

Grade 10 & 12

Distance Learning Module 1: Week of: 3/30/2020 – 4/3/2020

Sports and American Culture - *Modified from* [Unit 1 - R A C E](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Timeline of racial integration in major American sports
- Key facts about historically significant minority athletes
- Key facts about the Civil Rights Movement and Vietnam War

Vocabulary:

Skills:

- Close reading
- Contextualization / “historical fingerprinting”
- communicating findings through writing, orally, or with visual mediums

Expectation:

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Intro to the course	Course Syllabus, Sports Trading Card Assignment	Submit signed syllabus via classroom Submit Trading Card via classroom
Tuesday: What effect did Jesse Owens have on the relationship between sports and American culture? 1) Watch TedTalk 2) Read Jesse Owens Article 3) Watch Jesse Owens Video 4) Write Response and submit on classroom	Ted Talk Jesse Owens Article Jesse Owens Video	Jesse Owens Written Response: a) Who was Jesse Owens as a man (go deeper than his accomplishments) b) What big life choices did he make after the Olympic Games, should he have made different choices? c) How is his story significant in revealing a snapshot of the relationship between sports and race relations in the 1930s?

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Wednesday: How did the integration of professional baseball happen?</p> <ol style="list-style-type: none"> 1) Read 'Racial Integration' 2) Complete 'Notes Sorter on Google Classroom 	<ol style="list-style-type: none"> 1) *Link to Racial Integration reading 2) *Link to Notes Sorter document 	<p>Submit 'Racial Integration' Notes to classroom</p>
<p>Thursday: Why do all MLB players wear the number 42 in games played on April 15th, every year?</p> <ol style="list-style-type: none"> 1) Watch Jackie Robinson ESPN documentary 2) Write a response to Bob Costas' final statement at the end of the video and submit to classroom 	<p>Jackie Robinson Documentary</p>	<p>Written Response: Breakdown Bob Costas' statement at the end of the video; what does he mean? Is he right?</p>
<p>Friday: What do we need to understand about the Civil Rights Movement in order to understand the world that defined Muhammad Ali and his choices.</p> <ol style="list-style-type: none"> 1) Watch both Crash Course videos, and complete the 'digital worksheets' assigned in Classroom 2) Watch the MLK vs Malcolm X video and create a Venn Diagram that compares/contrasts the two Civil Rights leaders 	<ol style="list-style-type: none"> 1. Crash Course: the 1950's Crash Course: The 1960's 2. MLK vs Malcolm X 	<p>Complete digital submission of Crash Course Worksheets using Google Forms uploaded to classroom</p> <p>Create a Venn Diagram comparing and contrasting MLK and Malcolm X, submit to classroom</p>

Week criteria for success (attach student checklists or rubrics):

Check when Completed

- ☐ Signed Syllabus
- ☐ Trading Card Assignment
- ☐ Jesse Owens Response
- ☐ Racial Integration Notes
- ☐ Jackie Robinson Response
- ☐ 1950's + 1960's Crash Course Digital Worksheets
- ☐ MLK v Malcolm X Venn Diagram

Supportive resources and tutorials for the week (plans for re-teaching):

Day	Topic	Support/Enrichment Material
Monday	Class Intro	n/a
Tuesday	Jesse Owens	'Race' (2016)
Wednesday	Integration/Jackie Robinson	'42' (2013)
Thursday	Jackie Robinson	'42' (2013)
Friday	Civil Rights Movement	Khan Academy