

Pennsylvania Sports History Trading Cards
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DESCRIPTION

This lesson plan can be adapted for use with students in grades 7 through 12. This lesson was designed to be used as a companion to the text *Sports in Pennsylvania* (Guenther, 2007) and the accompanying website <http://www.pa-history.org/pasports-web-sum.htm>. This lesson relates primarily to the NCSS thematic strand “Individual Development and Identity.” In this lesson, students will research influential individuals in Pennsylvania sports history. Using that research, the students will design and develop trading cards related to the individuals they have researched.

STANDARDS

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| NCSS.1.4.a | assist learners in articulating personal connections to time, place, and social/cultural systems; |
| NCSS.1.4.b | help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individuals daily life; |
| NCSS.1.4.c | assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self; |
| NCSS.1.4.e | guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events; |
| PA.R.1.2.11.B.1 | Select appropriate electronic media for research and evaluate the quality of the information received. |
| PA.R.1.4.11.B | Write complex informational pieces (e.g., research papers, analyses, evaluations, essays) |
| PA.R.1.8.8.C | Organize, summarize and present the main ideas from research |
| PA.R.1.8.8.C.1 | Identify the steps necessary to carry out a research project. |
| PA.R.1.8.11.A | Select and refine a topic for research |
| PA.R.1.8.11.B.3 | Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases). |
| PA.R.1.8.11.C | Organize, summarize and present the main ideas from research |

- PA.R.1.8.11.C.1 Take notes relevant to the research topic.
- PA.R.1.8.11.A Select and refine a topic for research
- PA.R.1.8.11.B.3 Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
- PA.R.1.8.11.C Organize, summarize and present the main ideas from research
- PA.R.1.8.11.C.1 Take notes relevant to the research topic.
- PA.SS.H.8.2.9.A Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914; Political Leaders (e. g., James Buchanan, Thaddeus Stevens, Andrew Curtin); Military Leaders (e. g., George Meade, George McClellan, John Hartranft); Cultural and Commercial Leaders (e. g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster); Innovators and Reformers (e. g., George Westinghouse, Edwin Drake, Lucretia Mott)
- PA.SS.H.8.2.12.A Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present; Political Leaders (e. g., Gifford Pinchot, Genevieve Blatt, K. Leroy Irvis); Military Leaders (e. g., Tasker H. Bliss, Henry 'Hap Arnold, George C. Marshall); Cultural and Commercial Leaders (e. g., Milton Hershey, Marian Anderson, Fred Rogers); Innovators and Reformers (e. g., Frank Conrad, Rachel Carson, Joseph Rothrock)
- PA.SS.H.8.4.12.A Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450: Political and Military Leaders (e. g., Askia Daud, Simon Bolivar, Napoleon Bonaparte, Mao Zedong); Cultural and Commercial Leaders (e. g., Achebe Chinua, Gabriel Garcia Marquez, Akira Kurosa, Christopher Columbus); Innovators and Reformers (e. g., Nelson Mandela, Louis-Joseph Papineau, Mohandas Gandhi, Alexander Fleming)

RESOURCES

Guenther, K. (2007). *Sports in Pennsylvania*. Mansfield, PA: Pennsylvania Historical Association.

Pennsylvania Historical Association. *Sports in Pennsylvania Web Extra: Pennsylvania Sports Achievements* <http://www.pa-history.org/pasports-web-sum.htm>.

This website is a companion to the text *Sports in Pennsylvania* by Karen Guenther and it provides supplemental tables and information. Topics include: **Pennsylvania Champions**

(College and Professional); Pennsylvania Hall of Famers; List of Historical Markers Related to History of Sports in Pennsylvania; Pennsylvania's Collegiate Team Champions; Pennsylvania Major League Baseball Champions; Minor League Baseball Champions From Pennsylvania; Professional Football Teams in Pennsylvania; Professional Basketball Teams in Pennsylvania; Professional Hockey Teams in Pennsylvania; Professional Soccer Teams in Pennsylvania; Major Golf Tournaments Hosted in Pennsylvania; National Baseball Hall of Fame and Museum; Basketball Hall of Fame; International Boxing Hall of Fame; College Football Hall of Fame; Pro Football Hall of Fame; Hockey Hall of Fame; Lacrosse Hall of Fame; Peter J. McGovern Little League Museum Hall of Excellence; LPGA Hall of Fame; International Motorsports Hall of Fame; International Swimming Hall of Fame; International Tennis Hall of Fame; National Track and Field Hall of Fame; Women's Basketball Hall of Fame; World Golf Hall of Fame; and List of Historical Markers related to History of Sports in Pennsylvania.

Purdue University. *APA Formatting and Style Guide*.

<http://owl.english.purdue.edu/owl/resource/560/01/>.

This website provides an easy-to-use formatting and style guide for APA citations. It also contains instructions for creating in-text citations and reference lists.

OBJECTIVES

1. Using a variety of materials, including the internet, students will conduct research on an individual important to Pennsylvania sports history.
2. Using the material collected through research, students will summarize their research findings by creating a trading card.
3. Using various materials, including direct instruction, the students will construct a comprehensive and correct resource list from the resources they used during their research.

RATIONALES

A New Literacies Study (NLS) perspective views literacy as moving beyond merely reading and writing printed words and traditional texts. This perspective includes popular culture “texts” including video games and trading cards as literacy tools. (Xu et al., 2005)

Furthermore, an emerging body of research has documented that an integration of popular culture texts into teaching offers students an alternative way to demonstrate their literacy knowledge and skills and to engage in meaningful literary practices. (Xu et al., 2005)

The use of popular culture texts may provide a source of increased motivation for many students and may provide literacy learning opportunities that are especially effective with reluctant or struggling readers. (Xu et al, 2005)

In addition, Exit Slips can be used by teachers to assess the effectiveness of their teaching and to make decisions about what to revisit, elaborate upon, or bring to a close (Fisher, Brozo, Frey, & Ivey, 2007, p. 24).

Finally, primary sources, when used in context, can greatly enhance students' understanding of historical events. The use of primary sources can also help students connect with specific individuals and experiences, which can lead to greater comprehension and motivation. (Barton, 2005, p. 746)

Barton, K. C. (June 2005). Primary sources in history: Breaking through the myths. *Phi Delta Kappan*. 745-753.

Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson.

Xu, S. H., Perkins, R. S., & Zunich, L. O. (2005). *Trading cards to comic strips: Popular culture texts and literacy learning in grades K-8*. Newark, DE: International Reading Association.

PROCEDURES

Anticipation/Motivation

1. Begin the lesson by asking the students if they or someone they know has ever collected trading cards. Ask the students the following questions regarding the trading cards that they or a sibling, friend, or family member may have collected: What kind of cards were collected? What did the cards look like? What information was present on the cards? Why did they enjoy collecting them? Write the student responses to the previous questions on the board until you have compiled a complete list of kinds of cards, purpose of the cards, and information present on the cards. This activity is meant to extract students' prior knowledge and get them thinking about the useful aspects of trading cards. If you have some examples of trading cards, you may wish to circulate those at this point in the lesson.

Investigation

2. At this point in the lesson, inform the students that they will be creating trading cards relevant to Pennsylvania sports history. They will be choosing an athlete who has connections to Pennsylvania sports history and researching that individual. From the information that they have collected, they will be creating a trading card about that individual. If you passed around examples of trading cards, collect those now so that the students are not distracted during the following instructional period.
3. The teacher will now open the PowerPoint Presentation titled Conducting Research.
4. Slides 2 and 3: The students will be instructed that they will go to the following website, which is a supplemental website to the text *Sports in Pennsylvania* (Guenther, 2007): <http://www.pa-history.org/pasports-web-sum.htm>. The students will be instructed that

they will read through the website and choose one individual who they would like to research.

5. Slide 4: Once the students have chosen an individual, they will be asked to research that person. Some students may find that they will be using primary sources to conduct their research. The teacher will define primary sources and provide examples of primary sources to the students. Slide 4 provides the following definition of primary source: an original fundamental and authoritative document pertaining to an event or subject of inquiry; a firsthand or eyewitness account of an event. Examples of primary sources include: newspapers, interviews, and photographs.
6. Slide 5: The teacher will now distribute a copy of the Pennsylvania Sports History Trading Card Assignment to each student. The students will use this document to direct their research. The teacher will go over the document with the students. The students will be required to research each of the following aspects of their athlete's life: Name of the Athlete; Birth Date; Date of Death (if deceased); What sport(s) did the athlete participate in?; What team did the athlete play for (if team sport)?; Was the athlete an amateur or professional?; What position(s) did the athlete play?; List of accomplishments (records, titles, medals, championships, hall of fame induction, etc.); How is/was the athlete connected to Pennsylvania?
7. Slide 6: In addition to finding information about a particular athlete, students will be asked to locate an image of their athlete. This can be done by using books or the internet. Students with artistic ability may choose to draw their athlete. The illustration or image will be the front of the trading card, so inform students that they will want to choose an image that is not blurring. If students need help locating an image, share with them the following instructions: To locate an image on the internet, simply go to <http://www.google.com>. Click on images and type in the name of the athlete. Images can be saved by right clicking on a picture and selecting SAVE PICTURE AS.
8. Slide 7: Finally, students will be instructed that information collected through books, internet sources, etc. must be properly cited because the ideas are not the original work of the student. Use the hyperlinked websites on slide 7 to walk students through the steps of citing sources using APA format. At this point, ask students to please look at their Pennsylvania Sports History Trading Card Assignment worksheet. Direct their attention to the Resource line present under each informational segment. Instruct students that this line should be used to write down where each piece of information was gotten. Instruct students that they will be required to correctly cite each source in APA format. They will be completing and turning in a reference list with their trading cards, which will be graded using the Pennsylvania Sports History Trading Card Assignment Rubric. Ask the students if there are any questions regarding the assignment or reference list. The teacher will answer all questions before continuing.
9. Once the students have completed their research, they will be writing a summary biography of their athlete. This can be done in paragraph form or by using bullet points. The students will then print out their summary on to a 4X6 blank index card. The students will also print their image or picture onto the front of the blank 4X6 index card. Their reference list will be printed on an 8X11 sheet of white paper.
10. The teacher will now distribute a Pennsylvania Sports History Trading Card Assignment Rubric to each of the students. The teacher will read over the rubric with the students and answer any questions that the students may have.

11. The teacher will distribute one blank 4X6 index card to each student.
12. The teacher will now show the students an example of a completed trading card and reference list. The trading card features Jim Thorpe. The teacher should pass the example to each student so that they are able to look over the product thoroughly.
13. Finally, the teacher will ask if there are any questions regarding anything about what they are being asked to do. Once the teacher has answered all questions, the students will be allowed to start on the assignment. The teacher will circulate around the room during the students' work time and answer questions as they arise.
14. When the students have completed the assignment, they will turn in their trading card and their reference list in to the teacher.
15. This lesson should be completed in class so that the teacher can assist students with areas of difficulty, particularly with APA citations. This lesson will probably take several class periods to complete due to the time consuming nature of research.

Reflection

16. Once the assignment has been completed, the teacher will ask the students to reflect on the assignment and what they did or did not learn. In order to do this, each student will be given an Exit Slip* and asked to complete it prior to leaving the classroom. The Exit Slip* asks the students to list one thing that they learned during the activity, one thing that they are confused about, and one suggestion they have for improving the lesson. The students are not to put their names on the Exit Slip*.
17. The students will place their Exit Slip* in the bin provided prior to leaving the classroom.
18. The teacher will then read the Exit Slips* and fill in the Pennsylvania Sports History Trading Card Assignment Exit Slip chart. The teacher will then use this information to improve the lesson for future classes.

*Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson. 24-25.

MATERIALS

1. Computers with printers for each student
2. 1 4X6 index card, blank on both sides- not ruled- for each student
3. Sample Trading Card- Jim Thorpe
4. Examples of actual trading cards
5. Copy of Pennsylvania Sports History Trading Card Assignment for each student
6. Copy of Pennsylvania Sports History Trading Card Assignment Rubric for each student
7. Copy of Pennsylvania Sports History Trading Card Assignment Rubric for teacher use for each student
8. Conducting Research PowerPoint
9. Exit Slip for each student
10. Pennsylvania Sports History Trading Card Assignment Exit Slip Chart
11. Whiteboard markers and/or chalk

EVALUATION/ASSESSMENTS

The students' trading cards and reference list will be evaluated using the Pennsylvania Sports History Trading Card Assignment Rubric. The students' work will be evaluated on their content knowledge; grammar, punctuation, and spelling; organization; and source citations. The source citations will be evaluated on the accuracy of the citation and the inclusion of all sources. The students will be required to turn in their trading card and their reference list when they have completed the assignment.

The lesson will be evaluated with an Exit Slip. Each student will be required to turn in an exit slip before leaving class. On the exit slip, the student is asked to write one thing about the lesson that they liked, one thing about the lesson that they did not like, and one suggestion for improving the activity. The teacher will then use the students' Exit Slips to complete the Pennsylvania Sports History Trading Card Assignment Exit Slip Chart. The teacher will read each Exit Slip and write the student remarks in the appropriate column of the Exit Slip Chart. The teacher will make tally marks by each similar response. The teacher will use the chart to gauge what needs to be changed and what should be kept the same in regards to the lesson.

Name: _____ Date: _____

Pennsylvania Sports History Trading Card Assignment

Name of Athlete: _____

Resource: _____

Birth Date: _____ Resource: _____

Date of Death (if deceased): _____ Resource: _____

What sport(s) did the athlete participate in? _____

Resources: _____

What team did the athlete play for (if a team sport)? _____

Resources: _____

Was the athlete an amateur or professional? _____

Resources: _____

What position(s) did the athlete play? _____

Resources: _____

List of accomplishments (records, titles, medals, championships, hall of fame induction, etc.): ____

Resources: _____

How is/was the athlete connected to Pennsylvania? _____

Resources: _____

Pennsylvania Sports History Trading Card Assignment Rubric

STUDENT NAME: _____

DATE: _____ **TEACHER SIGNATURE:** _____

Criterion					POINTS
	Grand Slam! (4)	Homerun (3)	Base Hit (2)	Foul (1)	
CONTENT KNOWLEDGE	The student demonstrates full knowledge of the information. All of the content was accurate.	The student demonstrates a good understanding of the information, but some of the content was inaccurate or eliminated.	The student demonstrates a partial understanding of the knowledge. Half of the content was inaccurate or eliminated.	The student does not have a good understanding of the content. Less than half of the content was inaccurate or eliminated.	
GRAMMAR, PUNCTUATION, & SPELLING	The trading card has no misspellings or grammatical errors.	The trading card has no more than 2 misspellings or grammatical errors.	The trading card has no more than 4 misspellings or grammatical errors.	The trading card has 5 or more misspellings or grammatical errors.	
ORGANIZATION	The information was presented in a logical, interesting sequence which the reader can follow.	The information was presented in a logical sequence which the reader can follow.	The reader has difficulty following the trading card because the topics jump around.	The sequence of information is difficult to follow.	
Source Citations	All of the resources are cited correctly using APA formatting.	All but one of the resources is cited correctly using APA formatting.	All but two of the resources are cited correctly using APA formatting.	Three or more of the resources are cited incorrectly.	
				TOTAL →	

- A= 14-16 points
- B= 11-13 points
- C= 7- 10 points
- D= 4-6 points
- F= Did not complete the assignment

