

Week Two: Unwritten Stories—The Olympics

Weekly Focus: Comprehension
Weekly Skills: Main Idea, Textual Evidence

Lesson Summary: This week students will consider our essential question, "Why do we tell stories?" in connection to the Olympics. Students will think critically about the kinds of stories our cultures tell from generation to generation in ways other than the written word. During this lesson students will work with various texts about the Olympic Games.

Materials Needed: Internet and Projector, Reading Log, Handout, Group Roles

Objectives: Students will be able to

- Identify main ideas in excerpts about the Olympic games
- Correctly answer comprehension questions
- Compare and contrast differing points of view concerning the Olympic Games
- Formulate and support a written response concerning the Olympic Games

Common Core Standards Addressed:

Notes: This lesson's weekly focus is on Comprehension. The weekly skills of finding the main idea and finding textual evidence to support answers will aid in Comprehension.

The creation of the timeline is an important process for students to participate in: the scale of the timeline and the plotting of events will build mapping/graphing skills as well as prepare students to plot points on a number line/timeline for the GED 2014 test.

The Reading Log is not directly used in this lesson. However, students may choose to use it while reading and completing the group questions if they would like.

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Activities:

Warm-Up: Olympics	Time: 15 minutes
1) As students enter the class, have this question up on the board: "If you could compete in the Olympics, would you? Why or why not?" Have students free-write their answers and then have volunteers share with the class. OR 2) Have students do a Google Search on the Olympic Games to preview some information individually or in pairs. Possible Google Search terms: Origin of the Olympics, Father of the Olympics.	

Activity 1: Reading a Map, Creating a Timeline	Time: 40 minutes
1) Hand out map to class. 2) Have students work through questions individually and then go over as a group. **Note** If you do not have a color printer, you may need to project the map onto an overhead for the students. 3) Divide students into groups. Have students construct their Olympic Timeline. 4) Go over terms <u>AD</u> and <u>BC/E</u> , explaining that today people often use the terms CE (Common Era) and BCE (Before Common Era). If neither denotation is used after a year, students can assume that the event takes place in the Common Era. Ask students to correctly label their Olympic timelines B.C. or B.C.E.	

Break: 10 minutes

Activity 2: Reading for Main Ideas	Time: 45 minutes
1) Divide class into groups. 2) Hand out group role sheets and have each student pick a role. 3) Distribute handout and have students complete group questions. 4) Go over as a class.	

Reflection: How is the Olympics like a Story?	Time: 15 minutes
1) Write this question on the board: "How do athletes' stories represent the meaning of the Olympics?" 2) Ask students to write about this for five minutes. 3) Form a "whip" circle. Have students stand and form a circle. Go around the circle and have each student share one thought about how the Olympics are like a story.	

Extra Work/Homework:	Time:
Ask students to research a controversy that has occurred in the Olympics and to write a one to two paragraph report about this controversy.	

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Differentiated Instruction/ELL Accommodation Suggestions	Activity

Online Resources:

Suggested Teacher Readings:

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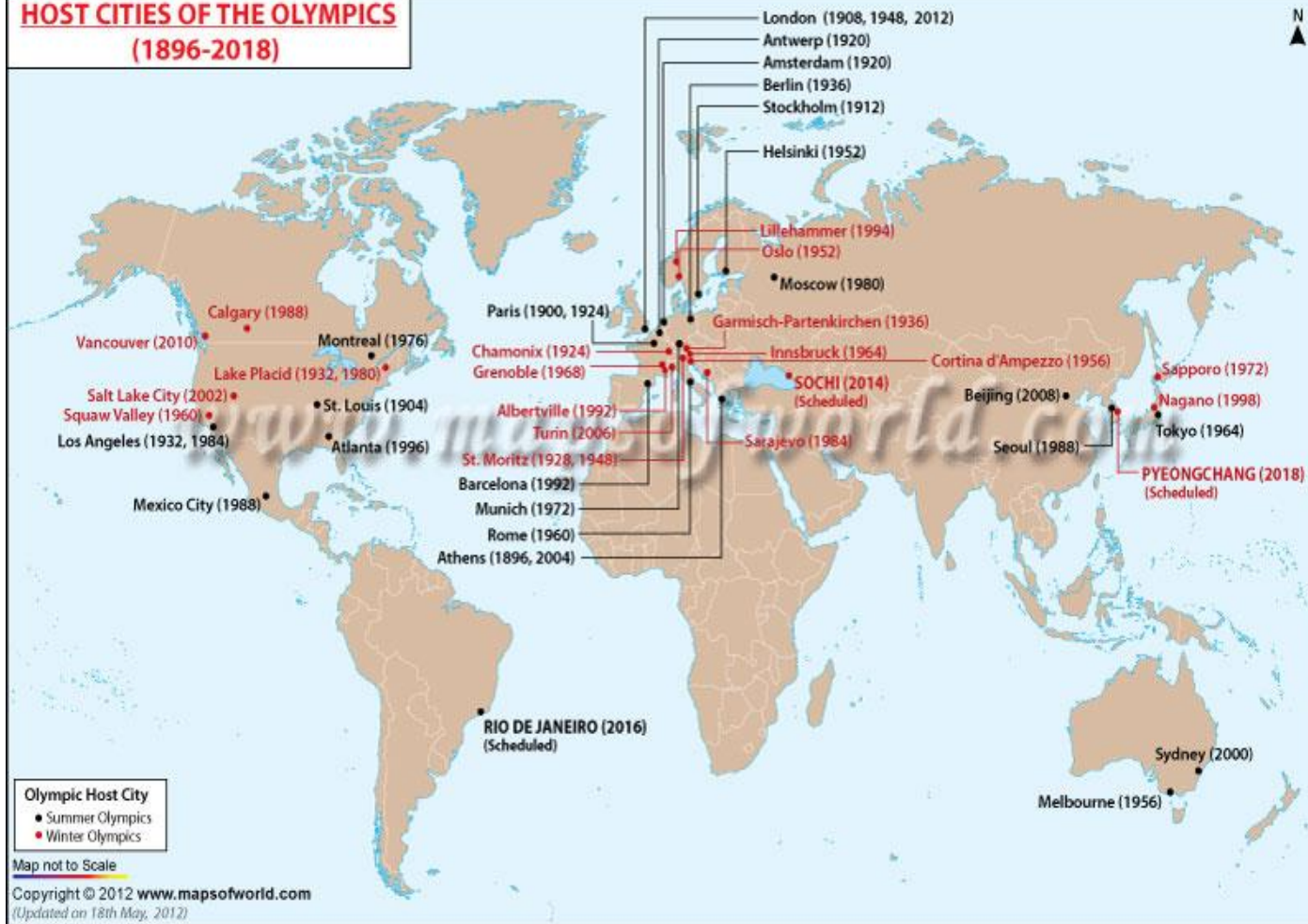
Reading Log

Name:

Page # (or Paragraph # for short readings)	Signpost I Noticed (circle one)	Signpost Question	My Notes About It
	Contrasts and Contradictions Aha Moment Tough Questions Words of the Wiser Again and Again Memory Moment		
	Contrasts and Contradictions Aha Moment Tough Questions Words of the Wiser Again and Again Memory Moment		

Signposts taken from *Notice and Note* (Portsmouth, NH: Heinemann) by Kylene Beers and Robert E. Probst.

HOST CITIES OF THE OLYMPICS (1896-2018)



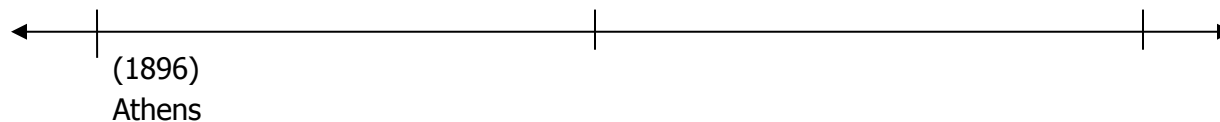
Map taken from
www.mapsofworld.com

Questions

- 1) Who hosted the 1980 Olympics?
- 2) How many times has the United States hosted the Olympics?
- 3) Why might the Olympic committee want so many different countries to take turns hosting the event?
- 4) Name one country that has NOT hosted the Olympics ever? Why do you think this might be?

Group Activity:

- 1) Finish the timeline below. You may choose to copy it onto another sheet:



COUBERTIN: FATHER OF THE MODERN OLYMPICS

(EXCERPTED FROM OLYMPIC-LEGACY.COM [HTTP://WWW.PE04.COM/OLYMPIC/ATHENS1896/COUBERTIN_1896.PHP](http://www.pe04.com/OLYMPIC/ATHENS1896/COUBERTIN_1896.PHP))

The story of the revival of the Olympic Games is very much the story of Pierre de Coubertin, the undisputed father of the modern Olympics. Coubertin almost single-handedly revived the Olympic Games and created the Olympic Movement, and spent most of his life nurturing it to the place of international prominence it now holds.

Pierre Fredy, Baron de Coubertin, was born on January 1, 1863. Young Pierre, whose father was an artist and mother a musician, was raised in cultivated and aristocratic surroundings. Growing up, Coubertin was intensely interested in literature, education, and sociology. At the tender age of 17, his deep interest in education became sharply focused on the problem of widespread apathy still crippling his fellow Frenchmen, a decade after their demoralizing defeat in the Franco-Prussian War. He concluded that education—the development of the individual—was the key to the future of society.

His travels led him to the conclusion that athletic exercise was of great value in the intellectual development and upbringing of young people. He observed, "Competing for a place on an athletic team developed qualities of character, whereas the attitude in French schools was that games destroyed study."



Above:
Pierre de Coubertin as
a young man

LATER IN HIS LIFE, COUBERTIN WROTE, "PEACE...COULD BE THE PRODUCT ONLY OF A BETTER WORLD; A BETTER WORLD COULD BE BROUGHT ABOUT ONLY BY BETTER INDIVIDUALS; AND BETTER INDIVIDUALS COULD BE DEVELOPED ONLY BY THE GIVE AND TAKE, THE BUFFETING AND BATTERING, THE STRESS AND STRAIN OF FIERCE COMPETITION."

A BRIEF HISTORY OF THE ANCIENT OLYMPIC GAMES

(EXCERPTED FROM OLYMPIC-LEGACY.COM [HTTP://WWW.PE04.COM/OLYMPIC/OLYMPIA/INDEX.PHP](http://www.pe04.com/OLYMPIC/OLYMPIA/INDEX.PHP))

The ancient Olympic festival, from which we derive the Olympic games of today, was a pivotal force in ancient Greece. Its recorded history spans more than a millennium—from 776 BC to AD 392, a total of 293 Olympiads. The Games developed gradually, mirroring the rise of classical Greek culture. The ancient Olympics were based on a philosophy of balance between physical/athletic and spiritual/moral development that was a cornerstone of Greek democracy. As the ideals and political forces that inspired the Games began to deteriorate, so did the festival. Under Roman rule, the Olympics experienced a renaissance, but in a form not true to its original spirit. Finally, by decree of the Christian emperor Theodosius I, the Games were abolished in AD 393.

SARAH ATTAR IS FIRST SAUDI ARABIAN WOMAN IN OLYMPIC TRACK AND FIELD

Associated Press in London, guardian.co.uk, Wednesday 8 August 2012 13.12 EDT

US-resident college athlete finishes a distant last in 800m heat but attracts standing ovation as she crosses finish line



(Saudi Arabia's Sarah Attar competes in the women's 800m heats at the Olympic Stadium.
Photograph: Gabriel Bouys/AFP/Getty Images)

Sarah Attar finished last and more than a half-minute slower than her nearest competitor in a women's 800m heat in the Olympic Stadium on Wednesday, yet hundreds of spectators rose to give her a standing ovation as she crossed the finish line.

For the first woman from [Saudi Arabia](#) to compete in track and field at the Olympics, the principle was more important than the performance. Covered in clothing from head to toe, except for her smiling face poking out from her hood, Attar made her debut five days after a Saudi judoka became the ultra-conservative country's first female competitor at any Olympics.

"This is such a huge honor and an amazing experience, just to be representing the women," Attar said. "I know that this can make a huge difference."

The 19-year-old Attar ran 800m in 2min 44.95sec but to her, the time wasn't the point. Her mother is American and her father is Saudi. She has dual citizenship, was born in California and runs track at Pepperdine University near Los Angeles. Attar wanted to represent Saudi Arabia at the Olympics as a way of inspiring women.

"For women in Saudi Arabia, I think this can really spark something to get more involved in sports, to become more athletic," she said. "Maybe in the next Olympics, we can have a very strong team to come."

This year, under pressure from the International Olympic Committee, Saudi Arabia broke its practice of fielding male-only teams by entering Wojdan Ali Seraj Abdulrahim Shahrkhani in judo and Attar in track and field. Saudi Arabia is one of three Islamic countries, along with Qatar and Brunei, that brought female athletes for the first time, making this the first Olympics in which every national team includes a woman.

Group Questions:

First, read through the three article excerpts above. Then, answer the questions below.

- 1)** In what country did the Olympic Games originate?
 - a) France
 - b) Greece
 - c) Saudi Arabia

- 2)** Pierre de Coubertin most likely came from a society and time that
 - a) Highly valued sports
 - b) Considered sports to conflict with study
 - c) Had several sporting teams in schools

- 3)** Even though Sarah Attar finished last in her Olympic Race, how might this still be seen by many as a victory?

- 4)** Include the dates from the articles above in your previously created timeline.

- 5)** How does Sarah Attar's Olympic journey contrast with tradition?

- 6) Choose ALL of the following that apply.** Sarah Attar is most likely a person who:
 - a) is not afraid of a challenge
 - b) cares about inspiring other women
 - c) believes that traditions should always be followed
 - d) is only worried about winning.

- 7)** Re-read the excerpt on Pierre de Coubertin. What Tough Question do you think he asked himself to arrive at the conclusion that competition builds character and intellectual development?

- 8) What do you think Pierre de Coubertin would think about Sarah Attar's race in the Olympics?** Write a one paragraph response to this question, using at least one quote from either article as evidence to support your opinion.

Group Work Roles

LEADER

- Makes sure that every voice is heard
- Focuses work around the learning task; guide group from exercise to exercise

Sound bites: Let's hear from ____ next." "That's interesting, but let's get back to our task."

RECORDER

- Compiles group members' ideas:
 - Make a star on the sections/numbers we need to go over
 - Write specific questions

Sound bites: "I think I heard you say _____; is that right?" "How would you like me to write this?"

TIME KEEPER

- Encourages the group to stay on task
- Announces when time is halfway through and when time is nearly up

Sound bite: "We only have five minutes left. Let's see if we can wrap up by then."

PRESENTER

- Presents the group's finished work to the class

Sound bite: "Which questions do we need to go over in this section?" "What else do we need to ask?"

Created by Jen Ouellette for the Minnesota Literacy Council