

MACOMB COUNTY'S PLACE FOR DISCOVERY

MORE THAN A GAME: HOW SPORTS SHAPE CULTURE

September 16–November 22, 2009
Wednesday–Saturday, 10am–4pm • Sunday, 1–4pm



TEACHER RESOURCE GUIDE

THE ALBERT L. LORENZO

Cultural Center

AT MACOMB COMMUNITY COLLEGE

More than a Game: How Sports Shape Culture

Automobiles aren't the only obsession of metro Detroiters.

Love of sports is woven into the very fabric of the Motor City. In fact, you can trace the claim of Detroit – City of Championships – all the way back to the 1930s, recognizing the success not only of professional teams, but also of individuals.

Explore the exhibits, presentations and activities how sports are more than just a game:

- Delve into our rich local sports history
- Relive great moments and accomplishments
- Explore what makes outstanding athletes tick
- Discover the societal influence of sports

More Than a Game: How Sports Shape Culture
September 16 – November 22, 2009

Table of Contents

	Page
Introduction	2
Part I: Exhibit Outline.....	4
Part II: Sports Facts & Statistics	
Sports Idioms.....	6
The Business of Sports.....	8
Detroit Sports Teams.....	9
Michigan vs. Michigan State.....	14
Detroit Boxing and the Kronk Gym.....	18
Negro Baseball Leagues.....	18
“David vs. Goliath” – St. Ambrose vs. Cooley.....	19
Sports Mascots.....	20
Sports Humor.....	22
Part III: Lesson Plans for the Classroom	
The History of Baseball.....	25
Historical Analysis and Interpretation: 1954 Negro League Game Program.....	27
Media Literacy.....	29
Create A New Hockey Team.....	31
Hockey Puzzle.....	32
Using Mean, Median, Mode and Range through Basketball.....	33
Sportsmanship: Team Play.....	35
Art in Sport.....	38
Detroit Lions Team History.....	41
Newspaper Articles: What are They Saying About Us?.....	43
Sports Nutrition.....	45
Part IV: Websites and Other Resources.....	48
Part V: Suggested Reading List.....	50

More Than a Game: How Sports Shape Culture
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PART I: EXHIBIT OUTLINE

More than a Game: How Sports Shape Culture

Sports are timeless activities; ones that have been enjoyed since ancient times. Like today's society, ancient sports were a primary source of entertainment, served the purpose of improving physical health, and provided unifying elements for national cultures.

Sports play an important role in American society. They are tremendously popular, but more importantly, they are vehicles for transmitting such values as justice, fair play, and teamwork. Sports have contributed to racial and social integration and throughout history have been the "social glue" that bonds the country together.

History of Sports in America

The typical American team sports arose from games that were brought to America in the 17th century by European settlers. Since that time, our American life has been shaped by sports. The local high school football or basketball game represents the biggest event of the week for residents in many communities. Fans "tailgate" before university football games and gather for parties to watch the Super Bowl. Thousands of baseball fans make a pilgrimage to training camps to watch their favorite players prepare for the spring opener.

Individual competitions accompanied the growth of team sports. Shooting and fishing contests were part of the colonial experience, as were running, boxing, and horse racing. Golf and tennis emerged in the 1800s. Recent decades have given birth to a wide variety of challenging activities and contests referred to as "extreme sports."

History of Basketball

Dr. James Naismith is credited with conceiving of the game of basketball in the late 1890s as an indoor activity for energetic New England youth to wile away the winter months. Naismith went on to coach his invention in Kansas for six years, and thus successfully helped spread the game, with the help of the YMCA, throughout college campuses. In 1946, the National Basketball Association was founded, organizing professional basketball teams for the first time in history. The Pistons began playing in Fort Wayne in 1940 and relocated to Detroit in 1957.

History of Baseball

The earliest reference to baseball in the United States is from the bylaws of Pittsfield, Massachusetts, 1791, which forbid the game to be played within 80 yards of the town hall. It was not until 1845 that the New York Knickerbockers were founded. Although the amateur club was eventually disbanded, it does bear the honor of being the first team to play baseball under modern rules. In 1875 the National League (the same one that

exists today) was established. The American League (originally called the Eastern League) was founded in 1893 to compete against the National League. The Detroit Tigers became a charter member of the American League in 1901.

History of Football

The name “football” is associated with a number of different games, such as soccer and rugby. Much of the history of football in the United States has to do with the transition from a kicking game to a running game, and the slow changes and codifications of rules systems and safety guidelines. American football really received its start in the 1820s as an intramural sport played by prestigious New England universities. In 1920, football was officially made a professional sport with the founding of the National Football League. The Detroit Lions franchise traces its origin to Ohio, but moved to Detroit in 1934.

History of Hockey

Ice hockey evolved from the game of field hockey that was played in Northern Europe for hundreds of years. The first game of the modern version of ice hockey was played in Montreal, Canada in 1875. Ice hockey found its way to the US in 1893. The National Hockey League started in 1917 with very few teams. The Detroit Red Wings were one of the “Original Six” teams that competed from 1942-1967.

College and High School Sports

Sports play an important role at colleges and universities and are offered at the intercollegiate and the intramural levels. Athletic scholarships are awarded for everything from archery to wrestling.

At the high school level, an average 58 % of boys and 51% of girls play on a sports team. The most popular sports for boys are football, basketball, track and field, baseball, and soccer. For girls, the most popular are basketball, track and field, volleyball, softball, and soccer. Other organized high school sports often include lacrosse, gymnastics, wrestling, swimming, tennis, and golf.

Sports by the Numbers

- 75 million fans follow NASCAR stock car racing.
- 24.5 million Americans play golf.
- More than 30% of Major League Baseball players were born outside of the U.S.
- More than 3,000 blind and visually impaired U.S. athletes compete in nine sports.
- The estimated value of the New York Yankees baseball franchise is \$950 million.
- Average Annual Salaries:
 - National Basketball Association is more than \$5 million.
 - National Baseball League is more than \$2.8 million.
 - National Hockey League is more than \$2.3 million.
 - National Football League is more than \$1.4 million.

PART II: SPORTS FACTS AND STATS

Sports Idioms

Sports play an important role in the creation of idiomatic language in American English. See the examples below of sports terms that are used in our everyday language.

home stretch (close to closing the deal)

hit a home run (successful proposal)

going to play ball (do business with)

strike out (fail)

deal (contract)

locker talk (gossip, rumors)

game plan (plan of action)

contender (person with a good chance of success)

two strikes against it (close to not succeeding)

fumbled (make a serious mistake)

no-win situation (impossible to succeed)

stalling for time (to delay information or a decision)

get to home (complete the desired action)

take the ball and run (in the right direction)

to call the shots (to make the decisions)

to jockey ourselves into position (move into position to succeed)

team players (people who work together with other staff)

is playing with a full deck (having the correct mental abilities, not stupid)

can field (to handle or deal with)

second stringers (less important workers)

in the ballpark (close to agreeing on financial figures)

bring it on home (to finish with success)

pitch (to present the subject)

The Business of Sports

Sports, from an economic standpoint, are a fascinating industry because they are so woven into our popular culture. Economists have long been intrigued by the numbers-rich world of sports. The interest is no longer a sideline, but an expanding field of study that offers insights on such broad topics as labor-management relations, naming rights of stadiums, impact on recruitment of college freshmen, and racial disparities in pay and hiring.

Excerpts from "Batter Up! Sports Economics Hit Field," by Sue Kirchhoff, USA TODAY, 7/27/2006

Professional Salaries

Penn State's John Fizel offers this example to explain why values aren't skewed when pro athletes are paid millions and schoolteachers, relative pittance. Centuries ago, philosophers debated why gem diamonds, with no real use, got high prices, while life-sustaining water sold for almost nothing. The answer: It's easier and cheaper to find a glass of water than a diamond. It's simply easier and less expensive to find one more person who can teach high school history than it is to find someone who can hit .300.

Fantasy Sports

A fantasy sport (also known as rotisserie, roto, or owner simulation) is a game where participants act as owners to build a team that competes against other fantasy owners based on the statistics generated by the real individual players or teams of a professional sport. Probably the most common variant converts statistical performance into points that are compiled and totaled according to a roster selected by a manager that makes up a fantasy team. These point systems are typically simple enough to be manually calculated by a "league commissioner." In fantasy sports there is the ability to trade, cut, and sign players, like a real sports owner.

It's estimated by the Fantasy Sports Trade Association that 29.9 million people age 12 and above in the U.S. and Canada played fantasy sports in 2007. Fantasy Sports is estimated to have a \$3–\$4 Billion annual economic impact across the sports industry. It is also popular throughout the world with leagues for soccer, Australian-rules football, cricket and other non-U.S. based sports.

Detroit Sports Teams

Detroit Tigers Franchise History

On April 24, 1901, the Tigers prepared to take to the field for their first official American League game.

Tyrus Raymond Cobb, the most famous Tiger of all, joined the team in the 1905 season. In 1911, Cobb finished with a personal-best batting average of .420. He would remain with the Tigers for 22 years, and when he retired in 1928, he had collected more records than any player in major league history.

In 1934 Mickey Cochrane was purchased from Philadelphia and, with Cochrane as catcher/manager, the Tigers soared to a 101-53 record. In 1935, the long-awaited title dreams came true for Tiger fans and players. Detroit took six games to mow down the Chicago Cubs in the 1935 World Series. The 1945 season marked the Tigers' second World Series title. The Tigers knocked off the Cubs in seven games.

After finishing just one game out of first place in 1967, the Tigers were poised and loaded with talent entering the 1968 campaign. Denny McLain was the hero of the campaign with a 31-6 record. His efforts earned McLain unanimous acclaim as MVP and Cy Young winner in the league. In a tight World Series, Mickey Lolich pitched the club to three wins, the final win coming on just two days rest as the Tigers captured the crown.

On June 14, 1979 Sparky Anderson took over the club's managerial reigns. For the next 16 seasons, Anderson would lead the Tigers, claiming two division titles and a World Series Championship along the way. The club vaulted into the division lead by winning its first nine games and going 35-5 through May 24; the best 40-game start in major league history. After defeating the Padres in the World Series, the Tigers became the first major league team since the 1955 Dodgers to hold first place wire-to-wire and finish by winning the championship. In addition, a club-record 2,704,794 fans passed through the turnstiles that year.

September 27, 1999, saw the last Detroit Tiger baseball game played at Tiger Stadium. After an 87 year run and 6,783 games, the Corner saw its final game with a sold-out crowd of 43,356 fans. The Tigers opened the next season at Comerica Park on April 11, 2000.

In 2006, first-year manager Jim Leyland regrouped the club to run off seven straight post-season wins to reach the World Series for the first time since 1984. Leyland was named AL Manager of the Year, while 17-game winner Justin Verlander became the Tigers' first rookie of the year since 1978.

Did you know?

- The old Tiger Stadium was originally called Briggs Stadium when it was built in 1938? It wasn't renamed Tiger Stadium until 1961.
- Did you know Detroit's own Mike Ilitch owns both the Tigers and the Red Wings?
- Famed Tiger's sportscaster, Ernie Harwell, was the only announcer in baseball history to be traded for a player? In 1948, the Brooklyn Dodgers manager, Branch Rickey, traded catcher Cliff Dapper to the Crackers in exchange for breaking Harwell's Dodger's broadcasting contract.

Detroit Lions Franchise History

Prior to the Lions franchise, Detroit had three failed football teams - the Detroit Heralds in 1920, the Detroit Panthers in 1925, and in 1928, the Detroit Wolverines were formed, but failed after just one year.

In 1930, the NFL granted a franchise for the Spartans in Portsmouth, OH. In 1934, Detroit radio executive George A. Richards moved the Spartans to Detroit. They played their first NFL game, beating the New York Giants 9-0 at the University of Detroit Stadium before 12,000 fans. After winning 10 straight games, including seven consecutive shutouts, the Lions suffered their first defeat, 3-0, to Green Bay.

In 1964, William Clay Ford took over as Lions' sole owner after purchasing the franchise for \$4.5 million. After playing at Briggs/Tiger Stadium from 1938-1974, the Lions moved to the Pontiac Silverdome. In 2002, the Lions opened their season at the new Ford Field.

Detroit Lions by the Numbers:

- **NFL Championships:**
1935, 1952, 1953, 1957
- **NFL Western Division Championships:**
1935, 1952, 1953, 1954, 1957
- **NFC Central Division Championships:**
1983, 1991, 1993
- **All-Time Record:**
485-542-32 (.473)
- **First Regular-Season Game as the Detroit Lions:**
A 9-0 victory over the New York Giants, 9/23/34.
- **First NFL Title:**
The Lions defeated the New York Giants 26-7 in the 1935 NFL Championship game, 12/15/35.

- **First to Rush 200 Yards in a Game:**
Barry Sanders, 220 yards vs. the Minnesota Vikings, 11/24/91.
- **First 2,000-Yard Rusher:**
Barry Sanders, 2,053 yards (1997).
- **First 3,000-Yard Passer:**
Gary Danielson, 3,223 yards (1980).
- **Longest Passing Play:**
A 99-yard pass from Karl Sweetan to Pat Studstill vs. the Baltimore Colts, 10/16/66.
- **Most Career Rushing Yards:**
Barry Sanders, 15,269 yards (1989-98).
- **Most Career Passing Yards:**
Bobby Layne, 15,710 yards (1950-58).
- **Most Career Receptions:**
Herman Moore, 626 receptions (1991-00).
- **All-Time Leading Scorer:**
Jason Hanson

Did you know?

- That George Richards is given credit for naming the Detroit Lions in 1934? Richards was a radio executive who brought the team to Detroit from Ohio and renamed them “Lions” to coordinate with the famous hometown baseball team, the Detroit Tigers
- That famous Detroiter and Grammy-winning singer Marvin Gaye wanted to give up singing to become a Lions player? He trained hard for the 1970 team tryouts but was cut. However, he did make friends with the teammates and famed player Lem Barney can even be heard singing background vocals on *What’s Going On?*

Red Wings Franchise History

The National Hockey League's most successful American franchise, the Detroit Red Wings has existed since May 15, 1926. The original team was the roster of the Western Hockey League's Victoria Cougars, the defending Stanley Cup Champions, and took to the ice as the Detroit Cougars for the 1926-1927 season. The Cougars played their first game in Detroit's Olympia Arena on November 22, 1927. The team became the Detroit Falcons in 1930.

Millionaire James Norris purchased the team in the summer of 1932 and renamed them the Red Wings. The Red Wings won their first Stanley Cup title in the 1935-36 season defeating the Toronto Maple Leafs and went on to win the next year as well becoming the first American team to win consecutive Stanley Cup championships. They claimed their third Stanley Cup in 1943. Gordie Howe joined the Red Wings in 1946, beginning his legendary career in the Motor City.

Detroit finished in first place in the NHL for a record seven-straight seasons and claimed the Stanley Cup in 1950, 1952, 1954 and 1955. The Red Wings struggled to repeat the winning ways of the early 1950s and made the playoffs only four times during the 20-year period from 1967 - 1986. The Red Wings' revival began in 1982 when current owners Mike and Marian Ilitch bought the team.

Steve Yzerman was drafted fourth overall in 1983 and in 1993, Scotty Bowman, the NHL's winningest coach, was brought to Detroit. In 1997, the Red Wings swept the Philadelphia Flyers in the finals to claim their first Stanley Cup in forty-two years. The Red Wings again made it to the finals in 1998, this time sweeping the Washington Capitals.

In 2002, the Wings faced the Carolina Hurricanes in the Stanley Cup Finals to claim their third Cup in six years. The Red Wings claimed their eleventh Stanley Cup with a 4-2 series win over the Pittsburgh Penguins in 2008.

Did you know?

- The Detroit Red Wings franchise was one of the 'Original Six' who formed the National Hockey League in 1927? They began as the Detroit Cougars, then changed their name in 1931 to the Detroit Falcons. The Red Wings came along in 1933.
- That the Detroit Red Wings have won 11 Stanley Cup Championships?

Detroit Pistons Franchise History

The franchise was founded as the Fort Wayne Zollner Pistons by Fred Zollner in 1948. In 1957, Zollner moved the team to Detroit. During the '60s and '70s, the Pistons were characterized by very strong individuals and weak teams. Some of the superstars who played for the team included Dave DeBusschere, Dave Bing, Jimmy Walker and Bob Lanier. In 1964, DeBusschere became the youngest head coach in NBA history at the age of 24.

In 1974, Zollner sold the team to Bill Davidson, who remained the team's principal owner until his death on March 14, 2009. In 1975, George Blaha became the voice of the Pistons, a position he still holds today. The franchise's fortunes finally began to turn in 1981, when it drafted point guard Isiah Thomas.

After the 1986 playoff series the team adopted a physical, defense-oriented style of play, which eventually earned them the nickname "Bad Boys." In 1988, the Pistons advanced to the NBA Finals, but loss to the Los Angeles Lakers in seven games.

Prior to the 1988–89 Season, the Pistons moved to The Palace of Auburn Hills. The team made it to the NBA Finals in a rematch with the Lakers and swept them in four games to win their first NBA championship. The Pistons successfully defended their title in 1990. In 2004, many analysts gave the Pistons little chance to win against their opponents, the Los Angeles Lakers, who had won three out of the previous four NBA championships. However, the Pistons won the series in dominating fashion, defeating Los Angeles in five games for the team's third NBA Championship.

During the 2005–06 season, the Pistons recorded the NBA's best overall record. Four of the five Piston starters, Chauncey Billups, Richard Hamilton, Rasheed Wallace, and Ben Wallace, were named to the All-Star team, and Flip Saunders served as the Eastern Conference All-Star team coach.

Did you know?

- That the Pistons have won 3 NBA Championships – 1983, 1990, and 2004?
- That the Detroit Shock was the 2008 WNBA champions? They also won the national title in 2003 and 2006.

Michigan Vs. Michigan State

Michigan Wolverines



Conference	<u>Big Ten</u>
NCAA	<u>Division I</u>
Location	<u>Ann Arbor, MI</u>
Mascot	None
Nickname	Wolverines
Fight song	<u>The Victors</u>
	<u>Maize and Blue</u>
Colors	 

The University of Michigan is one of only two schools in NCAA history to win at least one national championship in all four of these sports: baseball (2), basketball (men's - 1), football (11), and ice hockey (men's - 9). The Wolverines have also won NCAA Division I national championships in women's field hockey (1), men's golf (2), men's gymnastics (3), women's softball (2), men's swimming and diving (11), men's tennis (1), and men's outdoor track and field (1).

Michigan Football

The best-supported of the Michigan varsity teams is the football team. Michigan's football program is among the most successful in college football history. Michigan won the first Rose Bowl game in 1902 and has won 872 games, a NCAA-record. Michigan's famous football coaches include Fielding Yost, Fritz Crisler, Glenn E. "Bo" Schembechler and Lloyd Carr.

Michigan Stadium is the largest football-only stadium in the world, with an official capacity of 107,501, and with attendance regularly exceeding 110,000. The NCAA single-game attendance record is 112,118 at the 2003 contest with Ohio State. An expansion project on the "Big House" began in 2007 with the plan to increase capacity to over 108,000.

Michigan Fight Song

Now for a cheer they are here, triumphant!
Here they come with banners flying,
In stalwart step they're nighing,
With shouts of vict'ry crying,
We hurrah, hurrah, we greet you now, Hail!

Far we their praises sing
For the glory and fame they've brought us
Loud let the bells them ring
For here they come with banners flying
Far we their praises tell
For the glory and fame they've brought us
Loud let the bells them ring
For here they come with banners flying
Here they come, Hurrah!

Hail! to the victors valiant
Hail! to the conqu'ring heroes
Hail! Hail! to Michigan
The leaders and best!
Hail! to the victors valiant
Hail! to the conqu'ring heroes
Hail! Hail! to Michigan,
The champions of the West!

We cheer them again
We cheer and cheer again
For Michigan, we cheer for Michigan
We cheer with might and main
We cheer, cheer, cheer
With might and main we cheer!

Hail! to the victors valiant
Hail! to the conqu'ring heroes
Hail! Hail! to Michigan,
The champions of the West!

Michigan State Spartans



Conference	<u>Big Ten</u>
NCAA	<u>Division I</u>
Location	<u>East Lansing, MI</u>
Mascot	<u>Sparty</u>
Nickname	Spartans
Fight song	<u>MSU Fight Song</u>
Colors	Green and White
	 

Prior to becoming Michigan State University, the institution was called Michigan Agricultural College and its teams were referred to as the Aggies. Looking to move beyond its agricultural roots, Michigan State held a contest to find a new nickname and is now known as the “Spartans.” MSU competes in the Big Ten Conference in all sports except ice hockey, in which the team is part of the Central Collegiate Hockey Association, and has 11 varsity sports for men and 12 for women.

Spartan Basketball

The Michigan State Spartans men's basketball team has won two NCAA championships and eleven Big Ten championships in men's basketball. The Spartans won the National Championship in both the 1979 and 2000 NCAA Tournament.

Michigan State basketball has been selected for 12 consecutive NCAA tournament bids (1998–2009) as of the end of the 2009 season. Overall, Michigan State has been to the Final Four a total of seven times in its history (1957, 1979, 1999, 2000, 2001, 2005 and 2009) and has made 22 NCAA Tournament appearances.

MSU Fight Song

On the banks of the Red Cedar,
There's a school that's known to all;
Its specialty is winning,
And those Spartans play good ball;
Spartan teams are never beaten,
All through the game they'll fight;
Fight for the only colors:
Green and White.

Go right through for MSU,
Watch the points keep growing,
Spartan teams are bound to win,
They're fighting with a vim!
Rah! Rah! Rah!
See their team is weakening,
We're going to win this game,
Fight! Fight! Rah! Team, Fight!
Victory for MSU!

Did you know?

- That the trophy awarded to the winner of the annual football game between the Michigan Wolverines and the Michigan State Spartans is called the Paul Bunyan Trophy?
- That when the renovations on the University of Michigan's football stadium, aka "The Big House," are complete in 2010 it will have a listed capacity of over 108,000 – the largest in the United States and the third largest in the world!?
- That in 2000, ESPN ranked the Michigan vs. Ohio State Rivalry as the #1 rivalry in sports history?

Detroit Boxing and the Kronk Gym

Boxer Joe Louis was Detroit's greatest athlete. He held the heavyweight championship longer than any man – from 1937 to 1949. He fought 71 professional bouts and won 68; 54 by knockout.

As Hitler prepared for war, Louis fought Max Schmeling in 1938. It was the free world vs. Nazi Germany. Schmeling gave Louis his first professional loss in a twelve round bout in 1937, but in the rematch on June 22, 1938, Louis knocked out Schmeling in the first round making Louis an American hero.

Emanuel Steward, the boxing trainer and manager established the Kronk Gym in Detroit as a world-famous destination for fighters and fight fans. His list of pupils reads like a who's who of boxing. He trained and/or managed Tommy Hearn, Evander Holyfield, Michael Moorer, Julio Cesar Chavez, Oliver McCall, and Lennox Lewis.

Negro Baseball Leagues

From 1920 to 1933, the Detroit Stars played in the National Negro Baseball League. Their lifestyle wasn't glamorous. Often players took the field for two or three games in a day to earn enough money to eat, sleep and buy gas to travel to the next town. Their games were played at Mack Park on the east side. Game days meant picnics, music, and fellowship.

Norman "Turkey" Stearnes was the top Negro League player in Detroit. He got his nickname from the way he flapped his arms as he ran the bases. Stearnes holds virtually all of the team's offensive records, including winning or sharing six home run titles. He was voted into the Baseball Hall of Fame in 2000.

After the integration of the majors in 1947, when Jackie Robinson played for the Brooklyn Dodgers, the Negro teams began to struggle. The Negro Leagues ended in 1950, but the Tigers did not integrate until 1958.



For more information, visit www.negroleaguebaseball.com

“David vs. Goliath” – St. Ambrose vs. Cooley

Before there were state playoffs, the state’s most anticipated football game was the Goodfellow Game, matching the Catholic League champion against the Detroit Public School League champion. It was played at Briggs Stadium (later renamed Tiger Stadium) from 1938 to 1967.

St. Ambrose, a Class C school in Grosse Pointe Park, was a football power in the Detroit Catholic League before closing in 1971. In 1959, St. Ambrose, with 396 students, played Cooley, with 3,474 students. Cooley was ranked No. 1 in Class A, and former Free Press prep writer Hal Schram dubbed the matchup “David vs. Goliath.”

At that game, St. Ambrose coach Tom Boisture moved his best player, all-state end Mike Curtis, to guard to block Cooley's 268-pound nose tackle Gus Kasapis. Curtis helped open a hole for Joe D'Angelo to score the winning touchdown with 1:20 left. St. Ambrose pulled out a miraculous, 13-6 victory over Cooley before more than 30,000 fans.

St. Ambrose had legendary coaches like Tom Boisture, who later became director of player personnel for the New York Giants, and George Perles, who later coached at Michigan State.

For more information, “Goodfellows, The Champions of St. Ambrose,” written by Rick Gosselin, a 1969 graduate of St. Ambrose.

Source: “How tiny St. Ambrose High dominated football,” Mick McCabe, *Detroit Free Press*, June 17, 2009.

Images:



St. Ambrose coach Tom Boisture led his team to an improbable 13-6 win over Detroit Cooley in the 1959 Goodfellow game.
(COURTESY OF AUGUST PUBLICATIONS)

Sports Mascots

What started out as a gimmick to entertain fans during breaks in the action has become an ultra-important component for major- and minor-league sports teams looking to nab new fans at a young age.

Some resonate more than others. Modern mascots like the Chicken and the Philadelphia Phillies' Phillie Phanatic score the most recognition. Those two mascots revolutionized the role of the mascot--from cheerleader to full-fledged entertainer--at ballgames in the late 1970s, influencing the many that have followed.

All are kid-friendly.

America's Top Ten Sports Mascots:

No. 1 Mr. Met, New York Mets

The 45-year-old mascot outlasted Shea Stadium (both were born in 1964).

No. 2 Phillie Phanatic, Philadelphia Phillies

Thirty-one years after its debut, the Phanatic remains one of the most popular and recognizable mascots in sports.

No.3 Hairy Dawg, University of Georgia

Debuted in 1980, the university decided to upgrade from a smaller dog mascot to counter rival Florida's tough-looking alligator, Albert.

No. 4 Wally the Green Monster, Boston Red Sox

The Red Sox Nation has come to embrace Wally since his 1997 unveiling.

No. 5 Benny, Chicago Bulls

Nearly 40 years old, Benny is a pioneer for the current generation of NBA mascots that entertain fans with dancing and stunts during breaks in the action.

No. 6 Mike the Tiger, Louisiana State University

In addition to the costumed student, there's also a real Mike the Tiger living on campus

No. 7 Sparty, Michigan State University

One of the most recognizable college mascots, Sparty brings the cartoonish, kid-friendly version of a tough, proud Spartan warrior.

No. 8 Aubie, Auburn University

Aubie came to life as a mascot in 1979.

No. 9 Goldy Gopher, University of Minnesota

Some think he looks more like a squirrel or a chipmunk, but fans of the Minnesota Golden Gophers appreciate Goldy's dedication.

No. 10 Albert, University of Florida

Debating in 1970, Albert regularly appears with his female companion, Alberta, at Gator home games.

Source:

Forbes.com, America's Top Sports Mascots, Tom Van Riper, 01.15.08

Detroit's Sports Mascots

Paws, Detroit Tigers

"Paws," the Detroit Tigers mascot was born on May 5, 1995. He loves to cheer on the Tigers at every home game. His favorite colors are blue and orange.

Roary, Detroit Lions

The Detroit Lions mascot, "Roary," can be seen at all of the Lions home football games. He says he shoe size is bigger than Shaq's!

Hooper, Detroit Pistons

"Hooper" made his Detroit Pistons debut on Nov. 1, 1996, quickly becoming one of the NBA's top stunt mascots. He can rappel off The Palace roof, skateboard, rollerblade and ride a unicycle!

Sports Humor

The entertainment and humor of sports is almost as popular as the competition itself. Funny crowd photos, jokes, bloopers, and quotes keep the non-fan entertained.



WHO'S ON FIRST? – Excerpt from the famous stand-up routine by Abbott & Costello

Costello: Well then who's on first?

Abbott: Yes.

Costello: I mean the fellow's name.

Abbott: Who.

Costello: The guy on first.

Abbott: Who.

Costello: The first baseman.

Abbott: Who.

Costello: The guy playing...

Abbott: Who is on first!

Costello: I'm asking you who's on first.

Abbott: That's the man's name.

Costello: That's who's name?

Abbott: Yes.

Costello: Well go ahead and tell me.

Abbott: That's it.

Costello: That's who?

Abbott: Yes. PAUSE

Costello: All I'm trying to find out is what's the guys name on first base.

Abbott: No. What is on second base.

Costello: I'm not asking you who's on second.

Abbott: Who's on first.

Costello: I don't know.

Abbott: He's on third, we're not talking about him.

Costello: Now how did I get on third base?

Abbott: Why you mentioned his name.

Costello: If I mentioned the third baseman's name, who did I say is playing third?

Abbott: No. Who's playing first.

Costello: What's on base?

Abbott: What's on second.

Costello: I don't know.

Abbott: He's on third.

Costello: I get behind the plate to do some fancy catching, Tomorrow's pitching on my team and a heavy hitter gets up. Now the heavy hitter bunts the ball. When he bunts the ball, me, being a good catcher, I'm gonna throw the guy out at first. So I pick up the ball and throw it to who?

Abbott: Now that's the first thing you've said right.

PART IV: SPORTS LESSON PLANS

The History of Baseball

Grade Level: Middle School, High School

Primary Subject: Social Studies, History

Library of Congress

<http://memory.loc.gov/ammem/ndlpedu/collections/jr/history.html>

Michigan Curriculum Content Standards

- U6.2 INVESTIGATION TOPICS AND ISSUE ANALYSIS: Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.
- 8.3.1 CIVIL RIGHTS MOVEMENT: Analyze the key events, ideals, documents and organizations in the struggle for civil rights by African Americans.
- K1.6 GERNERAL KNOWLEDGE: Analyze events and circumstances from the vantage point of others
- P2.3 INQUIRY, RESEARCH AND ANALYSIS: Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate and present the information orally and in writing; report investigative results in writing.

Baseball evolved from an amateur sport into a national pastime during the nineteenth century. This collection contains images of teams that reflect the growth of the game in both the amateur and professional ranks. Team photographs include military players represented in the 1863 painting, Union Prisoners at Salisbury, N.C. and an 1898 photograph of the U.S.S. Maine Base Ball Club as well as professional teams such as the Baltimore and All-America team and the Chicago Indoor Base Ball team (both photographed in 1897).

Two Special Presentations in this collection provide a brief history of the sport. "Drawing the Color Line: 1860s-1890s," the first part of "Baseball, the Color Line, and Jackie Robinson," offers insight into baseball's evolution with a timeline chronicling the professionalization of the sport. "Baseball Beginnings" from "Early Baseball Pictures, 1860s-1920s" provides additional images of this era and discusses traditions such as the President of the United States throwing out the first pitch on opening day.

- What does it mean to be a national pastime?
- Where did this phrase come from?
- Why do you think baseball became known as the national pastime instead of other sports?
- How did the sport change as it became professionalized?
- Do you think baseball is still the national pastime?
- What other sports currently compete with baseball in terms of popularity and participation (on both the amateur and professional levels)?

Lesson Plan Resources List:

Union Prisoners at Salisbury, N.C. photograph:

<http://memory.loc.gov/ammem/collections/robinson/jrgmbeg.html>

The Maine Baseball Club photograph:

<http://memory.loc.gov/ammem/collections/robinson/jrgmbeg.html>

Baltimore and All-America base ball teams

<http://memory.loc.gov/ammem/collections/robinson/jrgmbeg.html>

Chicago indoor base ball team.

<http://memory.loc.gov/ammem/collections/robinson/jrgmbeg.html>

Drawing the Color Line: 1860s – 1890s

<http://memory.loc.gov/ammem/collections/robinson/jr1860s.html>

Robinson as a Dodger: 1947-1956

<http://memory.loc.gov/ammem/collections/robinson/jr1947.html>

Baseball Beginnings

<http://memory.loc.gov/ammem/collections/robinson/jrgmbeg.html>

**Lesson Plan: Historical Analysis and Interpretation:
1954 Negro League Game Program**

Grade Level: Middle School, High School

Primary Subject: Social Studies, History

Library of Congress

<http://memory.loc.gov/ammem/ndlpedu/collections/jr/history.html>

Michigan Curriculum Content Standards

- 8.3.1 CIVIL RIGHTS MOVEMENT: Analyze the key events, ideals, documents and organizations in the struggle for civil rights by African Americans.
- K1.8 GENERAL KNOWLEDGE: Apply social problems, social structures, institutions, class, groups and interactions.
- P2.3 INQUIRY, RESEARCH AND ANALYSIS: Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate and present the information orally and in writing; report investigative results in writing.

Jackie Robinson's signing with the Brooklyn Dodgers in 1947 paved the way for other African-American baseball players. The demise of the color line also marked the beginning of the end of the Negro Leagues which lost both their players and their fans to major league baseball. The last Negro League games were played in 1955. A [1954 program](#) for a contest between the Kansas City Monarchs and the Indianapolis Clowns provides an example of how the League appealed to its audience.

Photographs and biographies of "[Feminine Stars](#)" such as Toni Stone, who started at second base for the Kansas City Monarchs and was "famous as the first girl to play in the League," follow articles such as "[Interesting Facts About the Negro League](#)." Other attractions included [Things You Might Like to Know about Clown Ed Hamman](#), a photograph of King Tut and his wife with bandleader Lionel Hampton, and [two pages of humor](#) from Ed Hamman, the premiere funny man of the Indianapolis Clowns.

Lesson Plan Resource List:

Link to the 1954 Negro League Baseball program

<http://memory.loc.gov/ammem/collections/robinson/jrprgm000.html>

- What role do features such as female baseball players, celebrities, and humor play in a baseball game?
- Are these features the type of things you would expect to be find in a game program?
- How much of the program focuses on the game being played?
- Who is the target audience of the different articles in the program?
- What does this program tell you about what a game in the Negro League might have been like in 1954?

- What are some possible reasons why the Negro League might have included features such as humor and celebrities in their entertainment in 1954?
- What seems to have been the appeal of the League itself in the 1950s?
- How do notions of nostalgia and spectacle contribute to the marketing of the League?

Lesson Plan: Media Literacy

Grade Level: High School

Primary Subject: Language Arts, Media Arts

Hockey Hall of Fame

<http://memory.loc.gov/ammem/ndlpedu/collections/jr/history.html>

Michigan Curriculum Content Standards

- P2.3 INQUIRY, RESEARCH AND ANALYSIS: Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate and present the information orally and in writing; report investigative results in writing.

Every year, events such as NHL games and Stanley Cup Playoffs receive extensive media coverage. They are especially suited to television coverage.

Pre-Visit Activity:

To examine how effective television is in covering these events, discuss the following questions with students:

- How well does TV cover these events?
- To what extent do you feel like a “participant” in these events?
- Why do some people claim that the TV coverage gives them the feeling of having an experience that is more real than being at the game?

Post-Cultural Center Visit Activity:

Have students choose from three or four hockey games shown during a given week. At the present time, games can be viewed on the following networks at the present time: CBC, FOX, VERSUS and SPORTSNET. The students will be asked to construct a comparison organizer based on the following criteria:

Announcers?

Commentary

Camera placement

Sponsors

Introduction

Special features

Wrap-up

From your notes, choose the television network that provides the most effective coverage for the audience.

Were many diverse groups represented in the broadcast /commercials?

List 3 or more purposes of television in your opinion:

Activity: Create a New Hockey Team

Grade Level: Elementary

Primary Subject: Art

Hockey Hall of Fame

Michigan Arts Education Content Standards

- Visual Arts, Creating, 1: Apply knowledge of materials, techniques, and processes to create artwork

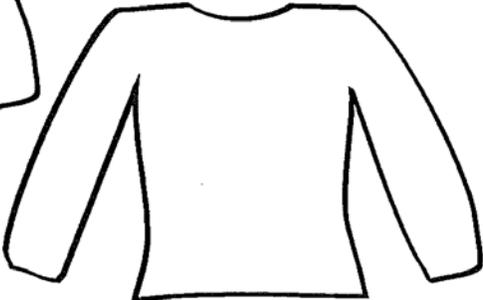
Create a New Hockey Team

4. Chose your team colours and design a uniform using these colours:

Colours:



Front



Back

Activity: Hockey Puzzle
Grade Level: 3rd – 8th Grade
Primary Subject: Language Arts
Hockey Hall of Fame

Puzzle-O-Hockey

There are 11 hockey words hidden in this puzzle.
 See how many you can find. Write your answer.

W	J	C	O	R	Z	J	S
H	F	O	R	W	A	R	D
I	P	A	C	I	M	E	B
S	Q	C	H	A	B	F	A
T	V	H	S	A	O	E	S
L	I	K	K	F	N	R	S
E	R	T	A	W	I	E	I
X	E	S	T	O	K	E	S
N	L	H	E	L	M	E	T

Hints:

A (6) – worth one point when a goal is scored

C (5) – team instructor

F (7) – a position played in the game of hockey

H (6) – headgear players wear

M (4) – used to protect the goaltender's face

N (3) – rhymes with pet

R (7) – ensures that all rules and regulations are followed

S (5) – how players move on the ice

W (7) – referee uses this to stop play

Z (7) – cleans the ice between periods

Make up a puzzle like this using other hockey words. You could use names of players or anything to do with hockey. Challenge your classmates to see if they can solve your puzzle.



Lesson Plan: Using Mean, Median, Mode and Range through Basketball

Grade Level: Middle School

Primary Subject: Mathematics

Barry University

<http://euclid.barry.edu/~marinas/mat476/bball/kup319fr.html>

By Carol A. Marinas, Assoc. Prof of Mathematics & Computer Science

Materials: paper, pencil, sports section during basketball season

Objectives: The students will be able to calculate the mean and range. Students will also be able to recognize median and mode by viewing statistics.

Mathematical concepts: mean, median, mode, and range

NCTM Standards: Standard 10 Statistics

Michigan Curriculum Content Standards

- D.AN.08.01 Determine which measure of central tendency (mean, median, mode) best represents a data set, e.g., salaries, home prices, for answering certain questions; justify the choice made.
- D.AN.08.02 Recognize practices of collecting and displaying data that may bias the presentation or analysis.
- D.RE.04.02 Order a given set of data, find the median, and specify the range of values.

Procedure:

1) Explain the meaning of mean, median, mode, and range, and how to calculate them.

Mean- average, add list of numbers and divide by number of elements.

Median - middle number. If it is an even numbered list, take the middle two numbers add them and divide by two.

Mode- most frequently used number.

Range- the difference between the highest number and the lowest number.

2) Put a list of numbers on the board (about 10) and calculate mean, median, mode, and range.

3) Do one more example and let the students lead you through.

4) Take out the sports section and go to the pages on basketball. Ask students if they viewed any games yesterday, and discuss them. Find the favorite teams of the class, and use them as examples. Look at a game with a box score. A box score will list all the players on the team and the points they scored. For example, in today's paper Florida Southern defeated Barry 76-66. For Barry the box score read, Tampa 17, Greene 8, Williams 6, Phiefer 6, Allick 12, Dubois 5, Reese 2, Hernandez 10.

5) The box score can be put into a list to calculate mean, mode, median, and range. First put the list in order.

For example from Barry's box score: 2, 5, 6, 6, 8, 10, 12, 17

From this list the Mean=8.25

Mode=6

Median=7

Range=15

6) Ask the students to pick another game. Make a list from the box score and compute mean, median, mode, and range. Have the students explain how they got their answers and what they mean.

Evaluation: Give students a copy of the pages of the sports section containing basketball box scores. Have students choose 5 games, list the box score, and compute mean, median, mode, and range for each. An optional exercise would be to pick another sport in the sports page and use the statistics listed to find mean, median, mode, and range. For example, in football, the students could make a list of the number of points each team scored. From this list, mean, median, mode, and range can be calculated.

Contributors: Major: Kari Kupfer

Minor: Carol A. Marinas

Lesson Plan: Sportsmanship: Team Play

Grade Level: 3rd-5th

Primary Subject: Physical Education, Leadership Skills

National Collegiate Athletic Association

This lesson will challenge students to avoid giving put-downs when others make mistakes and encourage them to reply with compliments and encouragement.

Michigan Curriculum Content Standards

- K.PS.03.01-K.PS.05.01 **PERSONAL BEHAVIOR:** Identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.
- K.PS.03.02-K.PS.05.02 **PERSONAL BEHAVIOR:** Identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.
- K.ID.04.01 **INDIVIDUAL DIFFERENCES:** Identify emotions related to how individuals feel while participating in physical activity in isolated settings.

National Standards: NPH.K-12.5, NPH.K-12.6, NPH.K-12.7

Skills: Demonstrate proper social behavior and respect for others' physical abilities by avoiding negative feedback, promoting positive social interaction, building leadership skills, promoting fair competition

Estimated Lesson Time: 40–50 minutes

Teacher Preparation

Duplicate the Team Play 4 worksheet for each student.

Materials

- 1 copy of the Team Play 4 worksheet for each student.
- 1 pencil for each student

Background Information

As participation in sport becomes more important to those involved (e.g., children are now playing on teams in real leagues, playing for audiences, working with coaches), it is common to hear put-downs and other negative comments from the opposing team, teammates, parents, coaches and the audience. Though put-downs may not always appear to have a detrimental effect on the recipient, even isolated or infrequent comments can stifle third- to fifth-graders' budding self-confidence. Fortunately, this awareness can serve to teach and reinforce the importance of avoiding put-downs in favor of encouraging and complimenting others—even those on the other team (a lead-in to

learning sporting behavior). Every put-down or negative comment should be followed by four encouraging words or compliments.

Introduce the Lesson

Tell students that this lesson will give them practice in looking for ways to give compliments and encouragement to others instead of teasing them or putting them down.

Follow These Steps

1. Distribute a copy of the Team Play 4 worksheet to each student.
2. Ask students to answer question 1 in part A on the worksheet and discuss their answers as a class. (*Double dribbling; throwing a bad pass; missing the basket; committing a foul; traveling; going out of bounds with the ball; going over the center line and back, commonly referred to as a back court violation.*)
3. Discuss how players, their teammates, parents, coaches and the audience commonly react to making or seeing these mistakes. (*They give a put-down; yell harsh words; feel disappointed or embarrassed.*)
4. Ask students to answer question 2 in part A on the worksheet and discuss their answers as a class. (*Dribbling around an opponent; making a good pass; making a 3-pointer, a free throw or any basket; making an assist; tipping the ball to a teammate during a jump ball; getting the ball before it goes out of bounds.*)
5. Discuss how players, their teammates, parents, coaches and the audience commonly react to making or seeing a good play. (*By cheering, clapping, smiling, saying kind words, giving compliments, showing happiness.*)
6. Lead the discussion to emphasize that we need to respect everyone's differences and abilities. Explain, "Knowing that we all make mistakes, we should try to find ways to give encouragement and compliments to others instead of putdowns. If you hear someone else putting someone down or making fun of somebody for a mistake she made, you should try to give four compliments or encouraging words to make that person feel better."
7. Based on what the class discussed in steps 4 and 5—and the answers the students wrote down for question 2 on the worksheet—discuss the four situations in part B of the worksheet by asking for compliments or ways the students could offer encouragement to Jason if the students were on Jason's team or in the audience watching him play.
8. For part C, divide the students into small groups and have them choose one of the four situations and act it out for the rest of the class.

Extend and Vary the Lesson

- For younger students or those who have less sport-related experience, you may need to give them the answers to questions 1 and 2 in part A on the worksheet and simplify the four situations to get the lesson's point across. Accept more general compliments and encouragement (e.g., "Good try!").
- Perform the same activity but with a different sport. (*In football, a player who fumbles or does not complete a pass receives a put-down from a teammate or coach and encouraging words from a friend.*)



Team Play 4

Name _____

Date _____

Answer these questions.

Part A

1. What are some ways a person can make a mistake while playing basketball?

2. What are some ways a person can do a good job while playing basketball?

Part B

For each situation, what compliments or encouragement can you offer to Jason?

- Jason tries to shoot the ball, but he misses the rim and the net. His teammate yells, “Jason shot an air ball!”

- Jason means to pass the ball to a teammate, who is open and right under the basket, but he does not see an opponent rush in from the side, and the ball is stolen away. The opponent says to Jason, “Hah! Bad pass for you, good pass for me!”

- Jason is not very good at dribbling, so he often travels. During a game, he hears someone in the audience shout, “Hey, coach! He cannot dribble! Take him out of the game!”

- Every time the person Jason is guarding shoots the ball, Jason hits the person’s arm and causes a personal foul, allowing the person to shoot free throws. While the players are setting up, Jason’s coach yells, “Jason! You are playing horribly today! You need to shape up!”

Part C

Choose one of the four situations in part B and act it out for the rest of the class.

Lesson Plan: Art in Sport
Grade Level: Middle School
Primary Subject: Art
National Collegiate Athletic Association

Students will study samples of art that depict sporting events throughout time.

National Standard: NA-VA.5-8.4, Sixth Grade–Eighth Grade Art

Skills: History of sports, learning to document historical events visually

Michigan Arts Education Content Standards

- VISUAL ARTS, CREATING, 1: Apply knowledge of materials, techniques, and processes to create artwork
- VISUAL ARTS, CREATING, 2: Apply knowledge of how visual characteristics and organizational principles communicate ideas

Estimated Lesson Time: 45 minutes

Teacher Preparation

- Duplicate the Art in Sport worksheet for each student.
- Collect NCAA® basketball pictures. Use photographs, drawings or paintings from sports magazines and calendars. You can also visit www.ncaaphotos.com. (Select Search for an image; then select year, sport [basketball], gender and division desired.) Outdated calendars are excellent sources of quality artwork. Try to collect photos that capture moments in sports history like playoff or championship games.
- Label the backs of the pictures with the names of the players, the event depicted and the date, for historical accuracy.
- (Optional) Laminate the pictures so they will be durable and reusable. Keep laminated sports pictures together in a 3-ring binder.
- For additional historical information, go to www.ncaa.org, www.ncaabasketball.net, www.ncaasports.com or www.ncaa.photos.com.

Materials

- 1 copy of the Art in Sport worksheet per student
- Several NCAA basketball pictures for each student so that each student may choose one
- At least 1 sheet of drawing paper for each student, 8 1/2 by 11 inches or larger
- Erasable overhead markers
- Drawing pencils and colored pencils or markers
- Poster board for matting

Background Information

Much of what we know about historical events is due to the work of artists and the visual representations they have left behind. Today artists keep up the historical tradition of recording momentous events and figures with their cameras, sculptures, drawings and paintings. Visual representations enable us to truly “see” what transpired in both sports and other aspects of life.

Introduce the Lesson

Tell students that artists have captured historical moments throughout history in their work. Remind them of the saying that a picture is worth a thousand words.

Follow These Steps

1. Ask students to name paintings or sculptures they have seen that portray a historical event. (*Photos of NCAA players in championship games found at www.ncaaphotos.com, or the photo of firefighters erecting a flag at the site of the World Trade Center collapse.*)
2. Show students the sampling of sports art that you have collected and discuss the events depicted. Talk about why a picture can often tell more than a paragraph. (*A picture shows you what really happened. When you look at a picture, you do not have to imagine what someone or something looks like.*)
3. Practice with the Art in Sport worksheet on page 40.
4. Allow each student to choose a copy of a sports photo, drawing or painting.
5. Using erasable overhead markers, draw a grid (made up of half-inch squares) over the laminated sheets. Make a larger, accurately scaled grid (2-inch squares) on drawing paper. Reproduce the content of each individual small square, copying it to the corresponding square in the larger grid. The end product should be more proportional and provide a more accurate representation of the original work than freehand drawing.
6. Students may then color in the work while thinking about the history behind the drawing.
7. Mat the finished works and display them.

Extend and Vary the Lesson

- Allow students to bring in photographs of themselves, family members or friends engaged in a sporting (or non-sporting) activity to draw from.
- Combine elements from more than one picture to visually “change” history.
- Draw a picture freehand. Compare the results.
- Change the color scheme of the original picture to give it a new look. For example, use all cool colors (blue, purple, green), or use all warm colors (red, orange, yellow). Consider how it affects the mood of the picture.
- Elongate the grid on drawing paper (e.g., 2- by 3-inch squares) to produce a distorted, more abstract image.

Action in Art: Basketball Silhouettes and Line Drawings

Name _____

Date _____

1. Choose a NCAA ® college basketball picture with interesting action and good contrast. Sometimes it is easiest to trace a dark body on a light background or a light body on a dark background.
2. Place a corner of the tracing paper over the picture and, if the picture is not a part of a book, tape both paper and tracing paper to the work surface. Or hold the picture in place with a paper clip or a steady hand.
3. Outline the bodies, the basketball and any backboards with a marker. Be careful not to damage the picture. If the picture is in a book, outline in pencil and trace with a marker later.
4. Fill in the bodies and the basketball. Do not fill in the backboard if the ball or the person is in front of it.
5. Experiment. Make three or four more tracings. In some, trace the uniforms and other details but do not fill in the bodies.
6. Cut out your favorite tracing and glue it to a piece of construction paper cut to an appropriate size.
7. Answer this question: What did you learn about drawing bodies? Did anything surprise you? Look at the fingers, elbows and stance (the posture or the pose of the body) of the players.

Activity: Detroit Lions Team History

Grade Level: All

Primary Subject: English, Social Studies

Pro Football Hall of Fame, Lions Edition

<http://www.profootballhof.com/hall/teacheractivityguide.aspx>

After three futile attempts at establishing a professional football team in Detroit in the 1920s, the "new" game took a firm foothold in the city beginning in 1934, when Detroit radio executive George A. Richards purchased the Portsmouth, Ohio, Spartans for the then-astounding sum of \$8,000 and moved the franchise to the Detroit, nicknamed the Motor City. The Spartans had joined the NFL in 1930 and, in 1932, played in one of history's most pivotal games, a hastily-scheduled championship game against the Chicago Bears that was played indoors at Chicago Stadium.

Unlike previous Detroit pro football teams, the new Lions team was loaded with some of the finest players of the day and the team leader was Dutch Clark, a true triple-threat superstar and the last NFL regular drop kicker, who became a charter member of the Pro Football Hall of Fame. Playing in the University of Detroit Stadium before crowds of 12,000, the Lions won the NFL championship in their second year, 1935. Those early successes firmly established pro football in Detroit and for more than 60 years the sport has been an integral part of the Michigan sports scene.

The Lions also made their lasting mark by scheduling a Thanksgiving Day game in their first season in 1934 and, except for a six-year gap between 1939 and 1944, continuing the tradition until the present day. Both before and after 1934, other NFL teams have tried Turkey Day games, and except for the Dallas Cowboys, without significant success.

In the 1950s, the Lions enjoyed their finest years ever with four divisional titles and three league championships in 1952, 1953 and 1957. Stars of those glittering teams, whose annual showdowns against the archrival Cleveland Browns fascinated the pro football world, included such future Pro Football Hall of Famers as quarterback Bobby Layne, running back Doak Walker, tackle-guard Lou Creekmur and safety Jack Christiansen.

Since their last title in 1957, the Lions have been looking in vain for the top spot. While outstanding players such as Joe Schmidt, Yale Lary, Lem Barney and Dick "Night Train" Lane earned election to the Pro Football Hall of Fame, the best the Lions were able to accomplish as a team for the next 26 seasons were wild-card berths in 1970 and 1982.

The Lions finally ended their long championship drought by winning the NFC Central Division championship in 1983. The Lions under Coach Wayne Fontes and paced by Hall of Fame running back Barry Sanders, the team's all-time rushing leader, also won divisional titles in 1991 and 1993. Detroit's first playoff victories since 1957 took the Lions all the way to the 1991 NFC championship game for the first time in franchise history.

The Detroit team moved from the University of Detroit Stadium to Briggs Field, home of the baseball Tigers, in 1938, where they stayed for 37 years. In 1975, the Lions moved into the Pontiac Silverdome where they played for 37 years. Then in 2002, the team moved back to downtown Detroit and into a new domed stadium, Ford Field.

Lesson Plan: Newspaper Articles: What are They Saying About Us?

Grade Level: Middle School, High School

Primary Subject: Language Arts

Pro Football Hall of Fame, Lions Edition

<http://www.profootballhof.com/hall/teacheractivityguide.aspx>

Goals/Objectives:

- Students identify the various sections of a newspaper with special note of the section termed “Sports.”
- Students identify key phrases and words in article titles and article.
- Students identify theme of article.
- Students identify main points of article.
- Students effectively analyze media messages in newspaper articles involving African Americans and pro football.

National Standards met: Language Arts - 9A-9J, 8I, 9I, 12J, 7I, 6F, 6G, GI, 8J, 5F, 5G

Michigan Curriculum Content Standards

- **K1.8 READING AND COMMUNICATING:** Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences and determine main idea and supporting details.
- **P1.4 INQUIRY, RESEARCH AND ANALYSIS:** Communicate clearly and coherently in writing, speaking and casually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

Methods/Procedures:

- Students will first complete a series of exercises involving examination and interpretation of numerous articles in newspapers involving African Americans.
- As a beginning activity, students will be asked to gather newspaper articles that mention and deal with minority pro football players. Students are asked to especially note if any players are identified as African Americans.
- Secondly, the instructor will make copies or transparencies of several articles that lend themselves to an easy identification of themes, main points and key words and phrases. The instructor will use at least one article as an example of what students are to do and how they are to accomplish the lesson’s goal of discovering themes, main points and key words and phrases.
- Next, the class will be provided with one article to individually identify the theme, main points and key words. After this is complete, the instructor will lead a class discussion of this article to arrive at a consensus.
- Finally, the students will be given their own article to identify theme, main points and key words to present to the class.
- Students would be encouraged to access the Lions’ official site: **detroitlions.com**. On this site students can examine articles to analyze, discuss and import for use in their presentation and discussion.

- Students should also be encouraged to use other credible sites like **Profootballhof.com** as a source for other stories and articles. Students may gather information to add to their presentations.

Materials:

- Teacher compiled articles
- Newspapers of various cities
- Access to the Internet
- Access to Lions' website at detroitlions.com
- Access to the school and/or public library

Assessment:

- Teacher created format (stencil) for student use and evaluation of articles.
- Students will deliver a formal presentation on their news article.
- Teacher posts news articles and student assessments.

Newspapers: What Are They Saying?

Article Title:

Author (if given):

Player(s) mentioned:

Theme (message):

Main Points:

Key Words:

Article or copy should be attached to the back of this sheet

Lesson Plan: Sports Nutrition

Primary Subject: Health, Family & Consumer Science

Grade Level: 6th-9th Grade

Pro Football Hall of Fame, Lions Edition

<http://www.profootballhof.com/hall/teacheractivityguide.aspx>

Goals/Objectives:

Students will:

- Describe how physical activity affects athletes' nutritional needs.
- Analyze what's best to eat and drink before, during, and after a workout or competition.
- Distinguish between fact and myths regarding sports nutrition.

Michigan Curriculum Content Standards

- A.AN.06.01 PHYSICAL ACTIVITY AND NUTRITION: Apply the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).
- K.AN.07.01-K.AN.08.01 PHYSICAL ACTIVITY AND NUTRITION: Evaluate the effects of physical activity and nutrition on the body.

National Standards met: Nutrition and Wellness, Standard 14.0

Methods/Procedures:

- Using available resources have students investigate the Food Guide Pyramid. Inform students that the eating plan supplies athletes with all the nutrients they need. With increased energy and fluid requirement, athletes need to consume more than the minimum number of servings recommended. They should get:
 - Plenty of carbohydrates. Athletes need extra calories for energy. They should get most of them from nutrient-dense foods high in complex carbohydrates.
 - Enough, but not too much protein. Physical activity along with sufficient amount of protein will help build muscles. Extra protein is stored as fat.
 - Enough vitamins and minerals. Athletes should eat calcium-rich foods for healthy bones, and iron-rich foods for oxygenated blood.
 - Enough water. Athletes should replenish the water lost through perspiration. Each pound of weight loss from sweating needs to be replaced by 2 cups of fluid.
- Review the functions of the essential nutrient, water. Discuss how the need is increased during a workout or competition and what the health dangers are from dehydration. Have students address what types of fluids should be consumed and why, what activities pose the greatest challenges (running, bicycling, etc.), and how these challenges can be overcome through rehydration.
- Have students create a sample menu for a high performance meal to be eaten

several hours before a competition. They should trade with a classmate to evaluate each other's meal plan. Using nutrient analysis software, have them analyze the nutritional value of their meal plan.

- In a large group discussion, identify what wrestlers do before and after weigh-ins to achieve the weight desired for their weight class in time for the match, and discuss what the short-term and long-term consequences are for such practices. Have them create flyers informing wrestlers how proper meal planning can enhance wrestling performance.
- Brainstorm food myths regarding sports nutrition such as making weight, bulking up, high-protein diets, and carbohydrate loading. Have students evaluate the nutritional consequences of each myth.

Materials:

- Food Guide Pyramid resources as videos, internet connections, computer software, nutrition textbooks, etc.
- Computers
- Nutrient analysis computer software

Assessment:

- Participation in all instructional activities
- Completion of Power for Performance Activity Sheet

1. Find a Food Pyramid Guide (use fats, oils and sweets as A; milk, yogurt and cheese as B; meat, poultry and fish as C; vegetables as D; fruits as E; and breads as F).

2. Match the foods below to the food groups shown in the pyramid.

- | | | | |
|-------------------|------------------------|----------------------|----------------------|
| _____ 1. oranges | _____ 6. plums | _____ 11. corn bread | _____ 16 grape juice |
| _____ 2. pancakes | _____ 7. tortilla | _____ 12. cereal | _____ 17. chicken |
| _____ 3. yogurt | _____ 8. peanut butter | _____ 13. milk | _____ 18. tuna fish |
| _____ 4. omelet | _____ 9. steak | _____ 14. corn | _____ 19. broccoli |
| _____ 5. macaroni | _____ 10. apple | _____ 15. choc. cake | _____ 20. candy bar |

3. Complete the following schedules for fluid intake before, during and after a workout or competition.

Time Frame

Drink This Much

- 2 to 2 1/2 hours before activity
- 15 minutes or less before activity
- Every 15 minutes during activity
- After Activity

4. Select the best word(s) that complete(s) the following scenario.

- A. Banana B. Candy Bar C. Complex Carbohydrates D. Dehydration
E. Electrolytes F. Fluids G. Nauseated H. Sports Drink

Before his first football game, Brandon ate a big bowl of cereal, a bagel and an orange to get plenty of _____. To make sure he would have enough _____, he took

a bottle of water with him to the game. A teammate offered him a _____, but he was afraid it would make him jittery. He ate a _____ instead. The day was warm and many players suffered from _____. Brandon scored a touchdown, but his leg muscles cramped up. He drank a cola on the sideline, but it made him feel _____. His coach gave him several glasses of a _____. “You need to replace _____,” he said.

5. Circle the best choice for the missing word in each sentence.

1. The Food Guide Pyramid eating plan provides athletes with all the (nutrients or calories) they need.
2. Athletes require more than the minimum number of (foods or servings) because of their energy needs.
3. Athletes should get most of the extra calories they need from (fats or carbohydrates).
4. Complex carbohydrates produce (energy or muscle).
5. Athletes should eat only 2 to 3 servings from the (meat or vegetable) group.
6. The body uses protein for (growth or energy).
7. Pyramid guidelines suggest athletes eat foods rich in (calcium or iron) for healthy bones.
8. Athletes’ bodies sweat to reduce (body weight or body heat) during a workout or competition.
9. Athletes need to replace the (fluids or calories) lost during a workout or competition.
10. It takes 2 cups of water to replace each (ounce or pound) lost to sweat.

6. Joe weighs only 155 pounds, but he wants to make the football team in the fall. He has decided to eat a lot of steak and ice cream every day all summer to gain weight. How could his actions affect his ability to compete and his general health? Describe a better plan for reaching his goal.

Part IV: WEBSITES & OTHER RESOURCES
LORENZO CULTURAL CENTER EXHIBIT INFORMATION

SuperWomen

Magically capturing the spirit of 100 female athletes in 100 different sports, SuperWomen is a testament to the athletic passion and achievement of women and a beautiful and empowering collection photographed by Jodi Buren.

MUSEUMS & EXHIBITS

Detroit Historical Museum
5401 Woodward Avenue
Detroit, Michigan 48202
313-833-7935
www.detroithistorical.org

Michigan State University Museum
East Lansing, MI 48824
517-432-3355
www.museum.msu.edu

Port Huron Museum
1115 Sixth Street
Port Huron, MI 48060
810-982-0891
www.phmuseum.org

Women's Sports Foundation
Eisenhower Park
1899 Hempstead Turnpike, Suite 400
East Meadow, NY 11554
800-227-3988
www.WomensSportsFoundation.org

OTHER LOCAL RESOURCES

Detroit Lions Football
www.detroitlions.com

Detroit Red Wings Hockey
<http://redwings.nhl.com/>

Detroit Pistons Basketball
www.nba.com/pistons

Detroit Shock Basketball
www.wnba.com/shock/

Detroit Tigers Baseball
<http://detroit.tigers.mlb.com/>

Ilitch Holdings, Inc.
Detroit, MI
313-983-3300
www.ilitchholdings.com

MSU Spartans Athletics
www.MSUSpartans.com

UM Wolverines Athletics
www.mgoblue.com

Michigan & Trumble, LLC,
Preserve Tiger Stadium
www.StrandedattheCorner.com

WEBSITES

The Hockey Hall of Fame
www.hhof.com

The Library of Congress
<http://memory.loc.gov/ammem/ndlpedu/collections/jr/history.html>

The Naismith Memorial Basketball Hall of Fame
www.hoophall.com

The National Baseball Hall of Fame and Museum
www.baseballhalloffame.org

The National Collegiate Athletic Association
www.NCAA.org

The Pro Football Hall of Fame
www.profootballhof.com/hall

Barry University
<http://euclid.barry.edu/~marinas/mat476bball/kup319fr.html>

PBS, Baseball by Ken Burns
www.pbs.org/kenburns/baseball

PART V: SUGGESTED READING LIST

The Big House: Fielding H. Yost and the building of the Michigan Stadium /

Dr. Robert Soderstrom. Huron River Press, 2007, www.huronriverpress.com

- Sunday, September 20 at 2pm

Sports and Freedom: The Rise of Big-Time College Athletics / Dr. Ronald A. Smith.

Oxford University Press, 1988. www.oup.com/us

- Wednesday, September 23 at 11am or 1pm

From Glory Days: Successful Transitions of Professional Detroit Athletes / Kurt

David. Publish America, 2007, www.publishamerica.com.

- Thursday, September 24 at 1pm

Greg Kelsner's Tales from Michigan State Basketball / Greg Kelsner. Sports Publishing, 2006.

- Friday, September 25 at 11am or 1pm

The House of David Baseball Team / Joel Hawkins and Terry Bertolino. Arcadia Publishing, 2000, www.arcadiapublishing.com

- Sunday, September 27 at 2pm

Tales from the Detroit Tigers Dugout/ Jack Ebling. Sports Publishing, 2007.

- Wednesday, September 30 at 11am and 1pm

A Century of Spartan Basketball: Magic Moments / Jack Ebling. Sleeping Bear Press, 1998, www.sleepingbearpress.com

- Wednesday, September 30 at 11am and 1pm

JUD: A Magical Journey / Jack Ebling. Sagamore Publishing, 1995, www.sagamorepub.com.

- Wednesday, September 30 at 11am and 1pm

The Best of Frank DeFord: I'm Just Getting Started / Frank DeFord. Triumph Books, 2000, www.triumphbooks.com.

- Thursday, October 1 at 7pm

The World's Tallest Midgit: The Best of Frank DeFord / Frank DeFord. Little, Brown Publishing, 1987,

www.hachettebookgroup.com/publishing_little-brown-and-company.aspx

- Thursday, October 1 at 7pm

The Heart of a Champion: Celebrating the Spirit and Character of Great American Sports Heroes / Frank DeFord. Tehabi Books, 2002.

- Thursday, October 1 at 7pm

Everybody's All-American / Frank DeFord. DaCapo Press, 2004,
www.perseusbooksgroup.com/dacapo

- Thursday, October 1 at 7pm

The Entitled / Frank DeFord. Sourcebooks, 2007, www.sourcebooks.com,

- Thursday, October 1 at 7pm

The Old Ball Game: How John McGraw, Christy Mathewson, and the New York Giants Created Modern Baseball / Frank DeFord. Atlantic Monthly Press, 2005,
www.groveatlantic.com

- Thursday, October 1 at 7pm

The Detroit Tigers: A Pictorial Celebration of the Greatest Players and Moments in Tigers' History / Dr. William Anderson. Diamond Communications, 1991

- Wednesday, October 7 at 11am and 1pm

The View from the Dugout: The Journals of Red Rolfe / Dr. William Anderson. University of Michigan Press, 2006, www.press.umich.edu

- Wednesday, October 7 at 11am and 1pm

The Way We Played the Game / John Armstrong. Sourcebooks, 2002,
www.sourcebooks.com

- Thursday, October 8 at 11am and 1pm

Ruling Over Monarchs, Giants and Stars: Umpiring in the Negro Leagues and Beyond / Byron Motley. Sports Publishing, 2007.

- Friday, October 9 at 11am and 1pm

Baseball at the University of Michigan / Rich Adler. Arcadia Publishing, 2004,
www.arcadiapublishing.com

- Saturday, October 10 at 1pm

Superwomen: 100 women, 100 sports / Jodi Buren. Bullfinch Press, 2004,
www.hachettebookgroup.com/publishing_little-brown-and-company.aspx

- Sunday, October 11 at 2pm

The Supernatural / Lem Barney.

- Thursday, October 15 at 7pm

Bo's lasting lessons : the legendary coach teaches the timeless fundamentals of leadership / Bo Schembechler and John U. Bacon. Warner Business Books, 2007,
www.hachettebookgroup.com

- Thursday, October 22 at 12pm

Blue Ice : The Story of Michigan Hockey / John U. Bacon. University of Michigan Press, 2001, www.press.umich.edu

- Thursday, October 22 at 12pm

Detroit's Olympia Stadium / Robert Wimmer. Arcadia Publishing, 2001,
www.arcadiapublishing.com

- Friday, October 23 at 11am and 1pm

Detroit's High School Football Rivalries / T.C. Cameron. Arcadia Publishing, 2008,
www.arcadiapublishing.com

- Friday, October 30 at 11am and 1pm

Detroit, City of Champions: The Story of the Most Important Season in Detroit Sports History / Charles Avison. Diomedea Publishing, 2008,
www.diomedeapublishing.com

- Wednesday, November 4 at 11am and 1pm

Joe Louis: The Great Black Hope / Richard Bak. DaCapo Press, 1998,
www.perseusbooksgroup.com/dacapo

- Thursday, November 5 at 11am and 1pm

Only a Game / Bill Littlefield. Bison Books, University of Nebraska Press, 2007,
www.nebraskapress.unl.edu

- Sunday, November 8 at 2pm

Detroit Red Wings: The Illustrated History / Richard Bak. Taylor Publishing Co., 1998, <http://www.rlptrade.com/>

- Wednesday, November 11 at 11am and 1pm

Detroit's Sports Broadcasters On the Air / George Eichorn. Arcadia Publishing, 2003,
www.arcadiapublishing.com

- Thursday, November 12 at 11am and 1pm

Ty and the Babe : Baseball's Fiercest Rivals : A Surprising Friendship and the 1941 Has-Beens Golf Championship / Tom Stanton. St. Martin's Press, 2007,
us.macmillan.com/smp.aspx

- Friday, November 13 at 11am or 1pm

Hank Aaron and the Home Run That Changed America / Tom Stanton. William Morrow Publishing, 2004, <http://www.harpercollins.com/imprints/index.aspx>

- Friday, November 13 at 11am or 1pm



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