be successful.

List of Sources Used

- "Helping Refugee Kids Find Their Footing in the U.S.," Laura Klairmont, CNN (<http://witeng.link/0470>)
- Fugees Family (<http://witeng.link/0506>)
 - o "About Us" section
 - o "Fugees Academy" section

Handout 32A: End-of-Module Task Source Information

Part 1 Directions: Read an overview of each of the following soccer organizations. Then, circle which organization sounds most interesting to research further for your End-of-Module Task.

Name: _____

Date: _____

| Organization | Streetfootballworld | Search for Common Ground | Football for Hope |
|-------------------|--|---|---|
| Mission Statement | <p>Changing The World Through Football.</p> <p>Football has a unique power to change the world for good.</p> <p>Our goal is to unleash this power.</p> | <p>Conflict and differences are inevitable . Violence is not.</p> <p>We partner with people around the world to ignite shared solutions to destructive conflicts.</p> | <p>Through its unique power and universality, football can bring people together, transform lives, and inspire entire communities. It creates powerful opportunities to break down barriers to social development, education, and health awareness.</p> |
| Article | <p>“Street Soccer” by Connie C3lon Handout 32C</p> | <p>“Finding Common Ground on the Soccer Field” by Todd Tuell Handout 32D</p> | <p>“Guardians of the Game” by Todd Tuell Handout 32E</p> |

Part 2 Directions: In table below, keep track of sources you read about your selected soccer organization by recording information about each source, including its title, author, website name, publication date, and source type, as well as a brief description of the source.

| Source Title, Author/Producer (if known) | | Website Name | Publication Date (if applicable) | Source Type (e.g., documentary, article, interview, biography) | Source Description Briefly describe the information provided in this source. What do you notice about how it is organized? What interesting text features do you notice? |
|---|--|--------------|--|---|--|
| Source 1 | | | | | |
| Source 2 | | | | | |
| Source 3 | | | | | |

Handout 32B: End-of-Module Task Source Notes

Organization: _____

Directions: Use the chart below to gather relevant information from your sources about your chosen organization. Use the questions in each category to guide your note-taking. Remember to write your notes in your own words (they do not have to be written as complete sentences!), and cite the source where you found the information. Use the right column to record any powerful quotations that support your answers.

| | Paraphrased Evidence | Key Quotations |
|---|----------------------|----------------|
| Background (Someone) <ul style="list-style-type: none">• What does the organization you've selected do?• What important details do you learn about your organization's background and how the organization was begun? | | |

Name: _____

Date: _____

| Key Quotations | Paraphrased Evidence | |
|----------------|----------------------|---|
| | | <div>Mission/Purpose<ul style="list-style-type: none">• What is the mission/ purpose of the organization?• How does this organization achieve its mission/purpose?</div> |

Name: _____

Date: _____

| Key Quotations | |
|----------------------|---|
| Paraphrased Evidence | |
| | <div data-bbox="706 1626 995 1926"><p>Influence</p><ul style="list-style-type: none">• How does this organization influence individuals?• How does this organization influence society?</div> |

Name: _____

Date: _____

Handout 32C: “Street Soccer”

Directions: Read the following article to build knowledge about your sports organization for your response to the End-of-Module Task.

“Street Soccer”
by Connie Colón

Sometimes soccer is more than a game.
Sometimes it helps transform the lives of those who play it.

Streetfootballworld is a network that links some 80 organizations that use soccer for social development in more than 50 countries worldwide. Established in 2002, this network of global partnership strives to contribute to positive social change. Local communities use these soccer programs to better the lives of disadvantaged kids and teens from around the world.

Take Slum Soccer based in Nagpur, India, for instance. Where soccer leagues and programs are provided for homeless and slum-dwelling individuals, there has been a dramatic decrease in crime and drug use. Slum Soccer is currently developing a community center to offer housing and educational and vocational training to program participants and has expanded to more than 15 cities.

Niko Wieland, media manager of Streetfootballworld, talks about a common thread at the core of all of their network members: “Every network member has countless stories to tell. But at the core of all of them is the use of soccer as an attractive tool to engage with young people and provide access to new opportunities.”

Former participant DeAndre Harrison was given one of those new opportunities. He now works for the organization as a program coordinator for Soccer in the Streets in Atlanta, Georgia. Harrison is grateful to the organization that introduced him to a game he knew nothing about back when he was 11 years old.

“In 2001, Soccer in the Streets restarted a program in my apartment complex in a small baseball field near the complex,” says Harrison. “I had never heard of soccer before Soccer in the Streets and was kicked out of the program two weeks after starting.”

So how does someone go from being kicked out of the program to become a program coordinator? “Most of us didn’t have jerseys or shorts and would go to practices wearing jeans. My coach told me to wear a belt to keep my pants from falling down. I didn’t want to wear a belt, so my pants kept falling down! I didn’t think he was really going to kick me off the team, but he did. I was very upset when it happened, and we exchanged some words. After two weeks, I realized how much it meant to me to be on the team.”

Harrison explains how he got back onto the team. “I apologized to the coach and brought my belt with me. He gave me a second chance, and I always wore my belt after that!”

In his current position as program coordinator, Harrison now knows how his coach felt. “I have the pleasure of teaching life skills and soccer skills to more than 200 kids every week.” Harrison understands the need to discipline and has had to kick several kids off of the team. “Nine times out of 10 they come back to apologize, and I give them a second chance to stay on the team.”

In the summer of 2006, Soccer in the Streets traveled to Germany for the Streetfootballworld Festival. In 2010, Streetfootballworld partnered with FIFA for the Football for Hope Festival in South Africa. Harrison had the chance to travel on both occasions, as a player in ’06 and a youth leader in ’10.

Harrison enjoyed meeting teens from other countries on these trips. He says, “After playing soccer, we would all hang out in the lounge and play pool. It was fun even though we all spoke other languages. I still speak to friends from both festivals until this day, and even though some of them don’t speak English, we always found a way to communicate, even using Google translator every once in a while when sending messages back and forth.”

Having once been in their shoes, Harrison advises the local kids and teens he works with to enjoy life as much as possible. “We deal with kids everyday who have a great burden and

Name: _____

Date: _____

responsibility on their shoulders to help their families in every way possible,” he says. “So when we offer 90 minutes of just soccer, kids run to the opportunity to just be a kid.”

Harrison believes that soccer is a powerful tool all over the world, and he’s glad that Soccer in the Streets has found a way to use the power of soccer to help kids. “I’m very excited about what is happening here at Soccer in the Streets and all over the world in other organizations just like this one.”

Naturally, lots of donations and fund-raising efforts are necessary to keep these beneficial programs running. One year, Soccer in the Streets held a fancy, yet fun black-tie soccer match that resulted in \$15,000 raised for the organization. Hopefully no one needed a reminder from Harrison to wear belts that day!

Soccer is a relatively simple sport. As long as you have a ball, a couple of goals, and some space, it can be played almost anywhere.

For more information go to: www.streetfootballworld.org.

Colón, Connie. “Street Soccer.” *Faces*, Nov. 2011. *Cricket Media*, Carus Publishing Company.

Name: _____

Date: _____

Handout 32D: “Finding Common Ground on the Soccer Field”

Directions: Read the following article to build knowledge about your sports organization for your response to the End-of-Module Task.

“Finding Common Ground on the Soccer Field” by Todd Tuell

Sahr is a teenage boy. Like many boys his age around the world he loves sports, especially soccer. When he was still in elementary school, his life took a turn different from most children growing up in the United States, but too much like the lives of many boys in his home country of Sierra Leone. He was snatched up from his village playground and forced into military service. At just eight, nine, and 10 years of age, boys like Sahr had weapons shoved into their hands and were forced to commit terrible acts. These children fought on behalf of the government or the rebels against their own neighbors for reasons they did not understand.

When the fighting ended, Sahr and thousands of other child soldiers returned home, but they had forgotten how to be children. Having been raised in a culture of violence, the only thing they knew was war. Even with an end to the fighting, the horrors of war remain. “Unfortunately for too many years people have been fighting with each other and they have been using adversarial means of dealing with conflict,” explains John Marks, president of Search for Common Ground, an organization working to change how people around the world deal with conflict. He continues, “Conflict is a completely normal way of human interaction, but how a society deals with conflict and how they try to resolve it is the question that we are dealing with.”

Many organizations have tried to help resolve conflict, but Search for Common Ground is doing something new with their efforts. They have developed a soccer soap opera called The Team. “Using soccer, the most popular sport in the world, as a way to reach people on common ground where they could move past their differences was something that we could do,” says Marks. “A few years ago we started making dramas like ones Americans see on television any given night, but we made them about a soccer team.” In the dramatic format, the actors live out situations common in local viewers’ lives. The audience sees

healthy methods for resolving conflict between people traditionally in opposition to one another. The goal is to reincorporate these young men back into society by showing them teammates working together to resolve problems where violence is not an acceptable answer.

Conflict is not unique to Sierra Leone. For the people living in areas of conflict from Cote d'Ivoire and Morocco to Congo, Pakistan and Palestine, simply instructing them how to live peacefully is not enough. Seeing it lived out by the characters in a realistic, dramatic situation helps social change become part of the attitude and behavior of that society. Search for Common Ground produces The Team series for television and radio in seventeen different countries. In each country it is a local version of the show written by local writers who understand the culture and the conflicts. These conflicts stem from the tribal, ethnic, religious and economic differences of the region.

Many of these countries are quite poor. In rural areas where the hatred and conflict are sometimes most deeply rooted, there is often no access to television. Search for Common Ground brings The Team to these areas quite literally. In addition to setting up movie screenings of the show in small villages, they bring along some of the show's cast members to meet their audience and discuss the shows. In these countries, the program has become tremendously popular, and its actors have become national celebrities.

In Kenya, the show focuses on the idea of a soccer team made up of people from two different tribes with a history of violence. The storyline of The Team shows that members of different tribes can be on the same soccer team and work together. "The core ideas," notes Marks, "is if they don't cooperate they don't score goals." They can find respect for each other and even see something of themselves in people they considered their enemy. They can discover that their enemies can in fact become valued teammates. In something as simple as passing the ball allowing a teammate to score, they can become winners, too, because they all have the same goal, to win.

The Team is regularly rated as one of the top 10 most viewed programs in all of Kenya. Independent evaluations and surveys have shown that the program has had a profound impact on the behavior and the attitudes of people in Kenya with an actual decrease in the number of tribal-related, violent occurrences. People watch The Team. They talk about it.

Name: _____

Date: _____

And it is making a difference around the world.

Sports have the unique ability to unify people. There is something pure about working toward the good of the team. Because The Team uses the idea to demonstrate that people can come together despite age-old conflicts, boys like Sahr can find common ground in something as simple and as beautiful as a game. They can learn to resolve their differences on a soccer field rather than a battlefield.

Want to learn more about The Team? Visit www.sfcg.org.

Tuell, Todd. "Finding Common Ground on the Soccer Field." *Faces*, Nov. 2011. *Cricket Media*, Carus Publishing Company.

Name: _____

Date: _____

Handout 32E: “Guardians of the Game”

Directions: Read the following article to build knowledge about your sports organization for your response to the End-of-Module Task.

“Guardians of The Game” by Todd Tuell

Here on the eve of the FIFA World Cup, the eyes of the world turn towards Brazil in anticipation of watching the world’s most popular sport. This is an event that brings fans together every four years. But FIFA, the world governing body of soccer, realizes this sport can offer much more than a celebration of sportsmanship, athletic achievement, and passion for this game. It can have a lasting legacy in people’s lives.

It is easy to consider it just a game. Only the most talented few can ever hope to compete professionally and earn a living playing a sport. Through its Football For Hope Movement, however, FIFA believes communities can harness the power of soccer to make a positive impact on the world and improve the lives of people in the poorest and most disadvantaged areas.

To support these Football For Hope programs, FIFA launched its “20 Centres for 2010” campaign during the last World Cup in South Africa. “20 Centres for 2010 was the social initiative of the 2010 FIFA World Cup,” explains Federico Addiechi, head of corporate social responsibility at FIFA. “It was the decision back in 2007 that was taken by FIFA to leave a lasting legacy in the African continent by providing it an infrastructure which would help them address education and public health issues with the aid of football.”

The goal in building these 20 centers was much more than offering young kids a place to learn to play soccer. These new centers, which are spread across the entire continent from Mali to Ethiopia to South Africa, include classrooms, health clinics, libraries, and computer labs. These are the vital facilities necessary to make health and educational programs a reality in areas that previously had none.

Name: _____

Date: _____

But soccer is the common thread to all of the centers. It inspires the kids to show up. “It’s a great way to bring young people together in any community. More importantly, it’s a brilliant way to create role models,” says James Donald, managing director of Grassroot Soccer, a FIFA partner in South Africa.

These centers provide children and young adults the opportunity to learn skills both on and off the field. These programs are making cultural changes in each community as these kids return to their homes and neighborhoods. “Football can change things socially,” explains Souadou Diabate, head of FIFA’s partnership in Mali. “The centre will still be running in 20 or 30 years. It’s going to touch a lot of people.”

Each center includes a 40-by-20-meter soccer field as well as buildings for education and public health. But Africa is a huge continent with very diverse needs. Each of the 20 soccer locations is unique. FIFA understands that it will not work to simply make a single one-size-fits-all blueprint of a center. Mark Warren of Architecture for Humanity, the organization that coordinated the design and construction of these facilities says, “What we wanted was 20 unique, different designs that fit the environment and the community needs.”

Understanding those community needs is key. To be successful and to ensure these centers continue operating for 20 or 30 years and beyond, FIFA partners with established charitable organizations with workers who understand the unique challenges facing each location. The challenges range from literacy and unemployment to nutrition and HIV/AIDS awareness.

Each community owns its center. They are involved from the very beginning. Having that involvement ensures that the community will work to make the programs successful.

In Mali, gender inequality is a serious social challenge. This center is located in Baguinéda, a rural area where 40 percent of girls do not attend school. Without an education, most have very poor job prospects and additionally end up suffering from very treatable illnesses. This center brings soccer, education, and personal development skills together for young women to improve their social status.

Name: _____

Date: _____

Individuals with special needs are targets of severe discrimination in Namibia. FIFA partners with Special Olympics Namibia to help children with disabilities not only train and compete in athletics, but also to provide them education to help overcome social and employment barriers in the community.

But it all starts with soccer.

For one glorious month this summer, fans will be thrilled and entertained as they cheer on the best players and teams the world has to offer as they face off against one another. As heroes are discovered and one team rises to the top, remember it's not just every four years that soccer can touch our lives. Soccer is changing the world every day.

Todd Tuell is a freelance writer, literacy blogger, and author of children's books including the picture book *Ninja Ninja Never Stop*. He lives in Colorado and is a frequent contributor to FACES.

Tuell, Todd. "Guardians of the Game." *Faces*, May/June 2014. *Cricket Media*, Carus Publishing Company.

Name _____

Date _____

Class _____

Handout 33A: End-of-Module Task Research Websites

Directions: Use the following websites to help you gather and organize information about your chosen sports organization. You can search for the website name or article name in an Internet search browser.

Streetfootballworld

- *Streetfootballworld* (<http://witeng.link/0560>)

Note: Slum Soccer and Soccer in the Streets are smaller organizations within Streetfootballworld that would have information to support your thesis for the EOM Task. Consider using these websites for your research:

- *Slum Soccer* (<http://witeng.link/0561>)
- “From the Slums of India to the Other World Cup,” NBC News (<http://witeng.link/0550>)
- “Slum Soccer claims inaugural FIFA Diversity Award,” FIFA.com (<http://witeng.link/0551>)
- *Soccer in the Streets* (<http://witeng.link/0562>)

Search for Common Ground

- *Search for Common Ground* (<http://witeng.link/0563>)
 - Hint: Find even more information by using the search bar on this website to search for “The Team.”
- “Soap Opera for Social Change,” NOW on PBS (<http://witeng.link/0552>)

Football for Hope

- “Football for Hope: Football’s commitment to social development,” FIFA (<http://witeng.link/0553>)
- “FIFA celebrates ten years of Football for Hope,” FIFA.com (<http://witeng.link/0554>)

Name: _____

Date: _____

Handout 33B: End-of-Module Task Essay Planner

Directions: Use this planner to help you develop and organize your ideas for your End-of-Module essay.

Introduction

| | | |
|----------------------|---|---|
| Hook (H) | <i>How will you “hook” your audience, or catch their attention?</i> | |
| Introduce (I) | <i>Introduce your organization. State your organization’s mission as well as other useful background information about it.</i> | |
| Thesis (T) | <i>State your essential idea about your sports organization, previewing your two supporting points (i.e., the two points you are going to explain about how this organization is using the sport of soccer to influence individuals and societies).</i> | |
| | <i>Point 1–(first influence on individuals or societies)</i> | <i>Point 2–(second influence on individuals or societies)</i> |

Supporting Paragraph 1–Point 1: _____

| | |
|--------------------------|---|
| Topic Statement (To S) | State your first point in support of your thesis. |
| Evidence (E) | Cite evidence (directly quoted or paraphrase) from your research that develops Point 1, including any necessary context. |
| Elaboration (E) | Explain how the evidence develops Point 1 and explain how this evidence relates to influencing individuals and societies. |
| Concluding Statement (C) | Close your paragraph. |

Name: _____

Date: _____

Supporting Paragraph 2–Point 2: _____

| | |
|--------------------------|---|
| Topic Statement (To S) | Transition from your last point, and state your second point in support of your thesis. |
| Evidence (E) | Cite evidence (directly quoted or paraphrase) from your research that develops Point 2, including any necessary context. |
| Elaboration (E) | Explain how the evidence develops Point 2 and explain how this evidence relates to influencing individuals and societies. |
| Concluding Statement (C) | Close your paragraph. |

Conclusion

| | |
|--------------------------------------|---|
| <div>Conclusion</div> <div>(C)</div> | <div>Reinforce your thesis.</div> <div>Reflect on the significance of your thesis. What do you want your reader to remember about the influence of this organization?</div> |
|--------------------------------------|---|

Name: _____

Date: _____

Handout 35A: End-of-Module Task Writing Checklist

Directions: Use this checklist to revise your writing. Mark + for “yes” and Δ for “not yet.” Ask someone (adult or peer) to evaluate your writing as well.

| Reading Comprehension | Self + / Δ | Peer + / Δ | Teacher + / Δ |
|--|---------------|---------------|------------------|
| I write about my sports organization knowledgeably. | | | |
| I explain the influence my sports organization has on individuals and societies. | | | |
| Structure | | | |
| I focus on my topic throughout the piece. | | | |
| I introduce my topic and explain my organization’s mission statement. | | | |
| I write a thesis statement with two key points. | | | |
| I organize my ideas into body paragraphs. | | | |
| Development | | | |
| I develop my topic with evidence from texts, using both paraphrased and directly quoted information. | | | |
| My evidence is related to the topic. | | | |
| I elaborate upon evidence by explaining or analyzing it. | | | |
| Style | | | |
| I use a variety of sentence lengths and structures to keep my reader interested. | | | |
| I use vocabulary words that are specific and appropriate to the content. | | | |
| Research | | | |
| I use information from at least three sources. | | | |
| I provide a list of sources and refer to those sources throughout my essay. | | | |
| Writing Process | | | |
| I use planning handouts to gather information and draft my essay prior to typing my response. | | | |
| I keep my notes organized during the research and planning phases of writing. | | | |
| Total number of +’s | | | |

Handout 36A: Characters’ Challenges and Choices

Directions: For each character or person listed next to a core text, brainstorm the challenges that character or person/group faces. Then, briefly explain the choice that character or person/group makes in response to each challenge. Record notes about as many challenges for each character or person/group as you can. Use the core texts to help you remember details about each story.

| Text | Main Characters/ Person/Group | Challenges and Choices What challenges does this character/person face? How does he/she choose to respond to these challenges? |
|----------------------------------|---|---|
| Thunder Rolling in the Mountains | Chief Joseph – Chief of the Nez Perce | |
| | Sound of Running Feet – Chief Joseph’s daughter | |
| Lincoln Hall Speech | Chief Joseph | |
| The Phantom Tollbooth | Milo–Boy transported to the Lands Beyond to rescue Rhyme and Reason | |

Name: _____

Date: _____

| | | |
|----------------------|---|--|
| The Boys' War | Boy soldiers from the Civil War | |
| | Tilly–Noah's twin sister | |
| The River Between Us | Noah–Tilly's twin brother who leaves to fight in the Civil War | |
| | Delphine–Stranger from New Orleans who lives with Tilly and Noah | |
| We Are the Ship | Negro League baseball players | |
| | Jackie Robinson–First African American to integrate Major League Baseball | |

Volume of Reading Reflection Questions

Breaking Barriers, Grade 5, Module 4

Student Name: _____

Text: _____

Author: _____

Topic: _____

Genre/type of book: _____

Directions: Share your knowledge by answering the questions below.

Informational Text

1. **Wonder:** How do the author and/or illustrator tap your curiosity by the title, the cover illustration, and the back matter of this text? What questions do you have before you begin the book?
2. **Organize:** What are the main points the author makes in this text? How does the author use reasons to support the main points?
3. **Reveal:** Explore the structure of this text. Was it written as chronology, comparison, cause/effect, or problem/solution? Why do you think the author made this choice? How does it compare to other texts you have read?
4. **Distill:** What is the essential meaning of this book? How does it support an essential meaning of another text you read in this module?
5. **Know:** How did this text build your knowledge? Create a list of your new learning. Put an asterisk (*) beside anything you learned about how barriers are broken through sports.

6. **Vocabulary:** What are three words that were new to you in this text? Look up the definition in a dictionary. What would be a synonym for the word? What would be an antonym? Describe how knowing the synonym and antonym increases your knowledge of the word.

Literary Text:

1. **Wonder:** What drew your attention to this text? How do you think the story might connect to the module theme of breaking barriers through sports?

2. **Organize:** Write a short retelling of the story in the form of a cartoon. Try to retell the story in five frames. Use the cartoon to share a summary with a friend or adult.

3. **Reveal:** Choose one significant quotation that shows bravery or determination by a character in the story. How does this quotation show bravery or determination?

4. **Distill:** What is a theme of this story? Provide evidence from the text to support your response. How does the theme of this story compare or contrast to the theme in another story you read this year?

5. **Know:** How does this literary writing add to your knowledge about the barriers in society that have been broken or need to be broken? Provide specific examples of what you have learned through reading fiction.

6. **Vocabulary:** Find three words that have either a Greek or Latin affix or root. Tell how each affix or root gives a clue to the meaning of the word. Check your thinking with a dictionary.

WIT & WISDOM PARENT TIP SHEET

WHAT IS MY GRADE 5 STUDENT LEARNING IN MODULE 4?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: Cultures in Conflict

Module 2: Word Play

Module 3: A War Between Us

Module 4: Breaking Barriers

In the fourth module, *Breaking Barriers*, students are exposed to the power that sports have to affect how people view each other, to create opportunities for people, and to help people overcome and challenge barriers. Students will read and research a variety of informational texts about individual athletes, coaches, teams, and organizations to answer the question: How can sports influence individuals and societies?

OUR CLASS WILL READ THIS BOOK:

Literary Nonfiction (Informational)

- *We Are the Ship: The Story of Negro League Baseball*, Kadir Nelson

OUR CLASS WILL EXAMINE THIS ARTWORK:

- *Joie de Vivre*, Mark di Suvero
- *The Fall of Icarus*, Henri Matisse

OUR CLASS WILL READ THESE ARTICLES:

- “Afghan Sprinter Tahmina Kohistani Shows What’s Possible for Muslim Women,” Mike Wise
- “Finding Common Ground on the Soccer Field,” Todd Tuell
- “Guardians of the Game,” Todd Tuell
- “Refugees Find Hope, Film Deal on Soccer Field,” Kathy Lohr
- “Street Soccer,” Connie Colón

OUR CLASS WILL READ THIS SHORT STORY:

- “Raymond’s Run,” Toni Cade Bambara

OUR CLASS WILL WATCH THESE VIDEOS:

- “Always #LikeAGirl,” Always
- “Jackie Robinson,” History.com
- “Nelson Mandela Speech that changed the world,” 2000 Laureus World Sports Awards

OUR CLASS WILL ASK THESE QUESTIONS:

- How can sports affect the way we view others?
- How can sports create opportunities for change?
- How can people challenge or overcome barriers through sports?
- How can sports influence individuals and societies?

QUESTIONS TO ASK AT HOME:

As your Grade 5 student reads, ask:

- How does this text build your knowledge of breaking barriers or the power of sports? Share what you know about breaking barriers or the power of sports.

BOOKS TO READ AT HOME:

- *America’s Champion Swimmer: Gertrude Ederle*, David Adler
- *A Splash of Red: The Life and Art of Horace Pippin*, Jen Bryant and Melissa Sweet
- *Six Dots: A Story of Young Louis Braille*, Jen Bryant
- *Who Was Roberto Clemente?* James Buckley, Jr.
- *The Bat Boy and His Violin*, Gavin Curtis
- *Babe Didrikson Zaharias: Making of a Champion*, Russell Freedman
- *Mr. Matisse and His Cutouts*, Annemarie van Haeringen
- *Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman*, Kathleen Krull
- *In the Year of the Boar and Jackie Robinson*, Bette Bao Lord
- *Wheels of Change: How Women Rode the Bicycle to Freedom*, Sue Macy
- *America Street: A Multicultural Anthology of Stories*, Ann Mazer
- *Jesse Owens: Fastest Man Alive*, Carole Boston Weatherford
- *Roberto Clemente: Pride of the Pittsburgh Pirates*, Jonah Winter

IDEAS FOR TALKING ABOUT THE POWER OF SPORT:

Encourage your Grade 5 student to think about the ways that sports can be used to bring people together, to change people's opinions, and to give people hope. Additionally, invite your Grade 5 student to reflect on his or her own experiences with sports—either watching or playing—and consider how sports have influenced them or have helped them, or someone they know, to overcome a barrier.

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BREAKING BARRIERS Can sports be more than a simple pastime? Understand how athletes push their own, and society's, limits by reading *We Are the Ship: The Story of Negro League Baseball* and exploring a variety of stories, articles, and videos about barrier-breaking athletes and leaders.

MORE MEANINGFUL ENGLISH How do you know what you know? As you read, write, discuss, and listen, you build knowledge of such topics as Westward expansion, literary language, the Civil War, and barrier-breaking athletes. As you read each text, you will ask yourself *How does this text build my knowledge?*



ON THE COVER

Joie de Vivre, 1997

Mark di Suvero, American, 1933-

Painted Steel

Zuccotti Park, New York

Photo by Raymond Boyd/Michael Ochs Archives/Getty Images

GRADE 5 MODULES

1. *Cultures in Conflict*

2. *Word Play*

3. *A War Between Us*

4. *Breaking Barriers*

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