

Glendale Unified School District

High School

February 7, 2023

Department: History-Social Science

Course Title: The Role of Sports in American History

Course Code: 6190D/6191D

School(s) Course Offered: Crescenta Valley High School, Hoover High School

UC/CSU Approved: Pending, "G" Elective
(Y/N Subject)

Course Credits: 10

Grades offered: 10-12

Recommended Prerequisite: N/A

Textbook: Sports in American Life: A History, 3rd ed., by Richard O. Davies

Course Overview: Sports have played a major role in shaping our country. This course is designed to give students an understanding of the role sports have played in American History. Particular attention will be given to the social, economic, and political impact sports have had in the 19th and 20th centuries.

Students will gain a better appreciation of how various sports have influenced/shaped our American culture from early America through modern times. Students will examine how various sports, sporting figures, and sporting events have played a role in helping shape the culture of our country.

The following History Social Science Standards will be reinforced throughout the course:

- 11.5.6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- 11.8.7 Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
- 11.8.8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).
- 11.9.4 List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam...).
- 11.10.1 Explain how demands of African Americans helped produce a stimulus for civil rights...
- 11.10.4 Examine the roles of civil rights advocates...
- 11.10.7 Analyze the women's rights movement...including differing perspectives on the roles of women.
- 11.11.3 Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

Student Outcomes: Through the projects listed at the end of each unit, students will demonstrate an understanding and mastery of the accompanying Common Core State Standards.

First Semester - Course Content:

**The following units of study may be taught chronologically or thematically.*

The 9 units are listed below with sub topics covered. In parentheses are the corresponding chapters and sections of the textbook, Sports in American Life (Third Edition) by Richard O. Davies

Breaking Racial Barriers

- A. The First “Fight of the Century” Jack Johnson vs. James Jeffries (9.1)
- B. America’s Greatest Athlete is a Native (3.4)
- C. Separate but Unequal – Baseball’s Negro Leagues (9.2)
- D. Jesse Owens Wins in Berlin (9.3)
- E. The Trailblazers: Jackie Robinson and Larry Doby to Pumpsie Green (9.4, 9.5)
- F. Tennis – Althea Gibson and Arthur Ashe (9.6)
- G. Not All Black and White – 1966 NCAA Basketball, Texas Western vs. Kentucky (9.7)
- H. I Am the Greatest – Muhammad Ali (14.1)
- I. Mexico City 1968 – Tommie Smith, Juan Carlos (13.2)
- J. Hank Catches the Babe (14.4)
- K. The Dodgers’ checkered relationship with the Mexican community (Fernando Nation ESPN documentary)
- K. Tiger’s Roar (14.6)
- L. Sister Act – Venus and Serena (14.7)

Assignments: Read the sections of the text listed in parentheses, discuss the issues within small and large group settings, and submit written answers to comprehension and analytical questions provided.

Students may choose two of the following projects listed below.

1. Students will pre-approve a sports-history book regarding an issue or figure from this unit. After reading the book, they will then write a book review. More than just an explanation of the book, the review should explain the academic value of the book.
 - **CCSS.ELA-LITERACY.RL.11-12.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - **CCSS.ELA-LITERACY.W.11-12.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Students will pre-approve a sports-history movie. For each full-length movie, the students will be completing a 3-5 page paper. The paper will require the students to give a brief background of the historical context in which the movie takes place. It is expected that they will give an explanation of the major social, political, and economic issues happening during the time in which the movie is set. They will briefly explain the sports aspect of the movie. Students will also be required to analyze the historical events portrayed in the movie and discuss whether the movie did a good job accurately portraying those events. In conclusion, the students will give their opinion on the movie in general. They will defend their opinions using factual information from the movie, or from their knowledge gained from studying the unit. Particular attention, with supporting evidence, of the social, political, or economic theme(s) portrayed in the movie should be a major part of their paper.
 - **CCSS.ELA-LITERACY.W.9-10.2.B** - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Students create a research-based multimedia presentation about one of subtopics of the class. They will get the specific topic pre-approved so as not to have duplication. Students will go into detail regarding the subtopic citing at least two credible sources. Pictures and graphics must be included in the presentation.

- CCSS.ELA-LITERACY.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Shaping Society: Gender in Sports

- A. Helen Wills and Gertrude Ederle – America’s First Female Sports Stars (6.3)
- B. Babe Didrikson: The Texas Tomboy (6.4)
- C. A League of Their Own (6.5)
- D. Title IX - The 37 Words Nixon Signed into Law (15.1, 15.6)
- E. Billy Jean King Sparks a Revolution (15.3)
- F. World Cup Winners (15.4)

Assignments: Read the sections of the text listed in parentheses, discuss the issues within small and large group settings, and submit written answers to comprehension and analytical questions provided.

Students may choose one of the following projects listed below.

1. iMovie presentation (research and analysis): Describe the triumph of various sports icons from this unit and how they helped shape the foundation of their respective sports. What have they done to ensure their sport is successful and will continue to be? What impact have they made on youth sports globally? Was there impact on youth sports in our nation? How have these sports grown economically and commercially? What positive gains have been made by these athletes?
 - CCSS.ELA-LITERACY.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
2. Students will pre-approve a sports history movie. For each full-length movie, the students will be completing a 3-5 page paper. The paper will require the students to give a brief background of the historical context in which the movie takes place. It is expected that they will give an explanation of the major social, political, and economic issues happening during the time in which the movie is set. They will

briefly explain the sports aspect of the movie. Students will also be required to analyze the historical events portrayed in the movie and discuss whether the movie did a good job accurately portraying those events. In conclusion, the students will give their opinion on the movie in general. They will defend their opinions using factual information from the movie, or from their knowledge gained from studying the unit. Particular attention, with supporting evidence, of the social, political, or economic theme(s) portrayed in the movie should be a major part of their paper. Pre-approved movies include *Battle of the Sexes*, *Serena*, and *A League of Their Own*.

- CCSS.ELA-LITERACY.W.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Sports and Education on the College Campus

- A. Yale and the Creation of College Football (4.1)
- B. Knute Rockne, George Gipp and the Fighting Irish (8.4)
- C. Hoop Dreams: Basketball in the 1930s (8.6)
- D. College - From Academics to Athletics (11.1)(11.8)
- E. Creation of a Cartel: The NCAA (11.2)
- F. The Wizard of Westward (11.5)
- G. The Futility of Reform (11.10)
- H. NILs in College Sports, a New Era (Guest Speaker Division I College Athletics Administrator)

Assignments: Read the sections of the text listed in parentheses, discuss the issues within small and large group settings, and submit written answers to comprehension and analytical questions provided.

Students may choose one of the following projects listed below.

1. Picture Collage project based on one of the subtopics. The collage and one-page (minimum) paper will depict/answer the following questions. Why is the

person/issue important? What are the positives and negatives associated with the person/issue? What impact did these heroes have on American society?

2. Students create a research-based multimedia presentation about one of subtopics of the class. They will get the specific topic pre-approved so as not to have duplication. Students will go into detail regarding the subtopic citing at least two credible sources. Pictures and graphics must be included in the presentation.
 - **CCSS.ELA-LITERACY.SL.11-12.5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Modern Politics in Sports

A. Cold War Shapes the Olympics (13.1)

B. The Games Must go on – Munich 1972 (13.3)

C. Sports Law Guest Speaker

D. Boycotts! (13.4)

Assignments: Read the sections of the text listed in parentheses, discuss the issues within small and large group settings, and submit written answers to comprehension and analytical questions provided.

Students may choose one of the following projects listed below.

1. Students will pre-approve a sports-history movie. The students will complete a 3-5 page paper. The paper will require the students to give a brief background of the historical context in which the movie takes place. It is expected that they will give an explanation of the major social, political, and economic issues happening during the time in which the movie is set. They will briefly explain the sports aspect of the movie. Students will also be required to analyze the historical events portrayed in the movie and discuss whether the movie did a good job accurately portraying those events. In conclusion, the students will give their opinion on the movie in general. They will defend their opinions using factual information from the movie, or from their knowledge gained from studying the unit. Particular attention, with supporting evidence, of the social, political, or economic theme(s) portrayed in the movie should be a major part of their paper. Pre-approved films include *Miracle* and *Munich*.

2. Students create a research-based multimedia presentation about one of subtopics of the class. They will get the specific topic pre-approved so as not to have duplication. Students will go into detail regarding the subtopic citing at least two credible sources. Pictures and graphics must be included in the presentation.
 - **CCSS.ELA-LITERACY.SL.11-12.5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Second Semester – Course Content:

Sports and Media

- A. The only Sportswriter with a plaque – Henry Chadwick (Chapter 2.2)
- B. Radio Gives Baseball a Boost (<https://sabr.org/century/1921/radio>)
- C. Gee Whiz Sports Journalism – the Making of Athletes into Heroes (7.1)
- D. Television and Sports, the early days (10.1)
- E. Pro Football is King (10.3, 10.4, 10.5)
- F. ESPN (10.6)
- G. From Newspapers to the Digital Age – Changes in Media – (Guest Speaker Daily News Deputy Sports Editor)

Assignments: Read the sections of the text listed in parentheses, discuss the issues within small and large group settings, and submit written answers to comprehension and analytical questions provided.

Students may choose one of the following projects listed below.

1. Students create a research-based multimedia presentation about one of subtopics of the class. They will get the specific topic pre-approved so as not to have duplication. Students will go into detail regarding the subtopic citing at least two credible sources. Pictures and graphics must be included in the presentation.
 - CCSS.ELA-LITERACY.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
2. Students will demonstrate an understanding of “Gee Wiz” journalism by writing an article on a sports figure or event in that style. It will be well-researched and cite a minimum of two sources. The topic of the paper must be pre approved.

Sport Gambling— Ethics

- A. The Fix is In: 1919 World Series (5.6)
- B. Hoop Nightmares: Point Shaving (8.7)
- C. The World of Jimmy the Greek (16.2)
- D. The Tragedy of Pete Rose (16.3)
- E. Shaking Hands with Gambling (In-class reading)

Assignments: Read the sections of the text listed in parentheses, discuss the issues within small and large group settings, and submit written answers to comprehension and analytical questions provided.

Students create a research-based multimedia presentation about one of subtopics of the class. They will get the specific topic pre-approved so as not to have duplication. Students will go into detail regarding the subtopic citing at least two credible sources. Pictures and graphics must be included in the presentation.

- CCSS.ELA-LITERACY.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Performance Enhancing Drugs – winning at any cost

- A. Greenies in Baseball (Baseballprospectus.com)
- B. Whatever it Takes (16.6)
- C. Barry Bonds Chases Hank (16.7)

Assignments: Read the sections of the text listed in parentheses, discuss the issues within small and large group settings, and submit written answers to comprehension and analytical questions provided.

Students create a research-based multimedia presentation about one of subtopics of the class. They will get the specific topic pre-approved so as not to have duplication.

Students will go into detail regarding the subtopic citing at least two credible sources. Pictures and graphics must be included in the presentation.

- CCSS.ELA-LITERACY.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The Bottom Dollar: The Modern Economics of Sports

A. Ancestors of Modern Sports Venues - Ballparks in Detroit, Boston, Chicago, New York

B. Pro Football in Cleveland (12.1)

C. Urban Relocation, Redevelopment, and Promotion (12.2)

D. The Economics of Organized Baseball (12.3, 12.4)

E. The Magic of Parity in NFL (12.5)

F. NBA Moves to Prime Time with Magic and Bird (12.6)

G. The Billion Dollar Industry – (Guest Speaker, Direct TV's former In-House Counsel talks World Cup)

Assignments: Read the sections of the text listed in parentheses, discuss the issues within small and large group settings, and submit written answers to comprehension and analytical questions provided.

Students may choose one of the following projects listed below.

1. Students will predict the economic future of a sport or sport in America. The research-based paper will include a historical look at the economics of the chosen sport citing at least two sources. The prediction must include well-reasoned fact-based support.
2. Students will create a research-based multimedia presentation about the following: With the convergence of organized sports large grandstand arenas/stadiums were built. Fenway Park, Tiger/Briggs Stadium, Yankee Stadium

and Wrigley Field were some of the first. How did arenas, stadiums and boxing venues impact Americans socially and economically? How have arenas and stadiums changed over time? How many stadiums and arenas exist in America today regarding all sports?

- CCSS.ELA-LITERACY.W.9-10.2.A - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Only in America

- A. NYC baseball in the 50s (Guest speaker- Dodger team historian)
- B. Nike's National Influence (16.1)
- C. Mike Tyson and Boxing's King (16.5)
- D. Face Paint and Fandom in American Football (Guest speaker LA times Sam Farmer)
- E. The X Games (17.5)

Assignments: Read the sections of the text listed in parentheses, discuss the issues within small and large group settings, and submit written answers to comprehension and analytical questions provided.

Students will choose one of the following projects listed below.

1. Students will write a paper that deals with what they feel is the most important issue facing the current sporting world. Examples might be: The impact of drugs in sports, social media's impact on sporting figures, or the future of professional sports in America. Students are required to cite the references they use in formulating this paper.
 - CCSS.ELA-LITERACY.W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
2. Students create a research-based multimedia presentation about one of subtopics of the class. They will get the specific topic pre-approved so as not to have duplication. Students will go into detail regarding the subtopic citing

at least two credible sources. Pictures and graphics must be included in the presentation.

- CCSS.ELA-LITERACY.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.