

PRO FOOTBALL HALL OF FAME

EDUCATIONAL OUTREACH PROGRAM



TEACHER ACTIVITY GUIDE

CHICAGO BEARS EDITION





Acknowledgements

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Pro Football Hall of Fame Educational Outreach Program *-Chicago Bears Edition-*

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Football
Facts and Figures

Chicago Bears Team History



The Chicago Bears are one of only two charter members of the National Football League still in existence. Their 1,000-game history started in Decatur, Ill. in 1920 when the Staley Starch Company decided to sponsor a football team. Then on September 17, 1920, the Staleys, with George Halas as their representative, joined the American Professional Football Association, which was renamed the National Football League in 1922. The franchise fee was \$100.

In 1921, the Staley Starch Company gave Halas the team, \$5,000 and permission to move the team to Chicago if he would agree to keep the Staleys name for a year. The Staleys won the 1921 league championship. A year later, the team was renamed the Chicago Bears.

From the very start, the Bears were one of pro football's most successful and innovative franchises. They were the first to buy a player from another team -- \$100 for Ed Healey from Rock Island in 1922. The Bears signed the fabled collegiate All-America, Red Grange, in 1925 and then showcased him before the first huge pro football crowds. In 1932, they defeated the Portsmouth Spartans 9-0 to win the championship in the first NFL game to be played indoors. The next year, they inaugurated the NFL championship series by defeating the New York Giants, 23-21.

The Bears kicked off the 1940s with four straight NFL championship appearances. The Bears won three, including the famous 73-0 annihilation of the Washington Redskins in 1940. Despite winning nearly 60 percent of their games in the 1950s, the Bears did not win an NFL title and made only one playoff appearance. They finally broke a 17-year championship drought with a 14-10 win over the New York Giants in 1963.

Almost all of the successes on and off the field for the Bears in the 64-year period between 1920 and 1983 can be attributed to George (Papa Bear) Halas, who served the Bears as an owner, player, coach, general manager, traveling secretary, and in virtually every other capacity imaginable. Halas split his 40-year coaching into four 10-year segments. When he retired after the 1967 season, he ranked as the all-time leader in coaching victories with 324, a record that stood for 27 years.

Halas died on October 31, 1983, but the Bears tradition is carried on today by grandson Michael McCaskey, who served as club president and chief executive officer and is now Chairman of the Board. In its first 74 years, the team compiled a 586-384-42 overall record. Chicago qualified for the playoffs 21 times, won 19 division titles, eight NFL championships and Super Bowl XX.

The Bears also have the proud distinction of listing the most long-time team members as Pro Football Hall of Fame enshrinees. Such names as Red Grange, Bronko Nagurski, Sid Luckman, Dick Butkus, Gale Sayers, Walter Payton, Bulldog Turner, Danny Fortmann and Halas himself are true legends not only of the Bears, but of pro football itself.



Canton, Ohio and the National Football League

Each year, approximately 200,000 fans from all over the world visit the Pro Football Hall of Fame in Canton, Ohio. The museum's guest register reveals that in a year's time, visitors come from all fifty states and from sixty to seventy foreign countries. Many wonder why the Hall of Fame is located in this small northeast Ohio city.

Often, museums are built in locations that have historical significance to their subject matter. The Pro Football Hall of Fame is no exception. Canton's ties to pro football began long before the Hall of Fame was built in 1963. On September 17, 1920, a meeting was held in an automobile showroom in downtown Canton. It was at this time that the American Professional Football Association was formed. Two years later, the league changed its name to the National Football League.

Today, fans follow teams like the Dallas Cowboys, San Francisco 49ers, and the Miami Dolphins. But, in 1920, none of those teams existed. Rather, the NFL had teams like the Columbus Panhandles, Dayton Triangles, Rochester Jeffersons, and the Canton Bulldogs.

The Canton Bulldogs were the first real pro football powerhouse. They won the NFL title in 1922 and 1923 making them the league's first two-time champion.

They were a strong team even before the NFL began because of their star player Jim Thorpe. Thorpe, a Native American Indian, was a tremendous athlete. Not only did he play pro football but he played pro baseball and won two gold medals in the 1912 Olympic Games. Even today, he is considered to be one of the world's greatest athletes of all time.

While the Bulldogs are no longer around, pro football remembers its early days in Canton, Ohio. Visitors, young and old, enjoy the story of pro football's history in the city where the NFL began!



The legendary Jim Thorpe

Who Was Jim Thorpe?



It seems that whenever stories are written about an all-time pro football great, Jim Thorpe's name comes up. Jim Thorpe was born in a one-room cabin in Prague, Oklahoma, on May 28, 1888. Though he had some Irish and French blood, he was mostly of Sac and Fox Indian heritage. In fact, his Indian name was Wa-Tho-Huk, which means Bright Path.

Though football was his first love, he gained his greatest fame as a track star, winning the decathlon and pentathlon events in the 1912 Olympics, held in Stockholm, Sweden. King Gustav V of Sweden told Thorpe as he presented him with his medals, "Sir, you are the greatest athlete in the world." But soon afterward, Thorpe was stripped of his records and medals when it was learned that he had played minor league baseball for money in 1911. In 1984 the Olympic Committee decided that this was an unfair interpretation of the then Olympic rules and restored his records and returned his medals to his family.

In 1915, Thorpe's great abilities and fame led Jack Cusack to offer him \$250 a game to play football for the Canton Bulldogs. While that may not sound like much, it was twice as much as most players were making back then. Even Cusack's friends warned him that he was paying Thorpe too much. Just the same, Thorpe was everything Cusack had hoped he would be -- a great player and a gate attraction. After missing the first two games of the 1916 season because he was playing pro baseball for the New York Giants, Thorpe joined the Canton squad. With Jim playing halfback, the Bulldogs were unofficial World Champions in 1916, 1917 and 1919. (The Bulldogs' championships are said to be unofficial since no organized pro league existed at the time.)

Many old-timers who actually played against Thorpe claim he was the toughest man ever to play the game. Some folks claim Jim would drop-kick a field goal from the 50-yard line, then turn and kick another 50-yarder in the opposite direction with perfect results-just to show off. Others say he could punt a ball the length of the field. Both are probably exaggerations. In any case, there is no doubt that Thorpe was a superb athlete. All accounts suggest he could run with speed and bruising power. He could pass and catch passes with the best. He could kick with accuracy and strength. And, of course, as players did back then, he played defense too.

By the time the NFL was organized in 1920, the thirty-two-year-old Thorpe, who was already past his athletic prime, was unanimously voted the league's charter president. However, he managed to play eight NFL seasons with six different teams and his gate appeal continued. Though at times he sparkled like the Thorpe of old, he never really excelled as much in the NFL as he had in his earlier career. In 1928, at the age of forty he finally called it quits. In 1950, the nation's press honored Thorpe by being named the most outstanding athlete of the first fifty years of the twentieth century. In 1963, he was elected a charter member of the Pro Football Hall of Fame.

Source: Excerpt from The Official Pro Football Hall of Fame Answer Book by Joe Horrigan, Simon & Shuster Inc., 1990.

If you would like to know more about Jim Thorpe, a good book to read is Jim Thorpe by Bob Wheeler (University of Oklahoma Press, 1979).



Gridiron Terminology

- Audible:** A change in plays shouted in code by the quarterback at the line of scrimmage.
- Blitz:** A pass rush by one or more linebackers and/or defensive backs.
- Crossbar:** The horizontal bar of a goal post over which a field-goal or extra point kick must go.
- Defense:** The team without possession of the football.
- Draft:** How college players are picked for the pros. The worst team from the previous year receives the first pick in the draft, the best receives the final pick in each round.
- End Zone:** The 10-yard deep area behind the goal line. You score touchdowns by getting into the end zone with the ball.
- Field Goal:** A scoring kick worth three points, it may be attempted from anywhere on the field.
- Fumble:** A dropped ball by a player who had possession of the football. A fumble can generally be advanced by any player who picks it up.
- Goal Post:** The structures centered at the back of the end zone on either end of the field. They are used as the targets for field goal and extra-point kickers.
- Hang Time:** The amount of time the ball stays in the air after it was punted.
- Interception:** When a defensive player catches a pass intended for the offensive player.
- Interference:** When a defensive player inhibits, by the way of illegal contact, a receiver's ability to run a pass pattern or catch. It is an automatic first down at the spot of the penalty.
- Lateral:** A sideways or backwards toss of the ball to another player.
- Line of Scrimmage:** An imaginary line that runs across the field where the ball is placed at the beginning of the play.
- Motion:** The lateral movement of one running back or receiver before the ball is snapped.
- Offense:** The team with possession of the football.
- Pocket:** The area of protection for a quarterback formed by his blockers.
- Quarter:** A 15-minute playing period; four quarters make up a game.
- Rookie:** A player in their first season of professional football.
- Safety:** When a player is tackled in his own end zone with the football. It is worth two points for the opposing team.
- Uprights** The 40-foot vertical poles of a goal post through which an extra-point or a field goal kick must pass.
- Veteran:** A player with at least one year of professional playing experience.



FOOTBALL FACTS

- **NFL players are numbered according to their position:**
 - 1-19 Quarterbacks & Kickers
 - 20-49 Running Backs & Defensive Backs
 - 50-59 Centers & Linebackers
 - 60-79 Defensive & Interior Offensive Lineman
 - 80-89 Wide Receivers & Tight Ends
 - 90-99 Defensive Linemen

- **Scoring**
 - Touchdown = 6 points
 - Field Goal = 3 points
 - Safety = 2 points
 - Extra point = 1 point
 - Two Point Conversion = 2 points

- **Game Time**
 - Typical Game : 60 minutes
 - Quarters: 4 (15 minutes each)
 - Halftime: 12 minutes
 - Overtime Period: 15 minutes
 - Time Out: 110 seconds
 - Maximum Time between Plays: 40 seconds

- **Conferences**

The National Football League is made up of two conferences:

 - American Football Conference (AFC)
 - National Football Conference (NFC)

Each conference is further divided into East, West and Central divisions.

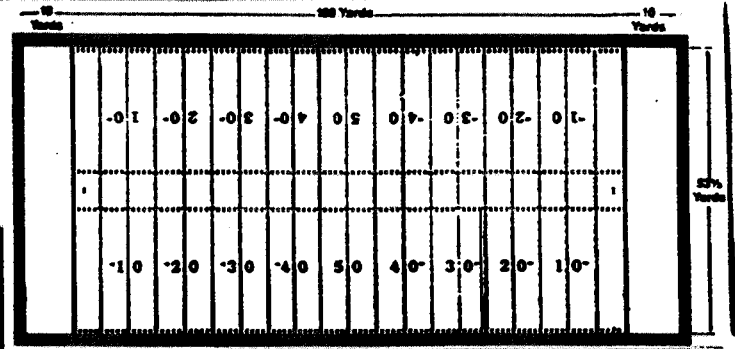
- **Officials**

There are seven officials on the field to enforce, assess, signal penalties and keep game time.

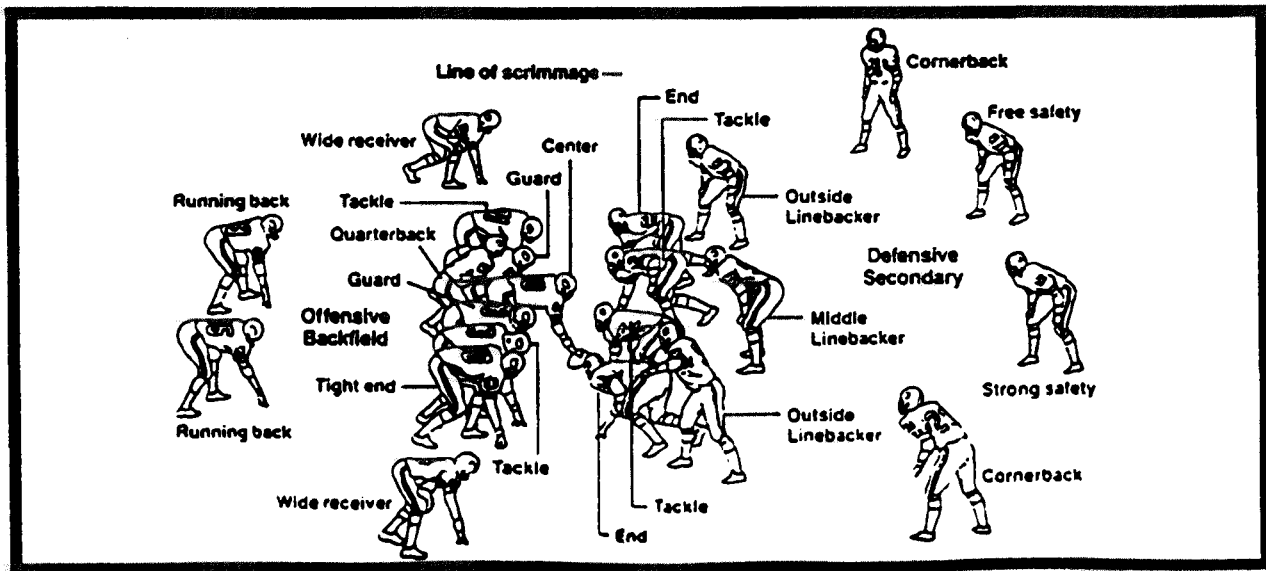
Referee ● Umpire ● Head Linesman ● Line Judge
 ● Back Judge ● Side Judge ● Field Judge ●

- **Field**

The field measures 120 yards long, 100 yards from goal line to goal line, with a 10-yard deep end zone at each end. The field is 53 1/3 yards wide (160 feet). NFL fields have either surfaces of grass or synthetic grass (astroturf).



- **Player Positions**
 - Offense:** The team that has the ball
 - Defense:** The team without the ball



FOOTBALL FACTS AND FIGURES



**Pro Football Hall of Fame
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Activity Guide
- Chicago Bears Edition -**



Language Arts

Subject: Language Arts

Lesson Title: All About Grammar



Goals/Objectives:

- To identify words used as eight parts of speech.
- To identify phrases and clauses in sentences.
- To observe capitalization and punctuation rules when used with direct quotations.

National Standards met: Language Arts - 1G, 1H, 6G, 6H

Methods/Procedures:

- Each student (or group) selects a sports article, cuts it out, reads it silently or aloud.
- Student identifies nouns, pronouns, strong action verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, using a highlighter to mark them. If a group is used, individuals may be assigned different parts of speech to search for.
- Students will identify and mark the required number of prepositional phrases, adjective clauses, adverb clauses, and/or noun clauses used in the article.
- Students could also be asked to look for interesting use of puns, alliteration, simile, metaphor, and personification. These can be entered in the Other section on the run-off sheet.

Materials:

- Sports section of newspapers and/or magazines
- Scissors, highlighting pens, scrap paper
- Grammar Plays worksheet

Assessment:

- Grades can be assigned to completed worksheets; points may vary for easy to difficult items. Bonus points could be used for the Other section.



Grammar Plays

Find the following parts of speech, phrases, clauses, and other interesting figures of speech (simile, metaphor, personification, pun, alliteration) used in your article.
Try to use the football related words first.

LANGUAGE ARTS

Nouns:

Pronouns: (with their antecedents)

Adjectives:

Adverbs:

Verbs: (strong, action)

Prepositions: (in their phrases)

Conjunctions:

Interjections:

Clauses: (mark AC for adjective clause, AVC for adverb, and NC for noun)

Other:

Subject: Language Arts

Lesson Title: Football Chain Story



Goals/Objectives:

- To create a story using group cooperation
- To edit and proofread in a group

National Standards met: Language Arts – 4, 5, 6, 11

Methods/Procedures:

- Class studies Gridiron Terminology (page 8) and Football Facts (page 9).
- In groups of four, each group is given a photograph of an interesting football scene or situation.
- When music begins, first student begins to write a narrative prompted by the photograph.
- After a few minutes, the music is stopped and the story that student 1 began is read by 2nd student.
- The music is turned back on, and the 2nd student picks up the story where the first student left off.
- This procedure continues around the group until all have had a turn. The last student in the group should attempt to end the tale.

Materials:

- Photographs (clipped from popular sports magazines)
- Blank paper attached to photographs
- Pens
- Music (purchased CDs of college fight songs)
- Greatest College Fight songs/Touchdown USA!, Big Ten Machine

Assessment:

- Each student in the group reads aloud to the class the part of the story he or she has written. The group will edit the story using specific terminology to replace general description used by less football-proficient students. Grades can be assigned to proofread and finish papers.



Subject: Language Arts

Lesson Title: History-Based Poetry

Goals/Objectives:

- To help students get in touch with human spirit while studying history.
- Students should read print text to build understanding and acquire new information.
- Students adjust their use of written language to communicate effectively for purpose.
- Students create print text.
- Students use technology to create a final written product.

National Standards met: Language Arts - 1C, 4F, 6G, 8J, 12F

Methods/Procedures:

- Students will take a virtual tour at the Pro Football Hall of Fame's website, Profootballhof.com. Students choose a person on the website for whom there is biographical information. (This may be limited to a specific time period, if the teacher wishes.)
- Students list factual information about the person.
- Students attempt to imagine what life was like for that person at that time in history (previously sharing facts about historical events/periods would be helpful OR having students additionally research that period would add an extra step to this.)
- Students produce a biographical poem using a poem template. The poem may be word processed. Students can be instructed to add a picture to the poem for a classroom display.
- Students orally share poetry with the class.

Materials:

- Notebooks
- Templates
- Word processing software

Assessment:

- Teacher-created rubric emphasizing purpose, ideas, organization, style, and mechanics.



History-Based Poetry

Poetry Template

This may be adjusted as needed.

You are to speak as the historic figures.

- I am (two special characteristics you have)
- I wonder (something you are curious about)
- I see (an imaginary or real sight)
- I want (an actual desire)
- I am (repeat first line).
- I pretend (something you pretend to do)
- I feel (a feeling that is something imaginary or real)
- I worry (something that bothers you)
- I cry (something that makes you sad)
- I am (repeat first line).

- I understand (something you know to be true)
- I say (something you believe in)
- I dream (something you dream about)
- I hope (something you actually hope for)
- I am (repeat first line).

There are a number of other biographical poetry templates that could be used for this activity.



Subject: Language Arts
Lesson Title: Travel Brochure

Goals/Objectives:

- Students should read print text to build understanding and acquire new information.
- Students adjust their use of written language to communicate effectively for purpose.
- Students create print and non-print elements.
- Students use a variety of technological resources.

National Standards met: Language Arts - 3I, 8I, 9I, 12J, 7I, 6F, 6G, 6I, 8J

Methods/Procedures:

- Using ChicagoBears.com, students gather data about the Bears, including photos.
- Students select data for inclusion in a travel brochure.
- Using suitable technology, students produce a tri-fold brochure to highlight items of interest about the Bears. They are to include photos and graphics.
- Students share completed brochures orally with the class and then by classroom or school display.

Materials:

- Notebooks
- Digital cameras, if available
- Software such as Microsoft Word, PowerPoint, and Publisher

Assessment:

- Teacher-created rubric for design elements.



Name: _____

English

Travel Brochure

RUBRIC

The brochure should have the following elements of design:

	Possible	Your Score:
Text	10	_____
Highlights	10	_____
Pictures, minimum of two	5	_____
Graphics, minimum of two	5	_____
Travel directions	5	_____
Total:	35	_____

In addition, the brochures should be:

Organized	10	_____
Creative	5	_____
Free of Errors	5	_____
Total:	20	_____
Combined Score		_____/55

COMMENTS:

LANGUAGE ARTS



Subject: Language Arts

Lesson Title: Travel Review

Goals/Objectives:

- Students should read print text to build understanding of texts and to acquire new information.
- Students adjust their use of written language to communicate effectively with a variety of audiences and for different purposes.
- Students conduct research by gathering data.
- Students demonstrate knowledge of language structure and conventions.
- Students use technology to create a final written product.

National Standards met: Language Arts - 1C, 1B

Methods/Procedures:

- Visit ChicagoBears.com and have students take notes about the team.
- Students list details of current events and happenings in their journals.
- Students list details of operation.
- Students study models of travel reviews from such sources as *Chicago Magazine* - www.chicagomag.com.
- Using the information gathered from the website, students write their own travel reviews on the Chicago Bears.
- Because the review must fit within the restraints of a magazine, it is limited to 200 words. Students must revise and edit for length.
- Students should be aware of audience and purpose.
- Students use word processing software to complete the reviews.
- Students orally share their review with the class.

Materials:

- Journals and notebook paper
- Travel review models
- Word processing software

Assessment:

- Teacher-created rubric
- Oral assessment



Name _____

GRADING SCALE FOR STUDENTS COMPOSITIONS

THE NUMBER THAT IS CIRCLED BEST DESCRIBES THE POSITION OF YOUR PAPER ON THE FOLLOWING SCALE:

GENERAL MERIT

1. Quality of ideas	5	4	3	2	1	0
Are your ideas original?						
Are there enough ideas?						
2 Development of ideas	5	4	3	2	1	0
Have you met the PURPOSE?						
Have you considered the audience?						
3 Organization	5	4	3	2	1	0
Is there an intro and conclusion?						
Are there smooth transitions?						
4 Style, Flavor, Individuality	5	4	3	2	1	0
Is there varied sentence structure?						
Are you using figurative language?						
5 Wording	5	4	3	2	1	0
Is the vocabulary mature?						
Are you avoiding YOU?						

MECHANICS

1 Grammar, Sentence Structure	5	4	3	2	1	0
2 Punctuation, Capitalization	5	4	3	2	1	0
3 Spelling	5	4	3	2	1	0

Grand Total = _____

SUGGESTED SCALE FOR GRAND TOTAL:

5(A)	4(B)	3(C)	2(D)	1(F)
40=100	35=92	29=83	22=73	15=63
39=98	34=91	28=82	21=71	14=62
38=97	33=89	27=80	20=70	13=60
37=95	32=88	26=79	19=69	12=59
36=94	31=86	25=77	18=68	11=57
	30=85	24=76	17=66	
		23=74	16=65	

LANGUAGE ARTS



Subject: Language Arts

Lesson Title: Fantasy Football Experience — Reading

Goals/Objectives:

- Students will read *Something for Joey* by Richard E. Peck.
- Students will read to gain background knowledge of the game of football.
- Students will read for understanding.
- Students will gather information about leukemia to be used later in the unit.

National Standards met: Language Arts – 1, 2, 3, 4, 5, 11, 12

Methods/Procedures:

- Students will read silently, orally, individually, with partners, and as a group with the teacher.
- Students will keep a vocabulary list throughout the book.
- Comprehension questions will be answered for each chapter.
- At the end of the book, students will watch the video, *Something for Joey*, and compare the two mediums.

Materials:

- Copies of *Something for Joey*
- Copy of the video, *Something for Joey*
- Comprehension questions

Assessment:

- Students will write a summary of the book. The summary must include pertinent information such as main characters, settings, important details, and be in chronological order.

Subject: Language Arts

Lesson Title: Football Expressions in Everyday Language



Goals/Objectives:

- Students will study idiomatic expressions with examples.
- Students will find ordinary sports terms that have been incorporated into the everyday language expressions.
- Students will construct complete sentences to show these sports terms expressions.

National Standards met: Language Arts – 4, 5, 9

Methods/Procedures:

- To begin this lesson, the teacher will write one of the suggested football terms on the board. Students will suggest a sentence to write that will use this term in an everyday expression.
- For example, “tackle” is written on the board. A sample sentence might be “I guess I will have to tackle doing the laundry by myself since Mom’s not here to help me.”
- After five minutes of the students’ brainstorming, the instructor will distribute a handout of fifteen terms for which the students will construct sentences. They will be encouraged to think of other terms not on the list.

Materials:

- The handout entitled “Let’s Talk Sports”
- Pen/Pencil
- Internet sites and access to draw extra expressions from. Search words: football expressions, football terms

Assessment:

- Designated points will be given for each completed sentence plus extra points for new terms or expressions used as common everyday vocabulary.



Name _____

Let's Talk Sports

1. to play the field
2. to ask what's the score
3. to give someone a play-by-play account
4. to kickoff a campaign
5. to tackle a job, chore
6. to go the whole nine yards
7. to take the ball and run with it
8. to intercept (a note)
9. to be a defensive driver
10. to be on the offensive
11. to toe the line
12. to have a game plan
13. to make the call
14. to be out of bounds
15. to have to punt
16. to go for the extra-points
17. to huddle together

Subject: Language Arts

Lesson Title: Analyzing Media Messages



Goals/Objectives:

- Students develop an understanding of how to analyze and critique visual images, messages and meanings.
- Students effectively analyze media messages involving pro football.
- Students interpret ideas, evaluate purposes and effects of varying media; evaluating how media forms influence and inform analyzing techniques used in mass media, comparing and contrasting film with print version of a story.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and exchange of information).

National Standards met: Language Arts – 3I, 8I, 9I, 12J, 7I, 6F, 6G, 6I, 8J

Methods/Procedures:

- Students will first examine the term “mass media” and discuss how its definition “a form of communication that is widely available to many people” relates and plays a major role not only in professional football, but also in all aspects of everyone’s life.
- As a beginning activity, students will respond to a writing prompt that asks them to describe their favorite football advertisement. Students will then share their descriptions and explain why they made their selections. Teachers will explain how verbal and visual messages are created to support a particular point of view. The teacher will then show how facts and opinions are carefully blended to persuade readers and viewers to agree with a particular point of view.
- Teacher lists the key questions students ask with each sport’s advertisement and visual:
 - What message is this visual (photo, cartoon, television program, or advertisement) trying to send to viewers?
 - What do I know about this subject?
 - What techniques were used to present the information from a specific point of view?
 - How can I use what I already know to judge whether this message is fair or unfair, reality or fantasy, and based on facts or opinions?
 - What other sources might I use to find other viewpoints that I trust on this subject? i.e. parent, teacher, reliable source
- After analyzing these questions, students make a decision about the visual message. Students either agree with the visual message because. . ., or disagree with the visual message because. . .
- Teacher may also make use of any sports magazine or newspaper photo for students to apply the above questions so they come to a consensus on the message it imparts to the viewer.



- Students would be encouraged to access the Bears' official site: ChicagoBears.com. On this site students can examine photographs to analyze and discuss.
- Students will examine photos to analyze and apply the previously mentioned questions to bring back their gleaned information to discuss and compare.

Materials:

- Key questions on overhead or chalkboard
- Key questions in print form to each student
- Access to the Internet
- Access to the Bears' website at ChicagoBears.com
- Photos from newspapers or periodicals

Assessment:

- Students will submit their assessment of their chosen photo from the Bears' website.
- Students will each take one photograph and explain the message he/she hopes the photo imparts to the class. Prior to the student's revelation of the message he/she wishes to impart, the class will individually write down what they think the photo imparts to the viewer.
- Students will deliver a formal presentation on their photo that will demonstrate a clear understanding of the key questions and how they can help analyze and evaluate the message the picture evokes.
- The teacher will also display each student's photos.

Subject: Language Arts

Lesson Title: Newspaper Articles: What Are They Saying About Us?



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

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 African American 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 Bears' official site: ChicagoBears.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 Bears' website at ChicagoBears.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?

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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

Subject: Language Arts

Lesson Title: Writing, Football and You



Goals/Objectives:

- Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages, or ideas.
- Edit to improve sentence fluency, grammar and usage.
- Apply tools to judge the quality of writing.

National Standards met: Language Arts - 3F, 8F, 8E, 8G, 9G, 12F, 7E, 6G, 6H, 6F, 12G

Methods/Procedures:

- Students will bring in the sports section of various newspapers to examine the type, style and subject matter dealt within several publications.
- As a beginning activity, students will all read the same article chosen by the teacher. The article will be representative of the 'typical' football themed piece of writing found on a weekly if not daily basis in the local newspaper.
- After reading the article as a class, the teacher will list on the board what students identify as the theme of the article. 'What was the author's purpose in writing this article?'
- Second, the teacher will list the main points students identify from the football news article.
- Vocabulary that is vital to an understanding of the article will be listed on the board and students, as a class, will come to a consensus as to definition.
- The teacher will next pass out a writing prompt, specifically chosen. Themes can range from, player conduct, salary, steroid use, drug abuse, fitness, anger management problems, player and coach relationships, role modeling, rivalries and media relations.
- After a brief discussion on the prompt and requirements, students will respond to the prompt and be prepared to read their response to the class.

Materials:

- Newspaper articles
- Writing Prompts
- Headlines
- Access to the Internet
- Access to Bears' website at ChicagoBears.com

Assessment:

- Students will submit their newspaper articles based on prompts given by instructor.
- Students will choose one 'headline' to write an article.
- Students will deliver a formal presentation on their chosen article and/or prompt.
- The teacher will also display each student's articles.



Subject: Language Arts

Lesson Title: African American Football Pioneers

Goals/Objectives:

- To help students understand the contributions of African American football pioneers.
- Students use Internet as a tool for finding and gathering information
- Students use information gathered to write a biographical report and/or give an oral presentation about chosen African American football pioneer

National Standards met: Language Arts - 1, 2, 3, 4, 5, 6, 7, 8, 11, 12

Methods/Procedures:

- Students will go to the Pro Football Hall of Fame website at Profootballhof.com. Click on the item from the History Section drop-down menu that is titled, "NFL History & Stats," and locate the story called "African Americans in Pro Football."
- Scanning the list of "Firsts" by African Americans in Pro Football, students should select one man upon which to complete further research.
- Students should then begin searching for information about their chosen African American football pioneer.
- Teacher should instruct students to examine the social and historical time period in which these men lived and worked. Teacher should also advise students to not only focus on the man's contributions to football, but also his contributions in other areas of his life. For example, the first African American head coach, Fritz Pollard, also became a successful entrepreneur.
- Students should take detailed notes about the man they have chosen. (To prevent plagiarism, teacher can require students to provide a print out of all sources used. Depending on the grade level, students could even be required to complete a Works Cited Page and use MLA or APA documentation within the text of the essay.)
- Using the information gathered, students will write a biographical essay (or prepare an oral report) about their chosen football pioneer.
- Students will revise the essay with peer-editing help.
- Students will conference with the teacher for a final revision.
- Students will prepare a final copy for publication and presentation to the class.
- Students will share their biographies with each other. Students can be instructed to use the web to search for information about current African Americans in pro football (teacher could require all students to identify five additional players).
- The class can discuss the significance of football in terms of advancing racial equality in our country. The class can also discuss football's role in helping athletes accomplish other goals in their lives (such as Fritz Pollard, who became a successful African American businessman after he left football).

Materials:

- Computers, paper

Assessment:

- Students will receive feedback from their peers regarding effectiveness of their biographies and/or presentations.
- Teacher can also assess student learning during the class discussion.
- The teacher can use a rubric to score each essay.

Subject: Language Arts

Lesson Title: Breaking the Color Barrier: The Kansas Comet's Roommate



Goals/Objectives:

- Create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint displays and artifacts) to communicate their discoveries.
- Students use a variety of technological and informational resources (e.g., video, displays, databases) to gather and synthesize information and to create and communicate knowledge.
- Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
- Students use spoken, written and visual language to accomplish their own purpose (e.g., for learning, enjoyment, persuasion and exchange of information).

National Standards met: Language Arts – 6G, 7I, 8I, 9I, 12J

Methods/Procedures:

- Students will read *Brian's Song* in either the play or novel version as a class and discuss the two protagonists (Gale Sayers, Brian Piccolo) in detail and their relationship. Individually, students will list ways in which Gale and Brian were similar and ways in which they were different.
- Students, as a class, will compile a list of similarities and differences for Gale and Brian. The list should be placed on a chart that can be posted in the classroom.
- Students will then view excerpts from the original Emmy-winning TV broadcast of *Brian's Song* starring James Caan and Billy Dee Williams. Students will be shown the specific video scene where Gale is called into Coach Halas's office and asked if he can handle rooming with Brian and all the public outrage that will result from the first black/white rooming arrangement. This scene is approximately 30 minutes into the video.
- Students would be given an assignment to research this or any other color barrier any African American Hall of Famer broke and gather the facts or bits of information to share with the class. Students would be encouraged to access the Hall's official site: Profootballhof.com.
- Using the Hall of Fame's website, students will gather information on Gale Sayers. Students will assume the role of a reporter or newscaster for one of the major newspapers or networks and write a story about what Gale must have experienced when he agreed to room with Brian Piccolo. Students may also write from Brian's perspective.



Materials:

- *Brian's Song* (play or novel version. . .author, William Blinn. . .Bantam Books Play version also available in *Elements of Literature* by Holt, Rinehart And Winston)
- Video of *Brian's Song* (available for rent and/or purchase. . .Columbia Pictures DVD and VHS)
- Access to the Internet
- Access to HOF's website at Profootballhof.com

Assessment:

- Students will individually compile and submit a list of the similarities and differences between Gale and Brian.
- As a class, students will compile a list on the similarities and differences between Gale and Brian and post this in the classroom.
- Students will submit a news release on the first black and white roommates on the Chicago Bears team.

Subject: African Americans/Football & Technology

Lesson Title: A Proud Heritage: African Americans and Football



Goals/Objectives:

- Students research African Americans in the National Football League through the process of gathering information, synthesizing that information and organizing that information into a presentable format using the Internet.
- Students develop an understanding of how to analyze and critique visual images, messages and meanings.
- Students effectively analyze media messages involving African Americans and pro football.
- Students interpret ideas, evaluate purposes and effects of varying print media; evaluating how media forms influence and inform; analyzing techniques used in mass media; comparing and contrasting various articles in print on the internet using reputable web sites.
- Students use written language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and exchange of information).

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

Methods/Procedures:

- Students will first complete a research project involving famous African Americans involved in the National Football League. The research can involve players, coaches and other auxiliary members of the NFL.
- As a beginning activity, students will be asked to brainstorm a list of African Americans in the NFL.
- Secondly, students will list, as a class, the members of the NFL that they have all compiled and list them on the board, overhead or similar visual material.
- Next, the students will be provided with the essentials that research involves: where to go on the internet to look for material (search engines such as Yahoo, Mamma and Dogpile).
- Finally, the students will be given reputable websites to gather information.
 - ChicagoBears.com
 - www.blackhistory.com
 - www.historychannel.com/blackhistory/
 - Profootballhof.com
- Students will quickly be able to judge whether or not the individual they have chosen has enough information available on the internet to adequately write a report or compile a visual presentation.
- If the individual chosen lacks adequate documentation available, the student may go to the class compiled list to choose another.
- Students can visit NFL.com to find out more information about their chosen player.



Materials:

- Search engine list
- Website list
- Access to the Internet
- Class compiled list of African Americans in the NFL
- Access to HOF's website at Profootballhof.com
- Access to the Bears' website at ChicagoBears.com
- Access to the school and/or public library

Assessment:

- Students will **submit their research in report form or in a PowerPoint presentation.**
- Students will **deliver a formal presentation** on their individual.

Subject: Language Arts

Lesson Title: Walter Payton



Goals/Objectives:

- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint displays and artifacts) to communicate their discoveries.
- Students use a variety of technological and informational resources (e.g., video, displays, databases) to gather and synthesize information and to create and communicate knowledge.
- Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and exchange of information).

National Standards met: Language Arts – 7I, 8I, 9I, 12J

Methods/Procedures:

- Students will read the biographical sketch on Walter Payton (pp. 34-35) as a class and discuss his role in history and the history of pro football.
- Students will compile a list of questions that they would ask Walter Payton if he was alive and was to make a surprise visit to your school.
- If each student were allowed to ask three questions from their list, which three would they ask? Students should star those three questions.
- Students would be given an assignment to research any Bears' player to gather five to ten facts or bits of information on them to share with the class. Students would be encouraged to access the Bears' official website: ChicagoBears.com.
- Students will write up their information in paragraph form and present any new fact or bits of information that they discovered.

Materials:

- Walter Payton biography
- Access to the Internet
- Access to Bears' website at ChicagoBears.com

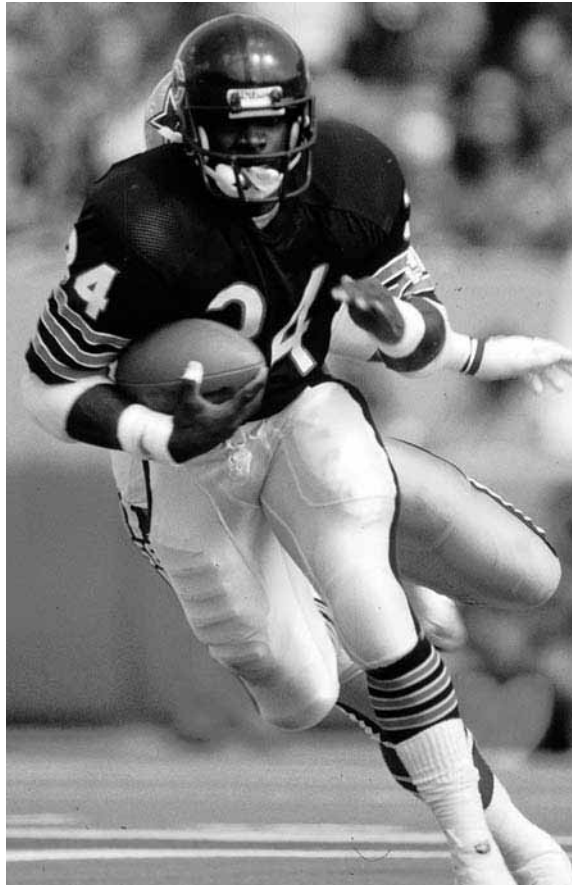
Assessment:

- Students will submit the informational essay/report on their chosen Bears' player.
- Students will deliver a formal presentation on their chosen player that will demonstrate a clear and distinctive perspective on the subject chosen and conveys relevant information and descriptive details.



Walter Payton

Walter Payton, the Chicago Bears' first-round choice and the fourth player selected in the 1975 National Football League Draft, developed into a superstar of unusual dimensions during his 13-season NFL tenure from 1975 to 1987, all of which he spent with the Chicago Bears.



The 5-10, 200-pound running back who rushed for 3,563 yards in four seasons at Jackson State went on to dominate the rushing section of the NFL record book during and long after his career ended.

The records he held at the time of his retirement included 16,726 total yards, 10 seasons with 1,000 or more yards rushing, 275 yards rushing in one game against Minnesota (1977), 77 games with more than 100 yards rushing, and 110 rushing touchdowns. Payton had 4,368 combined net attempts and accounted for 21,803 combined net yards. He also scored an impressive 750 points on 125 touchdowns.

Payton won the NFC rushing title five straight years from 1976 to 1980. He also led the NFC with 96 points in 1977 and won the NFL kickoff return championship in his rookie 1975 campaign. He was named both All-Pro and All-NFC seven times and played in nine Pro Bowl games. Payton was selected as the NFL's Most Valuable Player in 1977 and 1985, the NFL Offensive Player of the Year in 1977 and 1985 and the NFC Most Valuable Player in 1977.

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An amazing runner, Walter rushed for more than 1,000 yards 10 of his 13 seasons. His best season came in 1977, when he ran for 1,852 yards, third best in history at that time. Payton's 492 career pass receptions for 4,538 yards and 15 touchdowns contributed to his exceptional combined net yard totals. Extremely durable, Payton missed one game in his rookie campaign and then played in 186 consecutive games.

Sadly, Payton passed away on November 1, 1999 at the age of 45.





Subject: Language Arts

Lesson Title: Descriptive Writing

Goals/Objectives:

- To produce descriptive essays and test the merit of the description by asking other students to match descriptions with photos.
- To understand the need for detail in descriptive essays.
- To write for one's peers (a specific audience)

National Standards met: Language Arts – 4, 5, 6, 7, 8 11

Methods/Procedures:

- Students will use ChicagoBears.com to select a favorite photograph.
- Students should take detailed notes about the photograph they have chosen using descriptive words and phrases.
- Using the information gathered, students will write a descriptive essay about their chosen photograph. (This can be completed the next day in a computer lab – to add a technology component to the lesson.)
- Students will revise the essay with peer-editing help.
- Students will conference with the teacher for a final revision.
- Students will prepare a final copy for publication and presentation to other class periods.
- For 6th - 12th grade groups: Each class period will number essays for their class and assign letters to each photo display.
- The next day, each class period must try to match the correct descriptive essay with the appropriate photo for each of the other classes.

Alternative use of this activity:

- Photocopy essays from the first activity. Use the essays with a different group of students to create a virtual scavenger hunt.
- Group or team students. Hand each group 15-20 essays (make sure the number of essays given to each group is equal). The first group to correctly find and identify all photographs being described in their stack of essays wins the scavenger hunt.

Materials:

- Notebooks, notepads/paper & writing implements
- Disposable cameras, developing, digital cameras, and printing of digital photos

Assessment:

- Students will receive feedback from their peers regarding effectiveness of description (based on the ease with which readers could determine the display being described in the essay). The teacher will use a rubric to score each essay.

Subject: Language Arts

Lesson Title: Analyzing Poetry



Goals/Objectives:

- Students are introduced and can identify the integral parts of a poem: content, structure, figurative language, sound devices, and symbolism.
- Students are introduced to taking notes on a poem to be analyzed.
- Students write a lyric poem.
- Students write a free verse poem.

National Standards met: Language Arts – 12F, 12J, 11D, 11C, 4J, 3D, 3F

Methods/Procedures:

- Students will first complete a series of exercises involving examination and interpretation of numerous poems chosen by the teacher and classmates.
- As a beginning activity, students will be asked to read the article written about Bob Kalsu, one of two pro football players to die in Vietnam. Teacher and students will discuss details of the article to come to an understanding of the man and his life.
- Secondly, the instructor will make copies of a poem about the fall season which deals with much emotion. Students will be given time to express their thoughts about what the author was trying to say in this poem.
- Next, the class will be provided with the definitions of lyric poems (poems that deal with feelings and emotions) and narrative poems (poems that tell a story). Students should come to the understanding that the “Football in Fall” poem is a lyric.
- Finally, the students will be given definitions of rhymed verse poems (poetry that rhymes at the end of lines) and free verse poems (poems that tell a story).
- Students will come to the understanding that a free verse and lyric poem is made up of unrhymed words that are emotionally powerful.
- Students would be encouraged to access the Hall’s official site: Profootballhof.com. The students should be able to discover a wealth of information from this site and other sites about military careers and athletes.
- Students will compile a list of ‘power’ words that will enable them to write a lyric poem like the example provided. To practice this, have the students read Bob Kalsu’s story and write a poem telling his story expressing emotions and feelings (lyric poem).



Materials:

- Newspaper article about Bob Kalsu
- Access to the Internet
- Access to HOF's website at Profootballhof.com
- Paper and writing tool

Assessment:

- Poems displayed in classroom and/or compiled in booklet form
- Students will deliver a formal presentation or reading of their poem.

Kalsu's Story Touching and Tragic

by **Buddy Thomas**

Senior sports editor/columnist, *South Coast Today*

Bob Kalsu never reached All-Pro status in the National Football League. Probably because he didn't play long enough. But the big lineman from the University of Oklahoma was voted the team's top rookie in his first and only season with the Buffalo Bills. That was back in 1968 when the American Football League was on the threshold of a merger with the rival NFL, and the 1-12-1 Bills were hoping to re-discover the glory days of mid-decade.

I was two years removed from Vietnam at the time and still trying to re-adjust to civilian life. Part of that re-adjustment centered around watching professional football, trying to convince myself that the AFL was not just a cheap imitation of the real thing (NFL). A year later I finally became convinced when the Jets beat my beloved Colts in Super Bowl III. But I had never even heard of Bob Kalsu until sometime last week, when I saw his story on television. I can't remember the exact night it was shown. It was mid- to late-week, I think. But I do know it was on the early version of ESPN's Sportscenter. It probably was meant to be a filler piece. You know, one of those five-minute mini-features that help fill the hour-long time slot when off-nights, Mother Nature or a combination of both leave the scoreboard virtually empty. What it became was, quite simply, the most heart-rendering piece I've ever seen.

It was a story of life, love and devotion interrupted by an untimely death. Bob Kalsu played the lead role.



On July 21, 1970, the Bills' lineman became the only professional football player to be killed in Vietnam (*Note: In 2001, after this article was written, it was discovered that another NFL player - Don Steinbrunner, who played for the Cleveland Browns in the 1950s - was also killed in Vietnam*). Details of his death came from the lips of a teary-eyed former soldier who saw Lieutenant Kalsu fall while helping defend something called Ripcord Base on an isolated jungle mountaintop near the Ashau Valley.



All through his high school and college days, football was a big part of Kalsu's life. So was the ROTC — Reserved Officers Training Corp. But the biggest part of Kalsu's life was his sweetheart, Jan, who he married the day after his final college game in the Orange Bowl. The Bills selected him in the eighth round of the '68 college draft — after such not-so-notables as Pete Richardson, a defensive back from Dayton, running back Max Anderson of Arizona State and Mike McBeth, a defensive end from Penn State. With the exception of first-round selection Haven Moses of San Diego State, the Buffalo draft list read like a roll call from the Society of Unknown Nobodies.

But Kalsu quickly became somebody in his first AFL season by earning the team's Rookie of the Year award with his stellar play at guard. Sadly it would be his final season of football. His wife had recently given birth to a daughter, Jill, and the future appeared bright. But following the '68 season, Kalsu began fulfilling his ROTC obligation with the United States Army and in November 1969, he received his orders to go to Vietnam. He probably could have used politics to

remain at home, but Kalsu said no. After six months in Vietnam, 1st Lieutenant Bob Kalsu left his 11th Artillery unit of the 101st Airborne Division for a week of R&R in Hawaii. There he was reunited with Jan, who was now pregnant with their second child. Most of this information was recorded in newspaper articles — articles I never knew existed before watching last week's riveting television piece. But while the written words put a lump in my throat, the spoken words induced tears that flowed freely from my eyes. I sobbed when Jan told of the day she received word of her husband's death as she lay in her hospital bed after giving birth to her son, Bob Jr.

I sniffled when the young Bob revealed he had heard his father's voice asking him to have the first dance with his sister on her wedding day. And I cried when Bob Jr. relayed how he saw his father sitting and smiling as he and Jill moved gracefully about the dance floor. But when all was said and done, I probably felt worse about myself for never having known Bob Kalsu had even existed.



Football in the Fall

It's That Time of Year Again, The One We All Enjoy

When others see the season fall,
Some comment on the colors all.

I hear the roar and crowds galore,
For football plays and so much more.

A small brown ball is all it takes,
To get my blood to move and shake.

Each down and play will have its day,
When we begin the season play.

Sometimes it rains,
Sometimes it snows,
It doesn't matter to that fan,
He isn't seeking out a tan.

The players all are in a clan,
And I am one, the biggest fan.

I hear the calls,
I see the snap,
The quarterback will call a trap.

My mom, my dad, my siblings all,
Anticipate the start of fall.

Subject: Language Arts

Lesson Title: Literacy and America's Game



Goals/Objectives:

- To improve language arts skills (reading, writing, speaking, listening, research) by applying them to high interest material.

National Standards met: Language Arts – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Methods/Procedures:

- Have students complete the language arts activities and worksheets related to football. They may work independently or with others. Adaptations to suit your students' needs may be made to any of the activities/worksheets. Answers to worksheets can be found in the back of this booklet.
 - Fact vs. Opinion
 - Fan Support
 - Football Mix-Up
 - Sports Findings
 - "The Athlete"
 - Sport Journal Writing
 - Alphabet Football
 - Be a 100-Yard Reader
 - Miscellaneous Language Arts Activities
 - Book List

Materials:

- Paper, pencil/pen, worksheets, computers, art supplies (markers, crayons, construction paper, etc.)

Assessment:

- Teacher observation during completion of the worksheets.
- Teacher can have students self-assess when the class goes over the activity together.
- Teacher could collect worksheets when students are finished and assess their progress.
- Teacher can use rubric for writing assignments, oral reports/presentation, displays, etc.
- Peer assessment can be used for writing assignments, oral reports or displays.



Fact vs. Opinion

FACT: Something that has actually happened or that is really true and can be proved.
(Jerry Rice is the NFL's all-time leading receiver.)

OPINION: A belief, conclusion or judgement not supported by proof.
(Jerry Rice is the best receiver of all time.)

Choose an article from the sports section of a newspaper or magazine. Using the two definitions above as a guide, read the story and list the following information:

Headline of the story:

Name and date of the newspaper or magazine:

Who wrote the story:

Write some sentences that are **FACTS**:

Write some sentences that are **OPINIONS**:

Do you agree or disagree with the writer's opinions? Explain why or why not.

Write a story using all **FACTS** and **NO OPINIONS** about your favorite team's upcoming season. Tell why your team is going to make it to the Super Bowl.



Fan Support

Poll after poll proves that football is America's # 1 sport to watch.
Take a survey in your school and see which sport your school calls # 1.
Start small by surveying the class, then by grades.
Have a representative from each grade assist with compiling the data.

You can add other items to your survey, such as:

- Favorite Player
- Favorite Sport to Play
- Favorite Sports Team

Sample student survey:

What is your favorite sport to watch?
(Circle only one)

- | | | | | |
|----------|------------|----------|------------|----------|
| Baseball | Basketball | Football | Hockey | Softball |
| Golf | Tennis | Soccer | Volleyball | Other |

Who is your favorite professional athlete?

What is your favorite sport to play?

Who is your favorite sports team?

When all the results have been tallied you can create a graph and poster displaying the results of your survey. Everyone will know your school's favorite sport to watch.



Football Mix-Up

Using the team names to the right, match these with the clues about the 32 NFL teams. The names are only used once. Good Luck!

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- | | |
|---|------------|
| 1. Fe Fi Fo Fum _____ | Lions |
| 2. Seven Squared _____ | Colts |
| 3. I Love Honey _____ | Cowboys |
| 4. A 747 _____ | Bengals |
| 5. Member of the Cat Family _____ | Broncos |
| 6. Various Ironworkers _____ | Saints |
| 7. Black Bird _____ | Vikings |
| 8. I.O.U.s _____ | Ravens |
| 9. Helpers to Relocate _____ | Giants |
| 10. Six Rulers _____ | Dolphins |
| 11. They Won Their Independence in 1836 _____ | Texans |
| 12. Stars and Stripes Forever _____ | Patriots |
| 13. A Man of Strength and Power _____ | Bears |
| 14. Our Friends in the Ocean _____ | Cardinals |
| 15. Opposite of Ewe _____ | Steelers |
| 16. Class of Boy Scouts _____ | 49ers |
| 17. Wild Wild West _____ | Buccaneers |
| 18. Fundamental Rules _____ | Chiefs |
| 19. The Pink Detective _____ | Jaguars |
| 20. Credit Card Users _____ | Rams |
| 21. Indian Leaders _____ | Seahawks |
| 22. Add "ie" Mmmm Yummy _____ | Jets |
| 23. King of the Beasts _____ | Redskins |
| 24. A Dollar A Corn _____ | Raiders |
| 25. Ocean Going Bird _____ | Browns |
| 26. Hot Epidermis _____ | Chargers |
| 27. Luxury Car _____ | Falcons |
| 28. Louis Armstrong's Song "Saints" _____ | Eagles |
| 29. Baby Horse _____ | Titans |
| 30. Rodeo Horses _____ | Bills |
| 31. Rhymes with "Later!" _____ | Packers |
| 32. What Team Is Missing? _____ | Panthers |

Sports Findings



Choose a sports article from a newspaper or magazine. After you have read the article, go back and underline all the subjects in GREEN, underline all the verbs in BLUE and circle all the descriptive words in RED.

Using the same article, complete the following:

1. List as many compound words that you can find.
EXAMPLE: Football = foot + ball
2. List all the contractions you can find.
EXAMPLE: Shouldn't = should + not
3. List all the words that have a prefix.
EXAMPLE: Unbeaten = un + beaten
4. List all the four syllable words.
EXAMPLE: Promotional = pro/mo/tion/al
Can you find any five syllable words?
5. How many homonyms can you find? Remember a homonym is a word that sounds like another word but is spelled differently.
EXAMPLE: piece and peace
6. Write down all the abbreviations in the article.
EXAMPLE: TD = touchdown
7. List ten action verbs. Use those verbs to write ten sentences.
Underline the action verb in each sentence.
EXAMPLE: Jim threw the ball to the receiver.
8. Answer these questions based on the information obtained in the article.
WHO, WHAT, WHEN, WHERE, WHY and HOW.



“The Athlete”

Pretend you are a professional athlete. Write a story about yourself and the sport you play. Be sure to include:

What it is like to be admired by thousands of fans?

What it feels like when you are surrounded by fans who want your autograph?

How you personally prepare for each game or event?

When would you be too old to participate in the sport?

What job or career would you like to pursue when you can no longer play?

What has been your greatest accomplishment professionally?

How do you handle defeat?

Anything else you would like to include.

Sports Journal Writing



- If you had the opportunity to change one thing in the game of football today, what would it be?
- Do girls get the same opportunities to play sports that boys get?
- If you could meet any professional athlete, who would it be and why?
- What sport do you believe is the safest to play?
- Should a referee be fined for making bad calls?
- Should there be a limit on how much money an athlete may make?
- Do you think kids look up to athletes too much?
- Should a boy be allowed to play on a girls team?
- I like or dislike football because...
- Should cheerleading be a professional sport?
- Should the NFL allow touchdown celebrations?
- Do sports heroes have an obligation to maintain high moral standards?
- If you could, what would you change about pro sports?
- What is your favorite sport and why?
- My favorite professional sports team is...
- The funniest thing that ever happened to me while playing a sport was...
- Do you have to finish first to be a winner?



Alphabet Football

Think of words that begin with each letter of the alphabet that relate to the topic of football. Use these words to complete as many spaces as you can.

LANGUAGE ARTS

FOOTBALL

A is for _____

B is for _____

C is for _____

D is for _____

E is for _____

F is for _____

G is for _____

H is for _____

I is for _____

J is for _____

K is for _____

L is for _____

M is for _____

N is for _____

O is for _____

P is for _____

Q is for _____

R is for _____

S is for _____

T is for _____

U is for _____

V is for _____

W is for _____

X is for _____

Y is for _____

Z is for _____



Be A 100-Yard Reader!

Each book is worth ten yards. When you finish a book, check the correct box below and write the title on a ten-yard line. Fill in the entire field and you'll score a reading touchdown!

- Arts and Crafts
- Autobiography
- Biography
- Fantasy
- Fiction

- History
- Hobbies
- Humor
- Mystery
- Myths, Legends, and Folktales

- Nonfiction
- Poetry
- Science
- Science Fiction
- Sports and Games

LANGUAGE ARTS



Miscellaneous Language Activities

Teachers: The following are classroom activities for you and your students to enjoy. Feel free to adapt or copy these ideas to suit your classroom.

MAKE A BOOK: Duplicate a football pattern as a book cover. Trace and cut out football shaped paper for the pages. Children can use this for journal entries, creative writing, or to write their own football story.

FOOTBALLS EVERYWHERE: Cut out different sized footballs out of different color posterboards. Mix them up and have the children arrange the footballs by shapes and colors.

TEAM MASCOTS: Make a list of the team mascots that are animals. Have students choose one animal and find out ten facts about that animal. Make a class book including the ten facts on each animal. Have the students illustrate their page and sign their name. After the book is finished donate it to the school library.

FOOTBALL TRIVIA: As students read interesting football facts in books, newspapers, or magazines, have them record each fact on a 3 x 5 card; question on one side, answer on the other. Decorate a shoe box for completed trivia cards and have students contribute to the box throughout the football season or unit. Teams consisting of one to three players can take turns drawing a card and quizzing an opposing team member. A point is scored for each correct response. The first team to reach the designated number of points, wins!

PROFESSIONAL PLAYER: Research and do a report on a professional football player. He may be retired or currently playing. Give an oral presentation about your player (without using his name) to the class and see if anyone can guess who he is.

LETTER WRITING: Have students write to their favorite players in care of their current team (addresses can be found on individual team websites. All of the team websites are linked through Profootballhof.com). Have the students proofread each other's letters, correct any mistakes, and type or rewrite the letter in their best handwriting. Mail them and see how many responses they get back.

FOOTBALL IN 2020: Design a short story about the sport of football in the year 2020. What will they wear? What will the rules be like? Fact or fiction!

TRADING CARDS: Share football, baseball, basketball, hockey, and other sports cards with students or have students bring in some of their own cards. Trading cards tell information about players not just statistics. After discussing the cards and information found on them, have students design their own trading cards on tagboard. Write an autobiography on one side. On the other side have students draw a picture of themselves engaged in an activity they enjoy. It does not have to be sports. Display them around the room or make copies so the students can trade their cards and find out about their classmates. They could be collector's items one day!



F = FOOTBALL: Introduce the letter “F” to the students by showing them the written word “FOOTBALL” and helping them identify that it begins with an “F.” Identify students in your class who have names beginning with “F.” Have students name other things, objects that begin with “F.” Cut a large football shape out of paper, see page 178, and write the letter “F” on it. Have the students tear or cut out magazine pictures of things that begin with the letter “F” and attach them to the football shape.

PLAYER OF THE WEEK: Create a bulletin board that focuses on one professional athlete each week. Discuss qualities beyond athletic ability that make that person someone you want on your team. Sports biographies, newspapers, magazines and interviews will supply students with needed information. Discuss current events in sports related to players and topics from articles.

PENNANTS: Using the reproducible pennant design on page 177 have students become designers. Have students create a pennant for their favorite sports team or invent a new team. Use felt and other fabric scraps - be creative. Make it bright and colorful, something that stands out so people will take a closer look at your product. Display creations throughout the classroom.

BULLETIN BOARDS: Design a bulletin board titled “Let’s read about sports.” Have students display sports articles from newspapers and magazines. A brief oral or written report can be presented before the article is displayed.



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**Pro Football Hall of Fame
Educational Outreach Program
Activity Guide
- Chicago Bears Edition -**



Mathematics

Subject: Mathematics

Lesson Title: Fantasy Football Experience — Math



Goals/Objectives:

- Students will practice with units of measurements: yards, feet, inches.
- Students will also practice keeping statistics for an individual player of their choice.

National Standards met: Mathematics – 2.1, 2.2

Methods/Procedures:

- Students will use a replica of a football field (drawn to scale, unless a trip to the high school stadium can be arranged) and practice measuring.
- Students will practice measuring 'downs.'
- Students will use the statistics of a player to see how the yardage is compiled.

Materials:

- Rulers
- Measuring tape
- Pencils

Assessment:

- Students will be able to explain what a football field looks like and draw a replica of a field (yard markers, etc.)



Subject: Mathematics

Lesson Title: Comparing the Same Data Differently

Goals/Objectives:

- Students will take the data provided by the teacher and as a class, group or individually, compare differing representations of it to determine which representation best imparts the intended message or meaning.

National Standards met: Data Analysis and Probability Standard (Grade 4)

- Compare different representations of the same data to evaluate how well each representation shows important aspects of the data, and identify appropriate ways to display the data. <http://www.nctm.org/standards/standards.htm>

Methods/Procedures:

- Prior to or after visiting the Bears' website, students will have held at least one discussion on professional football and various aspects of the sport to make certain all students are somewhat familiar with the game.
- The teacher will then provide the students with data from this guide, from the Bears' website (ChicagoBears.com), or another source. A good topic could be the roster from the Bears' Super Bowl XX Game or the current Super Bowl champions. Students can use this data in their data representations (bar, pie etc.).
- At this point the instructor should decide whether to do this data representation as a class, group or individually. Doing one graphic representation (i.e. bar graph) of colleges attended by the winning Super Bowl team, as a class is a great starting point for discussion and reference point.
- Students can be assigned to do another graph (i.e. pie) by filling in the proper 'slice' with college name as a transition to doing a representation without any assistance.
- If the teacher chooses individual or group work instead of class as a whole work, time should be set aside to present graphs and findings to class.
- The class should come to a consensus or at the least discuss which graphic representation best imparts the information. The strong and weak points of each representation should be addresses.



Materials:

- Access to the Internet
- Access to HOF website at Profootballhof.com
- Statistics to graph....i.e. Bears' Super Bowl XX Game Roster in Activity Book

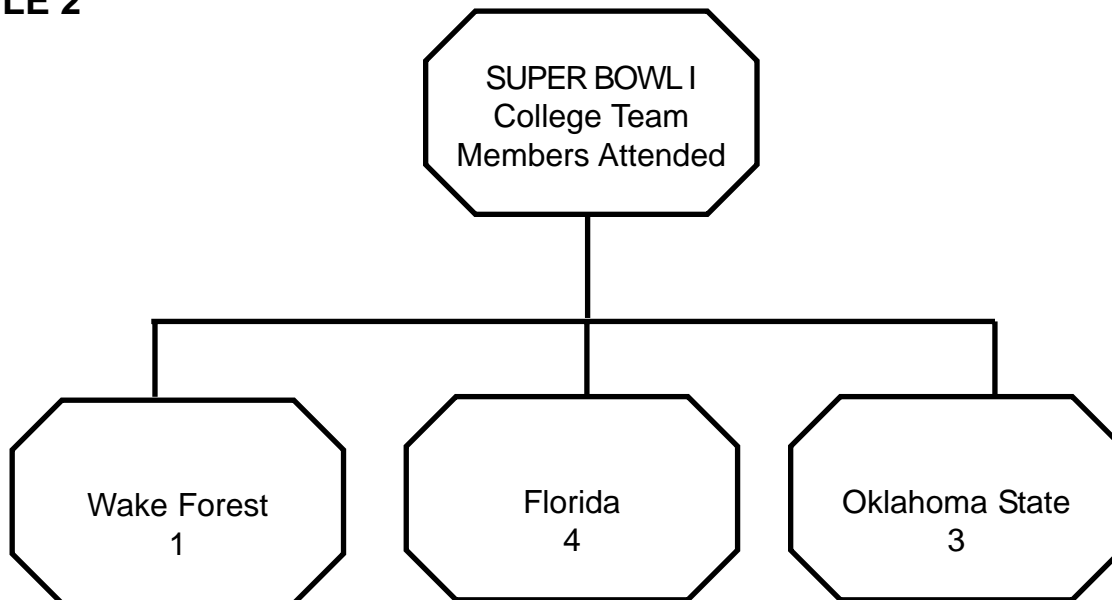
Assessment:

Students will present to the class graphical representations and analysis of the data.

EXAMPLE 1

Ohio State	Illinois	Alabama	Pitt
2	1	3	1

EXAMPLE 2





Subject: Mathematics

Lesson Title: Data Collection and Analysis

Goals/Objectives:

- Students will design a survey, collect data and interpret data collected related to an 'issue' in professional football.

National Standards met: Data Analysis and Probability Standard (Grade 11)

- Design a statistical experiment, survey or study for a problem; collect data for the problem; and interpret the data with appropriate graphical displays, descriptive statistics, and concepts of variability, causation, correlation and standard deviation.

<http://www.nctm.org/standards/standards.htm>

Methods/Procedures:

- Prior to visiting the Bears' website at ChicagoBears.com, students will have held one or more, if necessary, discussion on professional football and the role it plays in the lives of individuals today.
- The teacher will guide the discussion to include 'issues' or concerns that students have themselves or have read or seen in the media. An example might be the age that an individual should be before they can be drafted by an NFL team. Another could be the role that women play in the NFL. The possibilities are endless and students will have no problem compiling a significant list of 'issues.'
- At this point the instructor should decide whether this is an individual OR a group project.
- Once the make-up of the study's members is decided, students need to write the survey question or issue in a coherent and statistically measurable format.
- After the instructor approves the format of the issue to be surveyed, students must collect data from an adequate audience population and a representative audience. Because this is part of the standard's requirements and will be part of the instructor's evaluation criteria, the audience and population of the audience is something the student(s) must determine.
- Once the survey has been completed, the student(s) must interpret the data with graphical displays. At this point, the instructor can determine in what form(s) and in what quantity of diverse graphic representations are necessary.
- The student(s) must include in their presentation variability as a factor, correlation and standard deviation.
- The presentation can be in the form of a class lecture by each student or group or in the form of a turn-in project. The use of the tri-fold science fair boards is a great method of display for data and explanation of 'issue.'

**Materials:**

- Access to the Internet
- Access to Bears' website at ChicagoBears.com
- Optional science fair tri-folds

Assessment:

- Students will present to the class or in report form to the instructor the results and analysis of the data collected.



Subject: Mathematics

Lesson Title: Finding Your Team's Bearings

Goals/Objectives:

- Students will understand the concept of bearings.
- A compass gives you two types of information:
 - 1) Direction – North, East, South, West
 - 2) Bearings – degree measurements (North = 0 or 360 degrees, East = 90 degrees, South = 180 degrees, and West = 270 degrees)

National Standards met:

Measurement

Instructional programs from pre-kindergarten through grade 12 should enable all students to: (a) understand measurable attributes of objects and the units, systems, and processes of measurement; (b) apply appropriate techniques, tools, and formulas to determine measurements.

Geometry

Instructional programs from pre-kindergarten through grade 12 should enable all students to — specify locations and describe spatial relationships using coordinate geometry and other representational systems.

<http://www.nctm.org/standards/standards.htm>

Methods/Procedures:

- Students need a protractor and a United States map showing major cities (All NFL Cities should be shown)
- The teacher would give a lecture on the concept of bearings:
 - The directions on a compass – North, South, East and West also can be described by degree measurements
 - North = 0 degrees and 360 degrees; East = 90 degrees; South = 180 degrees; West = 270 degrees
- The teacher shows the students how to use the protractor to find bearings.
- Each student is assigned a NFL Team in which the students need to find the bearings their team will take to each game.

For example: Chicago Bears

A. Play at home against the Detroit Lions the first game – skip

B. In the second game the Bears must travel to Green Bay, Wisconsin – what is the bearing they must travel?



- C. In the third game, the Bears must travel to Minneapolis, Minnesota – so for purposes of this exercise what is the bearing the team must travel from Green Bay to Minneapolis?
- D. In the fourth game, the Bears must travel back home to play the New York Giants – so for purposes of this exercise what is the bearing the team must travel from Minneapolis to Chicago?
- E. Etc.

Materials:

- Access to the Internet
- Access to Bears' website at ChicagoBears.com
- Atlas
- Protractor, paper and writing tool

Assessment:

- Students will keep track of the bearings for their team and be graded on this assignment.

Adaptation for primary grades

- Have students locate two cities on a large map
- For example, Indianapolis to Cleveland and then instead of using bearings have the students estimate the approximate direction between the cardinal compass points.



Subject: Mathematics

Lesson Title: Shapes All Around Us

Goals/Objectives:

The student will:

- Locate and name plane and solid shapes: circle, square, triangle, diamond, oval, sphere, pyramid, cone, cylinder, cube
- Find plane and solid shapes in the environment
- Sort objects by shape
- Graph everyday objects
- Write or dictate a sentence related to each shape that was located

National Standards met: Mathematics – 1C, 1B

Methods/Procedures:

Prior to the Trip:

- Students will review plane and solid shape names and the characteristics of each.
- Students will locate real objects to match these shapes in their classroom, school building or home and match them to class models of these shapes. Pictures of familiar objects will be sorted, classified and graphed by shape name.
- Teacher prepares name tags for groups, each depicting one plane and one solid shape.

During the Trip:

- Students will tour a football stadium in the area to get an overview. During a shape scavenger hunt through the stadium, groups of students (those wearing the same shape name tags) will find real objects that are the same as the plane and solid shaped depicted on their tag.
- The chaperone accompanying each group of students will allow a group member to take a photo of each shape that was found on the shape scavenger hunt and will record the name of the object.

After the trip:

- Photos will be developed or printed. Chaperone will give teacher a list of what their group photographed. Each group of students will write or dictate a sentence about the shape, such as, "The ring is a circle."

Materials:

- Models of shapes
- Name tags depicting one plane and one solid shape
- Disposable or digital camera for each group of 3-4 students
- Paper/pencil for chaperone to record shape names

Assessment:

Assessment will be informal

- Teacher observation during the trip
- The photo product from the shape scavenger hunt
- The sentences written or dictated by the students

Subject: Mathematics

Lesson Title: Dollars and Cents at the Concession Stand



Goals/Objectives:

Students will:

- Develop their money skills
- Practice addition, subtraction, and multiplication
- Make change for purchases at a football concession stand
- Write monetary units using the dollar sign and the decimal point

National Standards met: Number and Operations, Problem Solving

Methods/Procedures

- As a whole class or small group activity, have students create a menu board for a concession stand. The menu should include foods typically served at a football game such as hot dogs, popcorn, soda, Cracker Jacks, etc., and should include competitive pricing.
- Students should work in pairs so each student has a turn as the buyer and the seller. Make sure each pair of students has a copy of the menu board for the concession stand with the items for sale and prices on it. Pass out envelopes with varying amounts of play money in them. Give each student one envelope.
- Have each student complete a *Tally Ticket*, which asks questions about the possibilities afforded them with their available money. Questions posed on the *Tally Ticket* could include the following:
 1. How much money do you have to spend at the game?
 2. If your family of four wants to buy hot dogs and drinks, how much will it cost for all of you? How much change will you receive?
 3. Do you have enough money to buy one of each item on the menu board? How much will it cost? How much change will you receive?Partners should check one another's *Tally Ticket* responses for accuracy.
- Have students role play the purchasing of food at the concession stand. The buyer should order items from the menu board. The seller should create a receipt for the buyer. Then, the buyer should pay the bill and the seller makes change if necessary. Each partner should check the monetary transactions performed for accuracy.

Materials:

- Envelopes
- Play money (assortment of bills and coins)
- Materials for constructing a menu board
- *Tally Ticket*

Assessment:

- Student participation
- Accuracy of answers on *Tally Ticket*
- Accuracy of monetary transactions



Subject: Mathematics

Lesson Title: Be an NFL Statistician

Goals/Objectives

Students will:

- Create a graph of information obtained from a data set.
- Analyze data recorded on a graph.
- Calculate the mean, median, and mode of Super Bowl MVP's by starting position.

National Standards met: Data Analysis and Probability

Methods/Procedures

- Students should find a list of Super Bowl Most Valuable Players (an ideal source is www.SuperBowl.com). Have students analyze the data as follows:
- Find the position that is the mode of the data set.
- Find the median of the data set.
- Find the mean of the data set.
- Find the mean of each position relative to the number of Super Bowls.

Materials:

- List of Super Bowl Most Valuable Players
- Paper
- Pen or pencil
- Calculator (optional)
- Colored pencil (optional)

Assessment:

- Students will be assessed on accuracy of responses.

Subject: Mathematics

Lesson Title: Math Football



Goals/Objectives:

Students will:

- Practice math facts for review.
- Create a fun way to practice math facts.

National Standards Met: Numbers and operations

Methods/Procedures:

Student will:

- The class will be divided into two equal groups (teams).
- Students will need pencil and paper.
- Students from each team will be given a number that matches one other student from the opposing team.
- The teacher will choose a captain and quarterback from each team. There will be a coin toss at the beginning to see which team will kickoff or receive.
- The team that kicks will choose a card from the kickoff cards, which represents different lengths of kicks. The ball will be marked on the overhead.
- The teams will compete by working the problems given by the teacher.
- Once the problem is given the teacher will wait 5-10 seconds and pull a number chip. The players from each team that represents the number drawn will get to answer the problem. The person who answers first gets a first down or block for their respective team.
- If the offensive team gets blocked 3 times, they must go to the 4th down cards or try for a field goal (if they are inside the opposing team's 40 yard line). Passing cards are allowed after every third play, as long as the offensive team has at least one first down.
- Play continues until time runs out-usually about ½ hour.
- The team with the most points wins. If tied, the team with the most first downs wins. If first downs are tied, then the winner is determined by most blocks.
- Chalkboard is used to record points, first downs and blocks.

Materials:

- Paper, pencil, chalk and chalkboard
- Overhead projector and football field overhead
- Math sheets and number chips
- Cards for kickoff, 4th down pile and passing

Assessment:

- Teacher observation
- Teacher visually checks problems worked on paper.



Subject: Mathematics

Lesson Title: Data Analysis of Hall of Fame Running Backs

Goals/Objectives:

Students will:

- Create a scatter plot with information on attempts and yards gained.
- Create a best fit line which would show the slope of the line as the average yards per carry.

National Standards met: Number and operation, data analysis, and probability, representation

Methods/Procedures:

- Find information on attempts and yards gained for Hall of Fame running backs like Jim Brown, Jim Taylor and Walter Payton.
- Create a scatter plot using the x-axis for number of attempts and the y-axis for yards gained.
- Plot the (x,y) points of at least seven Hall of Fame running backs.
- Create a best fit line (straight line that represents these x,y data points).
- Find a good slope $\frac{Y_2-Y_1}{X_2-X_1}$ of this best fit line.
- This should be the approximate yards per carry of these great running backs.

Materials:

- Computers (Hall of Fame information on website at Profootballhof.com)
- Graph paper
- Rulers
- Colored pencils
- Calculators.
- Sports books for reference like *NFL Record and Fact Book* (published annually).

Assessment:

- Students will be able to show a best fit line on a scatter plot graph. The average yards per carry should be reasonable (slope of line calculated).

Subject: Mathematics

Lesson Title: Tackling Football Math



Goals/Objectives:

Students will be able to:

- Improve math skill by applying basic functions to the game of football.
- Learn basic football facts and game terms.
- Utilize statistics of NFL football players and teams for computing math problems.
- Research statistics of selected NFL football players and teams for use as alternative information in certain math problems.

National Standards met: Mathematics -- 1, 2, 7

Methods/Procedures:

Have students complete the math worksheets related to the game of football. They may work independently or with others. Feel free to make adaptations in players and teams to suit your students. Answers to the following worksheets are found in the back of this publication.

- A Day at the Game
- NFL Air Travel
- Conversions in Football
- Super Bowl Numbers
- Bears' Super Bowl XX Game Roster
- Miscellaneous Math Activities

Materials:

- Pencil
- Scrap paper for working problems
- Calculators if permitted

Assessment:

Students will be assessed on accuracy of responses.



A Day at the Game

Solve questions 1-30.

Please show your work for each question on the back.

1. Tickets for the game are \$32.00 each. A family of six attended the game on Sunday. What was the total cost of the tickets?
2. There are four quarters in a game, each lasting 15 minutes. What is the total number of minutes in a game? Convert the total minutes to seconds.
3. There are 45 members on one NFL team, but only 11 players are on the field at one time. How many are still on the sideline?
4. If the seating capacity for Soldier Field is 61,500. There were 57,250 in attendance for the game. How many empty seats were there?
5. Twenty-four game balls are used in every indoor NFL game. If one ball weighs 14 ounces, how much do 24 balls weigh? Convert to pounds. Clue: 16 ounces = 1 lb.
6. Vendors were selling programs for \$3.50 each throughout the stadium. If 20 vendors each sold 32 programs in one hour for five hours, how many total programs did the vendors sell?
7. A family of three decided to buy some souvenirs while at the game. They purchased two pennants at \$2.50 each, two hats at \$15.00 each, one football at \$10.99 and two programs at \$3.50 a piece. How much did they spend?
8. Throughout the game they purchased snacks to eat. They bought 5 hot dogs at \$3.00 each, 2 bags of peanuts and 2 bags of popcorn at \$3.25 a piece, 4 soft drinks at \$1.75 each and 2 ice cream cones at \$2.25 each. What was the total?
9. The game kicked off at 1:05 p.m. and ended at 4:44 p.m.. How many hours and minutes did the game last?
10. If 90% of the seats in Soldier Field, that holds 61,500, are filled for an NFL game, how many fans are there?
11. Your football team scored 18 points more than the previous high score of 56 points. What is their new high score?



12. On a series of downs, the football was spotted on your own 48-yard line. The quarterback passed for 15 yards, lost 9 yards when the quarterback was sacked, and then gained 17 yards on a halfback run. Where was the ball placed for the next down?
13. Your football team had a field goal in the first quarter, a touchdown plus an extra point in the second quarter, a touchdown but missed the extra point in the third quarter, and a safety in the fourth quarter. In the fourth quarter, the opposing team had 2 touchdowns followed by 2-point conversions for each touchdown. What was the final score of the game?
14. Your football team had penalties of 15 yards, 5 yards, 15 yards, and 15 yards. The opposing team had 5 yards fewer than half that in penalties. What were the total yards lost for the game?
15. At the concession stand, the Booster Club makes a nickel profit on each candy bar, a quarter on each box of popcorn, and \$.40 for each beverage. If they sold 70 boxes of popcorn, 45 candy bars, and 107 beverages, what was their total profit?
16. What is the area of a high school football field from goal line to goal line?
17. Ticket sale were up this season by 17%. If last year's totaled \$12,000, what were this year's sales?
18. The price of a student ticket was raised from \$3.00 to \$3.50 and the price of an adult ticket was raised from \$5.00 to \$5.50. If ticket sales for the first game of the season were 210 student tickets and 748 adult tickets, what was the total additional revenue?
19. Football ticket sales bring in a profit of \$10,000 annually. New stadium lights and bleachers will cost \$24,000, annual maintenance is \$2,000 and \$1,000 is needed for replacement equipment each year. Given the figures, how many years will it take to break even?
20. It is second down and 9-yards to go for the first down. The quarterback is sacked for an 8-yard loss. On third down, how many yards are necessary to achieve a first down?
21. The football game is scheduled to begin at 7:30 p.m. The pre-game show lasts 8 minutes. The band must report 10 minutes prior to the start of the pre-game show. What time must the band be present?
22. In the fourth quarter the clock says 1:59.04. The next 4 plays take 39.2 seconds, 15.85, 20.08, and 9.79 seconds off the clock. How much time is left?
23. Soldier Field's lights are turned on at 6:40 p.m. and turned off 30 minutes after the game is over. If the game is over at 9:28 p.m., how many minutes of electricity will be charged by the utility company?



24. Give the following attendance statistics for your school's 7 home games, find the median for the attendance at the home games.

Home Games	Attendance
#1	958
#2	15,002
#3	500
#4	12,980
#5	11,040
#6	935
#7	10,091

25. The kickoff return player fielded 5 punts during the game. The first, he caught at his own 8-yard line and returned it to his own 26-yard line. The second, he caught at the opponents 48-yard line and returned it to their 34-yard line. The third, he made a "fair catch" at his own 26-yard line. The fourth he fielded at his own 12-yard line and scored a touchdown. The fifth, he caught on his 28-yard line and was immediately tackled for no gain. What was his average punt return for this game?
26. What percentage of the field has your team covered if they move the ball from their 20-yard line to their 40-yard line?
27. The defensive back intercepts the football at his own 5-yard line and runs to the opposing team's 5-yard line before being tackled. How many yards did he gain on the interception?
28. The kicker made successful field goals of 37 yards, 29 yards, 42 yards, 18 yards, 19 yards, 40 yards, 31 yards, and 20 yards. He missed field goals of 50 yards and 46 yards. What was his percent of success?
29. In the first game of the season, the fullback ran for 17 yards, 5 yards, 12 yards, 21 yards, -6 yards, 34 yards, 3 yards, -2 yards, 10 yards, 7 yards, 4 yards, 18 yards, 66 yards, and 2 yards. What was his average yards per carry for the game?
30. What is the difference between the tallest player on the team at $6\frac{5}{8}$ " and the shortest player on the team at $5\frac{3}{4}$ "?

NFL Air Travel



Using the information sheet (p. 74) and a calculator answer the following questions.

1. Which NFL team traveled the least amount of miles during the 2004 season?

2. Which NFL team traveled the most miles in 2004? _____
3. Which conference, AFC or NFC, traveled the most throughout the 2004 season?

4. Which AFC division traveled the most throughout the 2004 season?

5. Which NFC division traveled the most throughout the 2004 season?

6. How many miles did the New England Patriots division have to travel in 2004?

7. The Washington Redskins traveled 9,548 miles in 2003. How many more miles did they travel in 2004? _____
8. The Pittsburgh Steelers and the Cleveland Browns are AFC North Division rivals. Who traveled the most miles and by how many? _____
9. How many total miles did the 32 NFL teams travel in 2004?

10. The Denver Broncos and the Washington Redskins played in the 2004 Pro Football Hall of Fame Game. How many total miles did these two teams travel in 2004?



NFL Air Travel Information Sheet

Total Air Miles NFL Teams Traveled in 2004
(2004 preseason and regular season)

1. Arizona	27,622	17. Miami	26,244
2. Atlanta	18,216	18. Minnesota	15,832
3. Baltimore	4,650	19. New England	17,324
4. Buffalo	19,798	20. New Orleans	21,594
5. Carolina	18,400	21. New York Giants	13,650
6. Chicago	10,202	22. New York Jets	18,922
7. Cincinnati	8,920	23. Oakland	23,006
8. Cleveland	11,174	24. Philadelphia	8,594
9. Dallas	21,994	25. Pittsburgh	8,534
10. Denver	24,044	26. St. Louis	19,706
11. Detroit	9,914	27. San Diego	24,842
12. Green Bay	11,836	28. San Francisco	35,756
13. Houston	18,718	29. Seattle	29,956
14. Indianapolis	12,629	30. Tampa Bay	20,542
15. Jacksonville	21,306	31. Tennessee	16,880
16. Kansas City	18,026	32. Washington	14,434

American Football Conference (AFC)

Baltimore Ravens
Buffalo Bills
Cincinnati Bengals
Cleveland Browns
Denver Broncos
Houston Texans
Indianapolis Colts
Jacksonville Jaguars
Kansas City Chiefs
Miami Dolphins
New England Patriots
New York Jets
Oakland Raiders
Pittsburgh Steelers
San Diego Chargers
Tennessee Titans

National Football Conference (NFC)

Arizona Cardinals
Atlanta Falcons
Carolina Panthers
Chicago Bears
Dallas Cowboys
Detroit Lions
Green Bay Packers
Minnesota Vikings
New Orleans Saints
New York Giants
Philadelphia Eagles
St. Louis Rams
San Francisco 49ers
Seattle Seahawks
Tampa Bay Buccaneers
Washington Redskins

MATHEMATICS

AFC	<u>East Division</u>	<u>North Division</u>	<u>South Division</u>	<u>West Division</u>
	Bills	Bengals	Colts	Broncos
	Dolphins	Browns	Jaguars	Chargers
	Jets	Ravens	Texans	Chiefs
	Patriots	Steelers	Titans	Raiders
NFC	<u>East Division</u>	<u>North Division</u>	<u>South Division</u>	<u>West Division</u>
	Cowboys	Bears	Buccaneers	Cardinals
	Eagles	Lions	Falcons	49ers
	Giants	Packers	Panthers	Rams
	Redskins	Vikings	Saints	Seahawks

Conversions in Football



Complete problems 1-10. Please show your work.

1. During his career, Barry Sanders rushed for 15,269 yards.
How many feet is that? _____
2. Ed Reed returned an interception for an NFL record 106 yards in 2004. How many inches is that? _____
3. Brett Favre passed for 3,921 yards in 2001. How many miles is that? _____
*Hint: 1 mile = 1,760 yards
Round to the nearest tenth.
4. Ahman Green rushed for 1,387 yards in 2001.
How many feet is that? _____
5. The Bears have the ball on their own 25-yard line and they complete a 45-yard pass.
They then lose 4 yards on the next play. What yard line are they now on? _____
6. Jim McMahon threw a 54-yard pass. How many inches did he throw? _____
How many centimeters? _____
Hint: 1 inch = 2.54 centimeters
7. A football field measures 100 yards from goal line to goal line. A field is $53 \frac{1}{3}$ yards wide. Convert these measurements to feet. _____
8. If an NFL player weighs 303 pounds.
How much does he weigh in ounces? _____
9. A game normally lasts 60 minutes. During a 16-game season, how many total minutes does one team play? _____
10. There are seven officials on the field for every NFL game. If 16 games are played each week, what is the total number of officials officiating throughout the NFL each week? _____



Super Bowl Numbers

Super Bowl games are written with Roman numerals. The use of Roman numerals actually began with Super Bowl V. Use the chart to calculate past and future games.

Roman Numeral Chart									
1	2	3	4	5	6	7	8	9	10
I	II	III	IV	V	VI	VII	VIII	IX	X

Example:

$$\begin{array}{r} X = 10 \\ + IX = 9 \\ \hline \text{Super Bowl } 19 \end{array}$$

$$\begin{array}{r} X = \\ + V = \\ \hline \text{Super Bowl} \end{array}$$

$$\begin{array}{r} X = \\ + IV = \\ \hline \text{Super Bowl} \end{array}$$

$$\begin{array}{r} X = \\ + IV = \\ \hline \text{Super Bowl} \end{array}$$

$$\begin{array}{r} X = \\ X = \\ + III = \\ \hline \text{Super Bowl} \end{array}$$

$$\begin{array}{r} X = \\ X = \\ + VI = \\ \hline \text{Super Bowl} \end{array}$$

$$\begin{array}{r} X = \\ V = \\ + III = \\ \hline \text{Super Bowl} \end{array}$$

$$\begin{array}{r} X = \\ X = \\ X = \\ + V = \\ \hline \text{Super Bowl} \end{array}$$

$$\begin{array}{r} X = \\ X = \\ X = \\ + II = \\ \hline \text{Super Bowl} \end{array}$$

$$\begin{array}{r} X = \\ X = \\ X = \\ + VII = \\ \hline \text{Super Bowl} \end{array}$$

- Write the Roman numeral for Super Bowl 38 which was played in Houston, Texas.

Bears' Super Bowl XX Roster



ALPHABETICAL ROSTER

No.	Name	Pos.	Ht.	Wt.	Birthdate	NFL Exp.	College
60	Andrews, Tom	C	6-4	267	1/21/61	2	Louisville
62	Bortz, Mark	G	6-6	269	2/12/61	3	Iowa
8	Buford, Maury	P	6-1	191	2/18/60	4	Texas Tech
6	Butler, Kevin	K	6-1	204	7/24/62	R	Georgia
54	Cabral, Brian	LB	6-1	224	6/23/56	7	Colorado
74	Covert, Jim	T	6-4	271	3/22/60	3	Pittsburgh
95	Dent, Richard	DE	6-5	263	12/13/60	3	Tennessee State
22	Duerson, Dave	S	6-1	203	11/28/60	3	Notre Dame
45	Fencik, Gary	S	6-1	196	6/11/54	10	Yale
21	Frazier, Leslie	CB	6-0	187	4/3/59	5	Alcorn State
71	Frederick, Andy	T	6-6	265	7/25/54	9	New Mexico
4	Fuller, Steve	QB	6-4	195	1/5/57	7	Clemson
83	Gault, Willie	WR	6-1	183	9/5/60	3	Tennessee
23	Gayle, Shaun	CB	5-11	193	3/8/62	2	Ohio State
29	Gentry, Dennis	RB	5-8	181	2/10/59	4	Baylor
99	Hampton, Dan	DE-DT	6-5	267	9/19/57	7	Arkansas
73	Hartenstine, Mike	DE	6-3	254	7/27/53	11	Penn State
63	Hilgenberg, Jay	C	6-3	258	3/21/59	5	Iowa
75	Humphries, Stefan	G	6-3	263	1/20/62	2	Michigan
98	Keys, Tyrone	DE	6-7	267	10/24/59	3	Mississippi State
82	Margerum, Ken	WR	6-0	180	10/5/58	4	Stanford
58	Marshall, Wilber	LB	6-1	225	4/18/62	2	Florida
85	McKinnon, Dennis	WR	6-1	185	8/22/61	3	Florida State
9	McMahon, Jim	QB	6-1	190	8/21/59	4	BYU
76	McMichael, Steve	DT	6-2	260	10/17/57	6	Texas
87	Moorehead, Emery	TE	6-2	220	3/22/54	9	Colorado
51	Morrissey, Jim	LB	6-3	215	12/24/62	R	Michigan State
89	Ortego, Keith	WR	6-0	180	8/30/63	R	McNeese State
34	Payton, Walter	RB	5-10	202	7/25/54	11	Jackson State
72	Perry, William	DT	6-2	308	12/16/62	R	Clemson
48	Phillips, Reggie	CB	5-10	170	12/12/60	R	SMU
27	Richardson, Mike	CB	6-0	188	5/23/61	3	Arizona State
59	Rivera, Ron	LB	6-3	239	1/7/62	2	California
20	Sanders, Thomas	RB	5-11	203	1/4/62	R	Texas A&M
50	Singletary, Mike	LB	6-0	228	10/9/58	5	Baylor
26	Suhey, Matt	RB	5-11	216	7/7/58	6	Penn State
31	Taylor, Ken	CB	6-1	185	9/2/63	R	Oregon State
57	Thayer, Tom	G-C	6-4	261	8/16/61	R	Notre Dame
33	Thomas, Calvin	RB	5-11	245	1/7/60	4	Illinois
52	Thrift, Cliff	LB	6-1	230	5/3/56	7	East Central Oklahoma
18	Tomczak, Mike	QB	6-1	195	10/23/62	R	Ohio State
78	Van Horne, Keith	T	6-6	280	11/6/57	5	USC
70	Waechter, Henry	DT	6-5	275	2/13/59	4	Nebraska
55	Wilson, Otis	LB	6-2	232	9/15/57	6	Louisville
80	Wrightman, Tim	TE	6-3	237	3/27/60	R	UCLA

R—A first-year player who has not previously been in an NFL training camp.

MATHEMATICS

Source: Super Bowl XX Game Program



Answer the following questions using the Chicago Bears' roster.

MATHEMATICS

1. Who was the oldest player on the team?
2. What number was Jim McMahon?
3. How many receivers (WR) were there?
4. How many players had 10 or more years of NFL experience?
5. How many quarterbacks (QB) were listed?
6. What college or university did Calvin Thomas attend?
7. Who was the heaviest player on the team?
8. Who was the lightest player on the team?
9. What position did number 83 play?
10. Add up the total weight of all the running backs (RB).

Miscellaneous Math Activities



Teachers: The following are classroom mathematics activities for you and your students to enjoy. Feel free to adapt and make copies of these ideas to suit your classroom.

NERF FOOTBALL: Use a Nerf football to provide math practice. With a permanent marker draw puzzle pieces all over the ball and number each piece. When the student catches the football, they either add or multiply the numbers found under their fingers. You can be “all thumbs” and still enjoy!

WEEKLY ANALYZING: Assign each student a team or a player and have them keep track of their weekly statistics. Give weekly math problems to the students in order to practice various mathematics skills. Students can keep a journal of their findings to compare with their classmates' findings.

FIELD FACTS: Take a trip to a football field. Have the students practice using rulers, measuring tapes, and compasses by giving assignments related to the field. How far is the end zone from the goal post? How many inches is the entire field? How many yards across is a field? You could even have the students play a game of catch – how far can they throw? Who can catch the farthest throw?

FOOTBALL FOLDER GAME: Using the inside of a file folder, draw the outlines of 10 footballs and then write a different number inside each one. Laminate the folder. Draw matching football shapes on poster board, add corresponding number of dots, laminate and cut out. To play, the student counts the number of dots on the football and places it on top of the matching numbered footballs on the file folder. You could also use this for multiplication and subtraction by adapting the numbers.

ROMAN NUMERAL FUN: Super Bowls are numbered by Roman numerals. Make a list of Roman numerals from one to fifty. Multiply each number on your list by ten and write the products in Roman numerals.



**Pro Football Hall of Fame
Educational Outreach Program
Activity Guide
- Chicago Bears Edition -**



Science

Subject: Science: Scientific Inquiry

Lesson Title: What If Footballs Weren't Made of Leather



Goals/Objectives:

- Students formulate tested hypotheses. Develop and explain the appropriate procedures, controls and variables (dependent and independent) in scientific experimentation.
- Students present scientific findings using clear language, accurate data, appropriate graphs, tables, maps and available technology.
- Students use models to predict and analyze.
- Students draw conclusions from inquiries based on scientific knowledge and principles, the use of logic and evidence from investigations.
- Students explain how new scientific data can cause any existing scientific explanation to be supported, revised or rejected.

National Standards met: Scientific Inquiry: 7th-12th Grade

Methods/Procedures:

- The teacher must create the scenario that a fictional character, player or interested individual is concerned that leather, an animal product, is used to make all NFL footballs. This individual, being an ardent vegetarian, believes that there has to be other choices and options available for football construction.
- As a beginning activity, students will be asked to pretend they are this individual and state a hypothesis in writing and explain the procedures they must go through to test their hypothesis for a leather replacement football.
- Secondly, the students will construct a chart comparing the leather football and statistics such as ease of construction, throwing capability, passing capability, kicking capability and any other areas they feel the new ball and the traditional leather ball can be tested.
- Next, the class will be convened so each student or group of students can present their findings from the experimentation.
- Finally, the students' and/or their groups' results will be charted so the class can either accept or reject the materials chosen as leather replacements.
- The teacher should bring in an example of footballs used in the NFL and students should jot down observations and impressions.



Materials:

- Teacher created scenario
- Traditional footballs
- Footballs of variously constructed materials
- Access to the Internet
- Access to Bears' website at ChicagoBears.com

Assessment:

- Teacher and student created format (stencil) for student use and evaluation of variously constructed footballs.
- Students will deliver a formal presentation on their tested hypothesis.
- Teacher posts results and student experiments.

Sample Chart

Name: _____ Class: _____	Traditional 21st Century Football	Football Made from Plastics i.e. Pleather	Football Made from Wood
Distance Football Can Be Kicked			
Distance Football Can Be Passed			

Subject: Science: Science and Technology

Lesson Title: How Much Can Be Recycled?



Goals/Objectives:

- Students explain how technology influences the quality of life.
- Students discuss how decisions about the use of products can result in desirable or undesirable consequences.
- Students use examples to predict and analyze.
- Students recognize that science can only answer some questions and technology can only solve some human problems.
- Students describe examples of scientific advances and emerging technologies and how they impact society.

National Standards met: Science and Technology: 6th-10th Grade

Methods/Procedures:

- The students and teacher compile a list of objects that accumulate from fans, players and workers at any NFL game.
- Students gather, if possible, concrete examples of listed items.
- Students determine which listed objects can be recycled.
- A student, through letters, calls and possibly personally, determines which stadiums recycle and which items they recycle.
- After compiling all three lists, using a mathematical formula, including amount of each product sold, determine the weight of each recyclable item, team's game and/or season through extrapolation.

Materials:

- Student and teacher created item list
- Student list of recyclable objects
- Students list of actual recycled items/team or stadium
- Attendance figures and products sold or estimates
- Access to the Internet
- Access to Bears' website at ChicagoBears.com
- Scales for weighing objects



Assessment:

- Student created tables of items sold, recyclable items, items recycled and total poundage.
- Students will deliver a formal presentation on their findings.
- Teacher posts results and student findings (charts).

Sample Chart

Soldier Field (Chicago, IL)

Items Sold	Item A	Item B	Item C	Item D
	_____	_____	_____	_____
Game 1	Total Weight: _____	Total Weight: _____	Total Weight: _____	Total Weight: _____
Game 2	Total Weight: _____	Total Weight: _____	Total Weight: _____	Total Weight: _____
Game 3	Total Weight: _____	Total Weight: _____	Total Weight: _____	Total Weight: _____

Students may add items, delete items, add games, delete games depending on time constraints.

Subject: Science: Science & Technology, Scientific Inquiry

Lesson Title: A Blow to the Head is Not Just a ‘Ding’!



Goals/Objectives:

- Identify a problem or need, propose designs and choose among alternative solutions for the problem.
- Explain why a design should be continually assessed and the ideas of the design should be tested, adapted and refined.
- Explain that when a design for a device or process, thought should be given to how it will be manufactured, operated, maintained, replaced and disposed of in addition to who will sell, operate and take care of it. Explain how the costs associated with these considerations may introduce additional constraints on the design.
- Students use models to predict and analyze.
- Students draw conclusions from inquiries based on scientific knowledge and principles, the use of logic and evidence from investigations.
- Students explain how new scientific data can cause any existing scientific explanation to be supported, revised or rejected.

National Standards met: Scientific Inquiry: 7th-12th Grade, Science and Technology: 9th, 10th Grade

Methods/Procedures:

- The teacher provides the one page Personal Trainer (p. 87) data for students to read and discuss.
- As a beginning activity, students will be asked to pretend that the hard boiled egg they will be provided with is to simulate a football player’s head and that they are to design a helmet that will offer the player protection from injury as described in the Personal Trainer data. The teacher may provide an authentic helmet used in their district for students to examine.
- Secondly, the students will construct a list of features that they believe the ‘ideal’ helmet should possess. After the list is compiled individually, the instructor will place students in groups to come up with a group list of needs a helmet should possess.
- Each group of students will be asked to rank the safety features they believe their helmet should possess from most necessary feature to ‘least’ necessary feature.
- Next, students in each group will design an ideal helmet which they believe will best protect the football player’s head.
- Students will be given time to collect and bring to class materials to test their designs.
- Next, the class will be convened so each group can present their designs and findings from the experimentation.
- Finally, the students’ and or their groups’ results will be charted so the class can either accept or reject the designs and materials chosen and to rank the designs based on



experimentation and discussion.

- Using the Internet, students will search for early and current examples of helmets used in the NFL and jot down observations and impressions.

Materials:

- Teacher created scenario
- Traditional helmets
- Helmets of variously constructed materials
- Access to the Internet
- Access to Bears' website at ChicagoBears.com
- Personal trainer article

Assessment:

- Teacher and student created format (stencil) for student use and evaluation of variously constructed football helmets.
- Each student group will deliver a formal presentation on their tested hypothesis.
- Teacher posts results and student group experiments.

SCIENCE

Sample Chart

Name: _____	Group 1	Group 2	Group 3
Class: _____			
Helmet Padded With: Styrofoam			
Helmet Padded With: 'Peanuts' Packing Bubbles			
Helmet Padded With: _____			

Personal Trainer



A blow to the head not just a 'ding'

- Football players need several days to recover from a concussion, according to new research that is likely to apply to other sports.

After a mild head injury

- The athletes' neurological symptoms lasted about 7 days
- Their thinking took 5 to 7 days to return to normal
- Their balance took 3 to 5 days to recover
- About 10 percent of players needed more than a week to recover

Losing consciousness not necessarily:

- Brain dysfunction was clear after mild head injury even if athlete did not have classic signs of concussion:
- Loss of consciousness amnesia after regaining consciousness

Recommendation

- After concussion, athlete should stop competing at once
- Do not return to play or practice until all symptoms end, both at rest and with exertion
- If athlete passes out or has signs of amnesia, he or she should not play that day
- Athlete should get careful, repeated exams by person trained and experienced in evaluating concussion
- If symptoms worsen, athlete should get immediate medical exam, possible hospitalization



Subject: Science

Lesson Title: Physics and Football

Goals/Objectives:

- To determine what factors influence the distance and height of a football that has been kicked.

National Standards met: A1 and A2, Science as Inquiry, Designing and conducting scientific investigations; B2, Physical Science, Structure and properties of matter.

Methods/Procedures:

- Divide the class into two groups. Group A will kick the football and Group B will observe and measure. Groups may then switch roles and repeat the activity.
- Mark the kicking position and mark the area if you are performing the activity anywhere but the football field.
- Create a chart or table on which to record observations. Record also condition of field and description of surface. If individual student body type is recorded, students can determine the role a kicker's weight plays in the distance the ball travels.
- Instruct Group A members to each kick the football six times, three times standing and three times running.
- Instruct Group B members to record the landing point each time. Group B can estimate angle of the kick as well.
- Have students analyze data.
- This would lend itself to a follow-up activity on another day with different weather and surface conditions.
- Have students draw conclusions and present the data and conclusions to the class.

Materials:

- School football field
- Paper
- Pencils or pens
- Footballs
- Tape measures

Assessment:

- Teacher-created rubric scoring data collected as well as analysis and conclusions.

Subject: Science

Lesson Title: Momentum and Football



Goals/Objectives:

Students will be able to:

- Define momentum
- Calculate momentum
- Analyze factors affecting momentum
- Define Newton's third law of motion
- Explain the law of conservation of momentum
- Apply Newton's third law of motion and the law of conservation of momentum to a football scenario.

National Standards met: A, B, C, F, G

Methods/Procedures:

- Using available resources, have students define momentum (inertia in motion) and determine how to calculate momentum (multiply the mass of an object by its velocity; momentum = mass x velocity or momentum = mv).
- Explain to students that a moving object can have a large momentum if it has a large mass, a high speed, or both. Give the following example to illustrate: a moving truck has more momentum than a car moving at the same speed because the truck has more mass. However, a fast car can have more momentum than a slow truck.
- Using available resources, have students define Newton's third law of motion. (When one object exerts a force on second object, the second object exerts a force on the first that is equal in size and opposite in direction. In other words, "to every action force there is an equal and opposite reaction force.")
- Using available resources, have student define the law of conservation of momentum (the total amount of momentum of a group of object does not change unless outside forces act on the objects).
- Brainstorm factors that would have an effect on the success of a running play in a football game (skills of the ball carrier, blockers, and defending players, size of the players, speed at which players are running, weather, condition of the field, etc.). Have students complete the Momentum and Football worksheet in which the only variables are the masses of the offensive and defensive players and their velocities. Share responses.

Materials:

- Physics resources
- Worksheet: Momentum and Football

Assessment:

- Correct responses to questions on worksheet



Name _____

Momentum and Football

Given the four football scenarios below, assume that in each case the ball carrier meets the opposing defensive player head-on at the goal line. There, the defender wraps his arms around the ball carrier. Considering the only variables of masses of the offensive and defensive players and their velocities, respond to the questions.

Scenario #1	Mass	Velocity
Offensive Player	93 kg	5.2 m/s
Defensive Player	136 kg	2.2 m/s

Scenario #2	Mass	Velocity
Offensive Player	85 kg	8.8 m/s
Defensive Player	105 kg	6.9 m/s

Scenario #3	Mass	Velocity
Offensive Player	89 kg	6.5 m/s
Defensive Player	113 kg	5.7 m/s

Scenario #4	Mass	Velocity
Offensive Player	108 kg	5.9 m/s
Defensive Player	95 kg	8.3 m/s



1. Which ball carriers are most likely to score touchdowns? Explain.

2. Which defensive player has the greatest momentum? Considering all of the defensive players, what factor seems to be most significant in giving this player the greatest momentum?

3. In Scenario #3, whose momentum changes? Explain.

4. In Scenario #4, how is the total momentum of the players affected by their collision? Explain.



Subject: Science

Lesson Title: Selling a Football

Goals/Objectives:

- To determine what factors influence the distance and height of a football that is kicked.
- To produce an advertisement for a product.

National Standards met: A1 and A2, Science as Inquiry, Designing and Conducting a scientific investigation; B2 Physical Science, Structure and properties of matter; B4, Physical Science, Motions and forces.

Methods/Procedures:

- Define the terms motion, force, elasticity, kinetic energy, potential energy, thermal energy, and composite materials.
- Students can use a KWLH (Know, Want to know, How to learn, and what was Learned) chart. See this website for further information: <http://graphic.org/kwhl.html>.
- Collect several different footballs.
- Form teams of two or three. Have each team select a ball. Conduct the experiment by having each team kick the football and measure the distance. Consider also using a ball that is under inflated or over inflated.
- Have each team record observations.
- Teams should analyze the data and draw conclusions.
- Teams should then design an advertisement for the football based on its performance. The ad should contain persuasive language, graphics, and data presented in table or graphic form.
- Assessment can be done on a teacher-designed rubric which scores the advertisement based on such features as effectiveness, conveyance of desired concept, use of technology, design elements, and convincing argument.

Materials:

- Footballs
- Paper and pencils or pens
- Measuring tools
- Computer software, if desired

Assessment:

- Teacher-created rubric

Subject: Science

Lesson Title: Weather Observations: Should the Game Be Played? (Grade Levels: Elementary, 3-5)



Goals/Objectives:

- The student will describe the weather predicted at game time by measurable quantities, including temperature, wind direction, wind speed, precipitation and barometric pressure. When given real or hypothetical weather conditions, the student will discuss the likelihood of a game being delayed or suspended.

National Standards Met:

- Ohio Science Content Standard: Earth and Space Sciences
- Benchmark: Analyze weather and changes that occur over a period of time.
- 4th Grade Indicator: Describe weather by measurable quantities such as temperature, wind direction, wind speed, precipitation and barometric pressure.

Methods/Procedures:

1. Severe weather conditions can threaten the safety of both football players and spectators during games and practice sessions. Here are a few guidelines that are generally used:
 - Weather conditions that can cause games to be delayed or cancelled include lightning, severe storms, tornadoes, high heat/humidity and a low wind-chill index.
 - Athletic programs should use Weather Radio equipped with the emergency alert system provided by the nearest National Weather Service broadcast station.
 - If lightning exists, find the closest safe shelter. Monitor how near the lightning is striking and the number of seconds between the time lightning is sighted and the time thunder is heard. All players and spectators should have left the playing area before the flash-to-bang count reaches 30 seconds. Play or practice should not continue until 15-30 minutes have passed after the last clap of thunder or flash of lightning.
 - If a severe thunderstorm watch or warning is issued during a game or within three hours of a game, the competition should be suspended and all players and spectators should move rapidly to safe shelter. If outdoors during a thunderstorm, players should avoid standing near structures in open areas, including tall objects that project above the landscape such as large isolated trees, water and grounded objects.
 - Wait at least 30 minutes after the storm has passed before returning to the game, or until the National Weather Service suspends the watch or warning.
 - When there is rain without a thunderstorm, teams usually play in spite of water and mud. Game officials and coaches must stay informed of the approach of severe weather and take cover early.
 - If a tornado watch or warning is issued during a game or within three hours of a game, the competition is usually cancelled. When there is a threat of a tornado, everyone should go indoors to the basement or lowest interior level of a building



and crouch down with heads covered.

- During extreme heat, professional games are usually played but coaches take precautions to protect players from heat illness-fatigue by providing plenty of cold water. If a player shows signs of heat illness, immediate medical attention is usually given. During extreme heat conditions, practice should include rest periods of 15 minutes per hour. Youth games are sometimes cancelled during very high risk conditions.
 - During extremely cold temperatures, the risk of exposed flesh becoming frozen is greatly increased at wind chill factors below -20 degrees Fahrenheit. Temperature, wind chill and degree of wetness are taken into account during cold weather.
2. If a weather radio is available, check with the National Weather Service three hours prior to attending a football game or practice. Otherwise, watch the Weather Channel on television, look at the weather forecast in a recent newspaper, or check the weather on www.weatherchannel.com. Record the temperature, wind direction, wind speed, precipitation and barometric pressure. Based on the above information, do you think there is a reason the game could be cancelled, delayed or suspended?
 3. In the classroom, ask students to jot down hypothetical temperatures, wind directions, wind speeds, precipitation conditions and barometric pressures that will be read to the class. The class will discuss the fate of upcoming football games based on information provided.

Assessment:

- Students list the various weather factors that could affect the playability of a football game.

Subject: Science

Lesson Title: Protection Plus, Misc. Science Activities



Goals/Objectives:

- Students identify science as a subject area intimately connected to football's past, present and future.
- Students identify key science phrases and words.
- Students identify scientific method as a means to investigate football "problems."
- Students identify main points of each experiment in this area's lessons.
- Students effectively analyze results.

National Standards met: Science – Physical Science, Science and Technology, Scientific Inquiry, Scientific Ways of Knowing
Math – Problem Solving, Measurement, Number and Operations, Communication, Connections, Representation
Language Arts – 9A-9J

Methods/Procedures:

- Students complete the worksheets in this section concentrating on one activity at a time.
- Teachers are encouraged to adjust, adapt and alter activities to suit class needs.
- Answers are located in the back of this publication.
- Protection Plus
- Miscellaneous Science Activities
- Students would be encouraged to access the Bears' official site: ChicagoBears.com. On this site students can examine articles to analyze, discuss and import for use in their presentation and discussion.

Materials:

- Activity sheets
- Helmets...various examples
- Uniform Pieces: chin guards, elbow pads, hip pads, rib guards, shoulder pad, thigh protectors, wrist protectors.
- Access to the Internet
- Access to Bears' website at ChicagoBears.com.
- Access to the school and/or public library as well as computer/technology center

Assessment:

- Completion of activity sheets
- Evaluation of oral discussions
- Completion of required activities

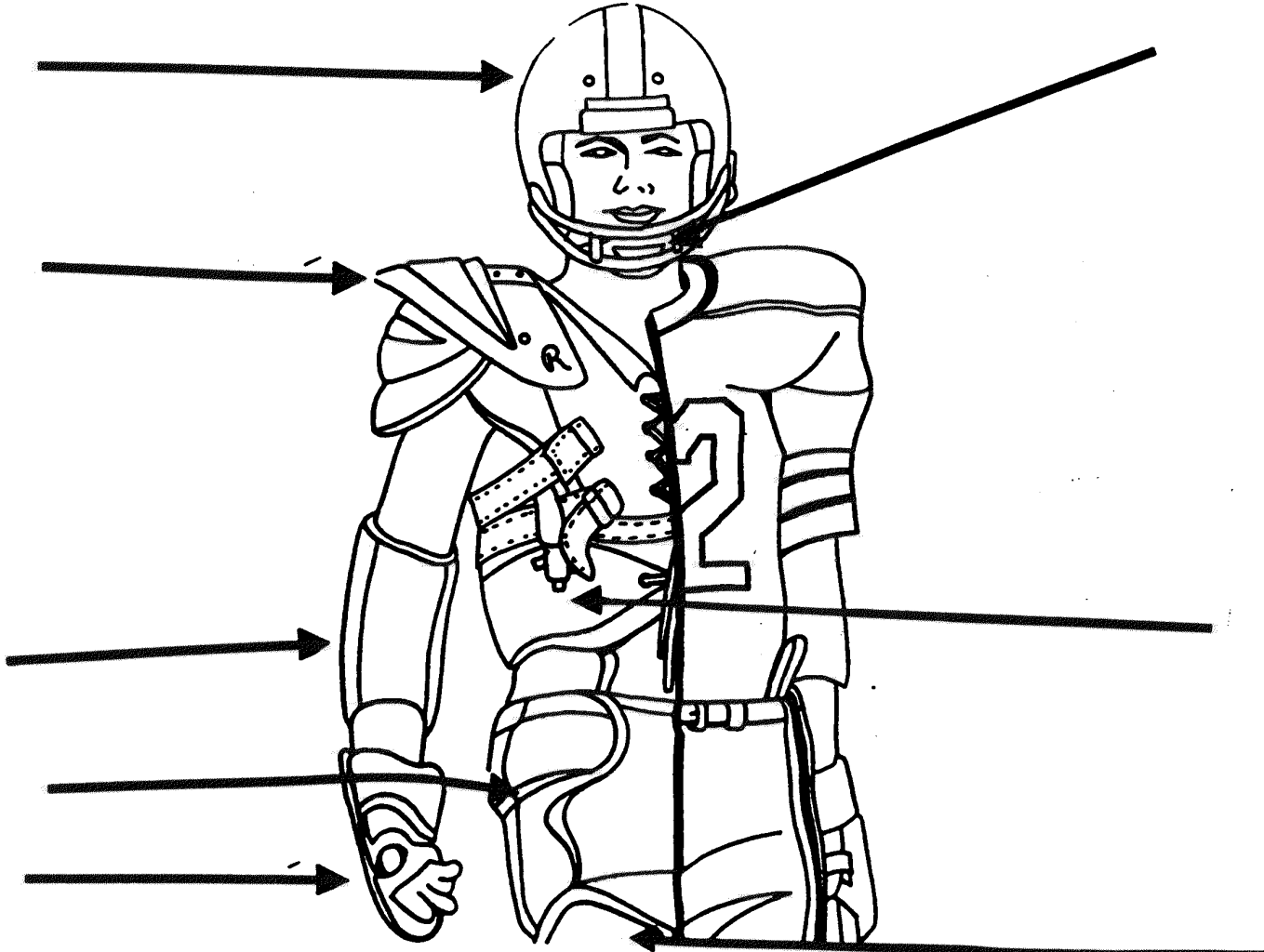
SCIENCE



Protection Plus

Players must wear different types of equipment under their uniforms in order to protect every part of their body.

Directions: Using the equipment names at the bottom, label each type of equipment and then list two body parts (internal or external) that each type of equipment protects.



SCIENCE

Chin guard

- 1.
- 2.

Elbow pad

- 1.
- 2.

Helmet

- 1.
- 2.

Hip Pad

- 1.
- 2.

Rib Guard

- 1.
- 2.

Shoulder Pad

- 1.
- 2.

Thigh Protector

- 1.
- 2.

Wrist Protector

- 1.
- 2.

Miscellaneous Science Activities



Teachers: The following are classroom science activities for you and your students to enjoy. Feel free to adapt or copy these ideas to suit your classroom.

PERSONAL FOOTBALLS: Let the children experiment with mixing together different colors of paint to make the color brown. Then have them use their brown paint to paint large football shapes on pieces of butcher paper. Display their football pictures around the room.

ANIMALS, ANIMALS: Make a list of team mascots that are animal nicknames. Have students choose one animal and find out ten facts about that animal. Make a class book including the ten facts on each animal. Have the students illustrate their pages. After the book is completed, donate it to the school library so other students can read and learn!

COLORS OF THE GAME: Using the team colors (this information is generally listed on the individual team websites. Students can access the team sites through Profootballhof.com) have students create a color wheel for the 32 NFL teams. This can be done with crayons, colored pencils, markers, or paint. Students can then try to guess the team from only the colors. Another activity using the team colors involves paint mixing. Mix a variety of the team colors together and see what different colors they create. Name some of the creative colors. Ask students to mix certain colors together to see what they get. Example: Mix the Chicago Bears colors together. What color do you get? Mix the Green Bay Packers colors with the Minnesota Vikings. What color do you get? Create your own combinations.

INVENTIONS: Divide students into cooperative groups. Each group develops an invention that will be used to improve the game of football by making it faster, safer, or more exciting. Have the group members write a brief explanation of their invention and draw a picture or construct a model. Groups then should present and display their inventive ideas.



**Pro Football Hall of Fame
Educational Outreach Program
Activity Guide
- Chicago Bears Edition -**



***Family and Consumer
Sciences***

Subject: Family and Consumer Sciences

Lesson Title: Sports Nutrition



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.

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

Power for Performance



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.

Subject: Family and Consumer Sciences

Lesson Title: Determining the Nutritional Value of Foods



Goals/Objectives:

Students will be able to:

- Define nutrient density
- Identify valuable nutrients needed for good health and fitness
- Analyze food product labels and recipes for nutritional value using the “Finger Method.”
- Compare empty calorie foods (junk foods), nutrient neutral foods, and nutrient dense foods for nutritional value.

National Standards met: Nutrition and Wellness, Standard 14.0

Methods/Procedures:

- Using available resources, have students research the functions of the nutrients needed for good health and fitness (i.e. protein, carbohydrates, fats, vitamins, and minerals).
- Explain to students that everything we eat isn’t necessarily good for us and for optimum health and fitness we need to include more nutrient dense foods in our diet. Nutrient dense foods provide a significant source of protein, vitamin A, vitamin C, the B-complex vitamins, calcium, iron, and fiber with not too much fat and calories.
- Demonstrate the “Finger Method” of analyzing food product labels and recipes while reviewing the handout “Nutrient Density: Analyzing Product Labels and Recipes for Nutritional Value.”
- Divide the class into pairs. Distribute a food product or recipe to each team and have them use the “Finger Method” to determine its nutritional value. Share responses with the whole class.
- Have students work independently to complete the “Determining the Nutritional Value of Foods Worksheet.”

Materials:

- Nutrition resources such as videos, computer software, textbooks, and internet connection
- Handout: “Nutrient Density: Analyzing Product Labels and Recipes for Nutritional Value”
- Food products and recipes that provide nutritional information

Assessment:

- Participation in all instructional activities
- Worksheet: “Determining the Nutritional Value of Foods”



Nutrient Density

Analyzing Product Labels and Recipes for Nutritional Value

Nutrient density is a way of categorizing foods that are good for you. Nutrient dense foods have more healthy nutritional characteristics than unhealthy ones. They provide significant source of certain valuable nutrients (vitamin A, vitamin C, B-complex vitamins, calcium, iron, protein, and fiber) while at the same not supplying too much fat and calories.

A fast and easy way to determine the nutrient density of foods is called the “Finger Method.” It can be used on product labels and recipes that provide nutritional information. The following chart explains the procedure.

FAMILY AND CONSUMER SCIENCES

Labels and recipes that DO NOT report the B-complex vitamins (thiamin, niacin, and riboflavin)	Labels and recipes that DO report the B-complex vitamins (thiamin, niacin, and riboflavin)
Put one finger up for: Vitamin A 10%/100 R.E. Vitamin C 10%/60mg Calcium 10%/100mg Iron 10%/1.8mg Protein 10%/6g or more Fiber 10%/3g or more	Put one finger up for: Vitamin A 10%/100 R.E. Vitamin C 10%/60mg Calcium 10%/100mg Iron 10%/1.8mg Protein 10%/6g or more Fiber 10%/3g or more Thiamin 10% Niacin 10% Riboflavin 10%
Put one finger down for: Total fat 10%/6g or more Calories 200 or more per serving	Put one finger down for: Total fat 10%/6g or more Calories 200 or more per serving <p style="text-align: center;">OR</p> Put two fingers down for: Total fat 30%/18g or more Calories Over 400 per serving

Final Analysis:

- Negative Numbers = These foods are pure “junk foods”. They have too much fat and/or calories for the nutrients provided.
- Zero = These foods are nutrient neutral and are not really good or bad for you. They are either low in fat and/or calories or high in valuable nutrients.
- Positive Numbers = These foods are nutrient dense and are good for you. Valuable nutrients are available without much fat and/or calories.



Example #1: Apple Pie

Recipe that does not report the B-complex vitamins (thiamin, niacin, and riboflavin)

Calories	424
Fat	15 grams
Protein	6%
Vitamin A	3%
Vitamin C	6%
Calcium	1%
Iron	7%
Fiber	Not reported

Recipe that does report the B-complex vitamins (thiamin, niacin, and riboflavin)

Calories	424
Fat	15 grams
Protein	6%
Vitamin A	3%
Vitamin C	6%
Calcium	1%
Iron	7%
Fiber	Not reported
Thiamin	16%
Niacin	9%
Riboflavin	9%

Fingers Up:	0
Fingers Down:	-1 calories -1 fat
Total:	-2

Fingers Up:	+1 Thiamin
Fingers Down:	-2 calories -1 fat
Total:	-2

Example #2: Halibut Asparagus Stir-Fry

Recipe that does not report the B-complex vitamins (thiamin, niacin, and riboflavin)

Recipe that does report the B-complex vitamins (thiamin, niacin, and riboflavin)

Calories	160
Fat	2 grams
Protein	38%
Vitamin A	6%
Vitamin C	18%
Calcium	4%
Iron	6%
Fiber	3 Grams
Thiamin	10%
Niacin	16%
Riboflavin	10%

Fingers Up:	+1 Protein +1 Vitamin C +1 Thiamin +1 Niacin +1 Riboflavin +1 Fiber
Fingers Down:	0
Total:	+6



Example #3: Pear Sauce

Recipe that *does not* report the B-complex vitamins (thiamin, niacin, and riboflavin)

Recipe that *does* report the B-complex vitamins (thiamin, niacin, and riboflavin)

Calories	15
Fat	0 grams
Protein	*
Vitamin A	*
Vitamin C	*
Calcium	*
Iron	*
Fiber	1Gram
Thiamin	*
Niacin	*
Riboflavin	*

* trace

Fingers Up: 0

Fingers Down: 0

Total: 0

Name _____



Determining Nutritional Value of Foods Worksheet

Determine the nutritional values of the following recipes:

Lamb Chops Supreme

Calories: 453
Protein: 32%
Thiamin: 13%
Calcium: 4%

Fat: 39
Vitamin A: 7%
Riboflavin: 19%
Iron: 9%

Sodium: 166mg
Vitamin C: 7%
Niacin: 31%

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____

Broiled fish with Dill Sauce

Calories: 188
Protein: 43%
Thiamin: 4%
Calcium: 4%

Fat: 8g
Vitamin A: 6%
Riboflavin: 6%
Iron: 6%

Sodium: 364mg
Vitamin C: 2%
Niacin: 23%

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____

Quiche Casserole

Calories: 375
Protein: 31%
Calcium: 41%

Fat: 28
Vitamin A: 22%
Iron: 11%

Sodium: 475mg
Vitamin C: 6%

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____

Vegetable Risotto

Calories: 150
Fat: 5
Cholesterol: 4mg
Calcium: 107mg

Carbohydrate: 20g
Fiber: 2g
Protein: 7g
Sodium: 253mg

Iron: 2mg
Vitamin A: 93 RE
Vitamin C: 59mg

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____

Almond Pumpkin Chiffon Pudding

Calories: 170
Fat: 5
Saturated Fat: 1g
Cholesterol: 4mg

Carbohydrates: 25g
Fiber: 1g
Protein: 7g
Calcium: 136mg

Iron: 1mg
Vitamin A: 700 RE
Vitamin C: 2mg
Sodium: 65mg

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____



Breakfast Casserole

Calories: 385
Sodium: 912mg
Protein: 18g
Calcium: 13%

Fat: 24g
Carbohydrates: 27g
Vitamin A: 14%
Iron: 11%

Cholesterol: 133mg
Fiber: 1g
Vitamin C: 12%

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____

Tex-Mex Chicken

Calories: 262
Fat: 3g
Cholesterol: 55mg
Sodium: 237mg

Carbohydrates: 36g
Fiber: 0g
Protein: 24g
Calcium: 25mg

Iron: 2mg
Vitamin A: 18 RE
Vitamin C: 23mg

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____

Layered Mexican Salad

Calories: 117
Fat: 3g
Cholesterol: 3mg
Sodium: 349mg

Carbohydrates: 19g
Fiber: 3g
Protein: 6g
Calcium: 77mg

Iron: 2mg
Vitamin A: 121 RE
Vitamin C: 18mg

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____

Lemon Poppy Seed Cake

Calories: 217
Fat: 7g
Cholesterol: 18mg
Sodium: 219mg

Carbohydrates: 34g
Fiber: 1g
Protein: 4g
Calcium: 69mg

Iron: 1mg
Vitamin A: 83 RE
Vitamin C: 2mg

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____

Seven Layer Bars

Calories: 453
Fat: 8g
Vitamin A: 3%
Riboflavin: 4%
Iron: 2%

Protein: 2g
Sodium: 76mg
Vitamin C: 0%
Niacin: 1%

Carbohydrates: 15g
Potassium: 90mg
Thiamin: 1%
Calcium: 4%

Fingers up: _____
How healthy is this recipe?
A. Nutrient Dense
B. Nutrient Neutral
C. Empty Calorie Food

Fingers Down: _____

Fingers Remaining: _____

Subject: Family and Consumer Sciences

Lesson Title: Cooking with the Pros



Goals/Objectives:

Students will:

- Investigate recipes in food preparation.
- Demonstrate skill in planning and preparing recipes.
- Demonstrate proper letter-writing skills.

National Standards met: Nutrition and Wellness, Standard 14.0

Methods/Procedures:

- Working individually or in small groups, have students acquire recipes from their favorite football players using either of the following sources:
- The *NFL Family Cookbook* produced by NFL Properties, Inc. 1997, offers recipes from sixty-eight professional players, coaches, and owners.
- Students may write letters to players asking for their favorite recipes and fitness tips (*Addresses can be found on the team websites. Students can find links to all of the team websites through Profootballhof.com*). Using correct letter-writing methods, they should proofread each other's letters, correct any mistakes, and type or rewrite the letter. Have them mail their letters and wait for a response.
- Have students work cooperatively with group members to plan and prepare selected recipes.
- Have the students write a follow-up thank you note to those football players who responded to their inquiries. Include photo of the lab if possible.

Materials:

- The book *The NFL Cookbook*, edited by Jim Natal, copyright 1997 by NFL Properties, Inc.

Assessment:

- Acceptable performance on all instructional activities.



Subject: Family and Consumer Sciences

Lesson Title: Girls and Tackle Football

Goals/Objectives:

Students will be able to:

- Research female participation in tackle football.
- Practice solving practical problems using the REASON Model.

National Standards met: Human Development, Standard 12.0 and Interpersonal Relationships, Standard 13.0

Methods/Procedures:

Topic: Is playing tackle football appropriate for middle school, junior high school, and high school girls?

Working in small cooperative learning groups, have students use the REASON Model to solve the following practical problem: Mackenzie is in the ninth grade at a suburban comprehensive high school. She is an honor student and very popular among her peers. During her elementary and middle school years, she continually played on soccer teams in the community's soccer league as well as several club teams. She would very much like to play football on the high school's team, but is getting some resistance from her male peers, coaches, and school administration. However, her family supports her in everything she does. Add additional contextual information to the scenario as needed. Guide students to topics of research that would assist them in selecting a reasonable solution. Suggestions include:

- A historical perspective of girls playing tackle football.
- The impact of Title IX on female participation in high school and college athletics.
- Profiles of current middle school, junior high school, and high school female football players and the positions they play.
- States' rule governing girls in football and other contact sports.
- The National Women's Football League
- The physiological differences among genders and the impact on playing contact sports.

In a large group, have students debate whether or not girls should play tackle football in middle school, junior high school, and high school. Research from Activity 1 will help student support their points of view.

Materials:

- A web address for information regarding girls and women of tackle football is: www.angelfire.com/sports/womenfootball
- Computers
- Girls in Football Bibliography (located on above website)
- The REASON Model information sheet
- Practical Problem Think Sheet
- Rubric for Practical Problem Think Sheet

Assessment:

- Acceptable performance on Practical Problem Think Sheet
- Participation in class discussion

The REASON Model for Solving Practical Problems



Recognize the Problem

Practical problems can be very complex. Sometimes, just identifying the problem itself can be a real challenge. Each practical problem has a unique context, and the context of the problem can influence the solution. At this point, it is important to consider what a person really wants to happen when the problem is resolved.

Consider:

- What is the real problem?
- Why is it important to address the problem?
- What is the context of the problem?
- Who is involved?
- What are the desired ends you want to achieve?

Evaluate Information Needed to Solve the Problem

Solving practical problems requires both factual and value information. Factual information includes the concepts and knowledge that will help in developing and evaluating choices. Value information includes personal values, the values of others involved, and values that will help you in making an ethical choice.

Consider:

- What factual information is needed?
- Where can you obtain this factual information?
- What are your personal values regarding this problem situation and which of these are most important?
- What are the values of others involved in the situation?

Analyze Choices and Consequences

There is always more than once choice involved in a practical problem. Doing nothing about the situation is a choice as well as choosing another option. Sometimes there may be many choices. Each choice carries with it possible positive and negative consequences for self and others.

Consider:

- What choices are possible?
- What are the short-term and long-term consequences of each choice?
- What are the consequences for you and for others?



Select the Best Choice

Making a decision about which alternative is best means evaluating each alternative against the value information and desired ends. A win-win situation for all involved is desirable for the choice to be an effective one.

Consider:

- Which choice best reflects the values you have and the ends you desire regarding this problem?
- Which choice would result in the most positive consequences for you and others?
- Which choice works best for this particular situation?

Outline and Implement a Plan for Action

Problems are not solved until a reasoned decision is put into action. Action requires careful planning.

Consider:

- What skills do you need to carry out this choice?
- What resources do you need to carry out this choice?
- What barriers exist that might prevent you from taking action and how can you overcome these barriers?
- How can you organize the various tasks needed to achieve this solution?

Note the Results of Your Action(s)

Evaluating the outcome of a choice will help determine the success of the solution and what was learned from solving the problem.

Consider:

- Would you make the same choice again? Why or why not?
- What have you learned?
- How will this problem-solving experience affect your problem-solving in the future?
- Did your actions enhance the well-being of self and others?
- Were your actions ethical?

Name: _____



Practical Problem Solving Think Sheet

One way to make sure you are reasoning through a problem is to record your thoughts about the problem and possible solutions to the problem. Use this worksheet to implement the REASON model for solving practical problems.

Recognize the Problem

1. Identify the problem. Be Specific.

2. What is the context of the problem? What situational factors affect the problem?

3. Define your needs and wants. Explain what you would like to gain from the resolution of the problem.

Evaluate the Information Needed to Solve the Problem

1. List those values important enough to affect your decision.

2. What factual information do you need to solve the problem?



Analyze Choices and Consequences

Choices

Consequences for Self
Positive and Negative

Consequences for OTHERS Involved
Positive and Negative

Select the Best Choice

Make a decision that you feel is best for your situation and explain why.



Outline and Implement a Plan for Action

List the steps, in order, that you would take to carry out your decision.

Note the Results of Your Actions

1. What were the consequences, both positive and negative, for yourself and others involved?

2. How would you have changed your plan?



Rubric for the Solving Practical Problems Using the REASON Model

FAMILY AND CONSUMER SCIENCES

Criteria	3	2	1
<p><i>Recognize the Problem</i></p> <p>State the problem</p> <p>Context</p> <p>Desired Ends</p>	<p>Problem is stated accurately.</p> <p>Completely identifies and explains the situational factors of the problem that will influence solving the problem.</p> <p>Accurately describes the needs and wants desired when the problem is solved.</p>	<p>Problem is stated in unclear terms.</p> <p>Identifies the context of the problem, but omits some important situational factors.</p> <p>Describes either the needs or wants desired when the problem is solved.</p>	<p>Problem is stated incorrectly.</p> <p>Incorrectly assesses situational factors of the problem.</p> <p>Lacks understanding of desired needs and wants when the problem is solved or describes them in vague terms.</p>
<p><i>Evaluate the Information Necessary to Solve the Problem</i></p> <p>Value Information (values, interests, aptitudes, skills, personality and learning styles)</p> <p>Factual Information</p>	<p>Accurately identifies all value information relevant to the problem.</p> <p>Identifies reliable, factual information from a variety of sources.</p>	<p>Identifies some, but not all value information relevant to the problem.</p> <p>Identifies appropriate factual information, but lacks depth and understanding. Limited sources cited.</p>	<p>Identifies value information that is not relevant to the problem.</p> <p>Identifies unreliable factual information.</p>



<p>Analyze the Choices and Consequences</p> <p>Choices</p> <p>Consequences</p>	<p>Identifies at least 3 possible alternatives to solving the problem.</p> <p>Able to describe in detail the consequences for self and others for each alternative.</p>	<p>Identifies only 2 possible alternatives to solving the problem.</p> <p>Lists the consequences for either self or others, but not for both. More detail may be needed.</p>	<p>Identifies only 1 possible alternative to solving the problem.</p> <p>Consequences listed, however, little detail is given and may be irrelevant to the problem. Consequences are not given for each alternative.</p>
<p>Select the Best Choice</p>	<p>Selection has positive consequences for all involved (win-win situation) and meets the desired needs and wants.</p>	<p>Selection produces a win-lose situation or doesn't meet the desired needs and wants.</p>	<p>Selection is not justified and lacks reason.</p>
<p>Outline and Implement a Plan for Action</p>	<p>A detailed plan is developed for putting the decision into action.</p>	<p>A plan is developed for putting the decision into action but lacks detail.</p>	<p>A plan is developed for putting the decision into action, but details are omitted.</p>
<p>Note the Results of Your Actions</p>	<p>Responses to questions demonstrate in-depth thought and details.</p>	<p>Responses to questions are lacking in-depth thought and details.</p>	<p>Responses to questions are answered without thought or detail.</p>

Total: _____/30



Subject: Family and Consumer Sciences

Lesson Title: Career Exploration

Goals/Objectives:

Students will:

- Identify jobs in sports related careers.
- Conduct an exploratory interview to get an insider's view of a particular career.
- Investigate career opportunities that reflect their interests, abilities, and personality.
- Utilize various sources of career information.

National Standards met: Career, Community, and Family Connections, 1.0

Methods/Procedures:

- Have students complete the following career worksheets and activities:
 - Careers in Sports from A to Z
 - Sports Careers Scramble
 - Career Matching
 - Career Future
 - Career Activities

Materials:

- Career worksheets and activity descriptions
- Career reference books including:
 - Dictionary of Occupational Titles
 - Occupational Outlook Handbook (OOH)
 - Guide for Occupational Exploration
 - Occupational Outlook Quarterly
- Internet access to career/job/vocation sites (i.e. <http://stats.bls.gov>)

Assessment:

- Students will be assessed on performance and accuracy of responses.

Careers in Sports from A to Z



There are hundreds of jobs in sports in addition to being an athlete. See if you can think of one job for each letter in the alphabet.

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

W _____

X _____

Y _____

Z _____

FAMILY AND CONSUMER SCIENCES



Sports Careers Scramble

Unscramble the following sports related careers

FAMILY AND CONSUMER SCIENCES

1. HACCO _____
2. SEGINRED _____
3. NRLSJTUOIA _____
4. ROPAHOPGHTER _____
5. HCATRCIET _____
6. NOWRE _____
7. TENARIR _____
8. CTSUO _____
9. CINTSAATISTI _____
10. GERNIENE _____
11. NEMPIQTUE GNAMARE _____
12. EFREREE _____
13. POMRTORE _____
14. RECNUONNA _____
15. ENTAG _____

Career Matching



- _____ Players Agent
- _____ Game Official
- _____ Sports Photographer
- _____ Sports Psychologist
- _____ Athletic Director
- _____ Facilities Manager
- _____ Sports Promoter
- _____ Official Statistician
- _____ Scout
- _____ Athletic Trainer
- _____ Sports Nutritionist
- A. Business executive with a product to sell to sports fans.
- B. Requires a keen eye, fast reflexes, stamina, self-control, and knowledge of rules and ability to make quick and correct decisions.
- C. Has a strong science background with an emphasis on anatomy and physical therapy for athletes.
- D. Makes sure the stadiums and arenas are operable and safe for both players and fans.
- E. Coordinates and manages all the physical education and intercollegiate sports programs at colleges and universities.
- F. Participates in contract negotiations, arranges personal appearances and sets up endorsements for commercial products.
- G. Advises athletes on how to eat to perform their best.
- H. Expert in mathematics, bookkeeping, statistics and operating a computer.
- I. Artist who uses a camera to capture the single action of an individual's successes as well as defeats.
- J. Evaluates potential players as well as next week's opponents.
- K. Helps athletes cope with pressure.



Career Future

Professional sports can offer a ticket to fame and fortune. However, only a small percentage of people actually become professional athletes. Even those who do must some day retire and begin new careers. Education is the key to the future.

Think about the types of career possibilities that exist for a person with your interests, abilities, and personality. Project yourself into the future and choose one occupation that interests you. Answer the following questions using any resources available (parents, relatives, career mentors, teachers, guidance counselors, Internet and printed material).

- What education and training would I need?
- What skills and aptitude should I have?
- Is there an age requirement? What is the age requirement?
- What would my work environment be like?
- What hours would I spend on the job?
- What is the starting salary?
- What are the opportunities for advancement in this line of work?
- What are the benefits of the career?
- What is the dress code?
- What specific duties would I do?
- What are the advantages and disadvantages of the job?

Now that you know more about the career, is it still something you would like to pursue? Yes or no and why?

Career Activities



Teachers: The following are classroom career development activities for you and your students to enjoy. Feel free to adapt or copy these ideas to suit your classroom.

(1) CAREER PRACTICE: Pretend you are a reporter for a large newspaper. You are asked to do an interview with a player after a big game. Prepare yourself by writing some questions to ask this professional player. Then ask your questions to a classmate who is pretending to be that player.

(2) MUSEUM CREATION: Create a museum in your school. Help students decide on a theme for the museum. Allow every student to volunteer for a museum-related job (i.e. collectors, labelers, researchers, public relations staff, art designers, tour guides, and security). Next, decide on the objects to be collected and from where and whom you are going to collect them. Design a brochure with an invitation to be distributed to other classes and parents. In the brochure make sure to include where the museum is located, hours of operation, cost if any, and a brief description about what else is available at the museum. Have a grand opening with reporters and photographers. Have Fun!

(3) PROFESSIONALS' PERSPECTIVE: Invite people to class who are in or retired from sports related careers (i.e. sportswriter, radio or TV broadcaster, coach, advertising agency, artist, athlete, retailer, sports statistician, referee, etc). Ask these community resource people to share how they began their careers, what training, education, and qualifications they needed for that.

(4) RÉSUMÉ: Develop a résumé that could be used to apply for sports related or museum careers.

(5) CAREER COLLAGE: Have each student choose a career in which he/she is interested and create a collage to illustrate that career. Make a class scrapbook of dream careers.

(6) CAREER DAY: Have students plan a career day for the whole school. Invite community resource people to address their careers and answers questions from students.



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- Chicago Bears Edition -**



Social Studies

Subject: Social Studies
Lesson Title: Fantasy Football Experience - History



Goals/Objectives:

- Students will understand the beginnings of football as we know it today.

National Standards met: Strand I

Methods/Procedures:

- Students will visit ChicagoBears.com. A tour through the website teaches students how and where the Bears began, who were the early superstars, and who helped them become what they are today.
- Students will take notes.

Materials:

- Notecards
- Pencils

Assessment:

- Students will be able to share verbally with others their experience on ChicagoBears.com and explain how the game began.



Subject: Social Studies

Lesson Title: Fantasy Football Experience —
Geography

Goals/Objectives:

- Students will be able to recognize the states by their shape and location on a blank map of the USA
- Students will learn more background information about an area of the USA through research.

National Standards met: Strand II

Methods/Procedures:

- Students will use a blank map of the USA to plot where existing NFL teams are located.
- Students will then decide on an area where a team is needed.
- Students will research that specific area to learn more information before choosing a name, mascot, etc. Research may be done through encyclopedias, online, AAA Travel Guides, etc.

Materials:

- Blank map of the USA
- List of all existing NFL teams

Assessment:

- Students will successfully fill in an area that is void of a NFL team.
- Student's team and mascot will reflect the information gathered for that area.



SOCIAL STUDIES



Subject: Geography

Lesson Title: Finding the Cradle of the Chicago Bears' Super Bowl XX Roster

Goals/Objectives:

- Students will understand the relationship between a place and its latitude and longitude coordinates.

National Standards met: National Geography Standard 1

<http://www.nationalgeographic.com/resources/ngo/education/standardslist.html>

Methods/Procedures:

- 1) Students will use the team roster (p. 77) and find the location of colleges attended by players.
 - A) Write down the name of the Bear player and the college he attended.
 - B) Then, using the Internet, find the city and state of that university

For example:

 - i. Dan Hampton attended the University of Arkansas
 - ii. Type the University of Arkansas in a search engine (www.google.com)
 - iii. This should give the student the main college website
- 2) Write down the City and State
- 3) Then go to: <http://www.census.gov/cgi-bin/gazetteer>
 - A) Type in the City and State
 - B) Click Search and write down the Latitude and Longitude
- 6) Then come together as a group and put it in an Excel sheet as shown below:

Name	City	State	Latitude (N)	Longitude (W)
Dan Hampton	Fayetteville	Arkansas	36.07180	94.15568

- 7) Next, the students will find the average Latitude and Longitude
- 8) Then go to <http://www.topozone.com/viewmaps.asp>
 - A) Type in the Average Latitude and Average Longitude
 - B) Click Map
 - C) Click Map / Photo Info
 - D) It will give them a city and state
- 9) Have students find out more information on this location.

**Materials:**

- Access to the Internet
- Access to Census website at www.census.gov/cgi-bin/gazetteer
- Access to Topozone website at www.topozone.com/viewmaps.asp
- Paper and writing tool

Assessment:

- Students will successfully find the cradle of the Bears' Super Bowl XX Roster based on college location.
- Students will deliver a formal presentation on that location



Subject: Social Studies

Lesson Title: Studying Football States

Goals/Objectives:

- Students will be able to:
 - Improve geography skills using football team facts and locations.
 - Use map skills with football facts.
 - Explore data from NFL players and teams.

National Standards met: Strand I: Social studies programs should include experiences that provide for the study of culture and cultural diversity.
Strand II: Social studies programs should include experiences that provide for the study of people, places, and environments.

Methods/Procedures:

- Have students complete the social studies worksheets included in the booklet.
- Make adaptations as necessary
- Answers are located in the back of the publication.
 - Geography Search
 - Team Travel
 - Social Studies Activities

Materials:

- Social Studies Worksheets
- Maps, atlas, online resources
- NFL rosters
- Writing utensils and paper or posterboard
- Pushpins and string

Assessment:

- Students will be assessed on accuracy.

Geography Search



Use an atlas or the Internet to complete the following questions about National Football League cities and states.

1. This state, which borders eight other states, is now home to an NFL team formerly located in Texas. Name the state and the team.
2. The Everglades is a large wetland area nearest which NFL city?
3. This NFL team originally was located in Cleveland, moved to Los Angeles and now resides in a city with a big arch. They also were the first team to have a logo on their helmet. What is the team?
4. Name the city that is south of Los Angeles, California and only the second team to play in the Hall of Fame Game and the Super Bowl in the same season.
5. Name the NFL city located on Elliott Bay in Puget Sound.
6. This city in northern Florida is home to a team whose mascot has the same name as a luxury car. What city is it?
7. Which New England state do the New England Patriots call home?
8. This city has hosted nine Super Bowls including Super Bowl XXXVI. Mardi Gras is also held here every year. Name the city and state.
9. In which state do the Carolina Panthers play their home games?
10. Name the NFL city nearest the Continental Divide.
11. The Pittsburgh Steelers stadium used to be Three Rivers Stadium. What three rivers join together in Pittsburgh?
12. This NFL team gained its unusual name for the meat packing industry so important to the area. This team won Super Bowls I, II & XXXI. Name the team.
13. Which state has an NFL team closest to the equator?



14. Name the eight states with NFL teams that border the Great Lakes.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.

15. Which NFL city is associated with the development of the automobile?

16. The California Gold Rush gave this NFL team its name. Name the team.

17. What eastern city is the only one with two NFL teams?

18. What team is located in our nation's capital?

19. Name two landlocked NFL cities.
 - 1.
 - 2.

20. Name six states that do not have an NFL team.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.

21. Which NFL city is closest to Niagara Falls?

22. Name the three states with NFL teams that border the Gulf of Mexico.
 - 1.
 - 2.
 - 3.

23. This NFL team was named after the fighting ancestors of many Scandinavian settlers of the area. Name the team.

Team Travel



Using a blank United States map and the most recent NFL schedule complete the following activities:

1. Label each individual state.
2. Label each NFL team in its correct city. On a separate piece of paper, list those states which do not have an NFL team.
3. Secure the map to a piece of cardboard to push pins through. Locate your favorite team's state and city and mark it by attaching a string to a pin and placing the pin on your favorite team.
4. Refer to a copy of the team's schedule for the current NFL season (schedules can be found at NFL.com). Using the pins and string, locate and mark your team's away games. How many away games do they play?
5. Determine and keep track of the direction your team traveled to play their away games.
6. Using an atlas, determine how many miles the team traveled to each of their away games. How many total miles did the team travel throughout the season?
7. Determine if your favorite team is in a different time zone than Illinois. What is the time difference? If the starting time of a game is 12:00 noon in Illinois, what time is the game starting in California?
8. Keep a log of your team's win-loss record for the season plus the number of points they have scored during each game.
9. Did your team win more home or away games?
10. How many miles is it from your favorite team's city to Detroit, Michigan site of Super Bowl XL?



Miscellaneous Social Studies Activities

Teachers: The following are suggested classroom social studies activities for you and your students to enjoy. Feel free to adapt these ideas to suit your classroom.

BATTLE OF BORDER: Draw a map of Illinois and Wisconsin. Label the two NFL teams in their respective cities Chicago and Green Bay. Find out more about these two cities.

DISTANCE STUDIES: Each NFL team is part of a specific conference. On a United States map use push pins and string to label the different conferences and the distance traveled in order to get to the teams in their own conferences.

MAP READING: Can your students find their way to their favorite team's city? Using maps, Internet, and any other resources, determine what major highways and roads will be traveled on during a trip to the game.

HOMETOWN FUN: Using a United States map and an NFL team roster, locate and label the cities that each player is originally from. Are there any players from outside of the United States?



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Visual Art

Subject: Visual Art

Lesson Title: Football Themed Action Figures



Goals/Objectives:

- Students will experiment with various action poses of football players, coaches, referees or cheerleaders. One pose will be chosen for inclusion in a finished art work.

National Standards met: 1C, 1B

Methods/Procedures:

- Students cut out the body segments shown on the attached pattern sheet.
- Matching neck, shoulder, elbow, hip and knee joints, students assemble the figure and secure joint with paper fasteners.
- Have students experiment with the action figure, thinking of football poses such as jumping, catching, kicking and passing. Don't forget other persons who play parts in football games, including coaches, referees and cheerleaders. If time allows, have students volunteer to model the poses while the class matches the pose with their action figures.
- Provide students with a piece of drawing paper. Encourage them to pose their action figure in a favorite position, and then draw it without tracing. Complete the picture by adding a uniform, helmet or other gear, additional figures, a playing field, background, colors, etc.

Materials:

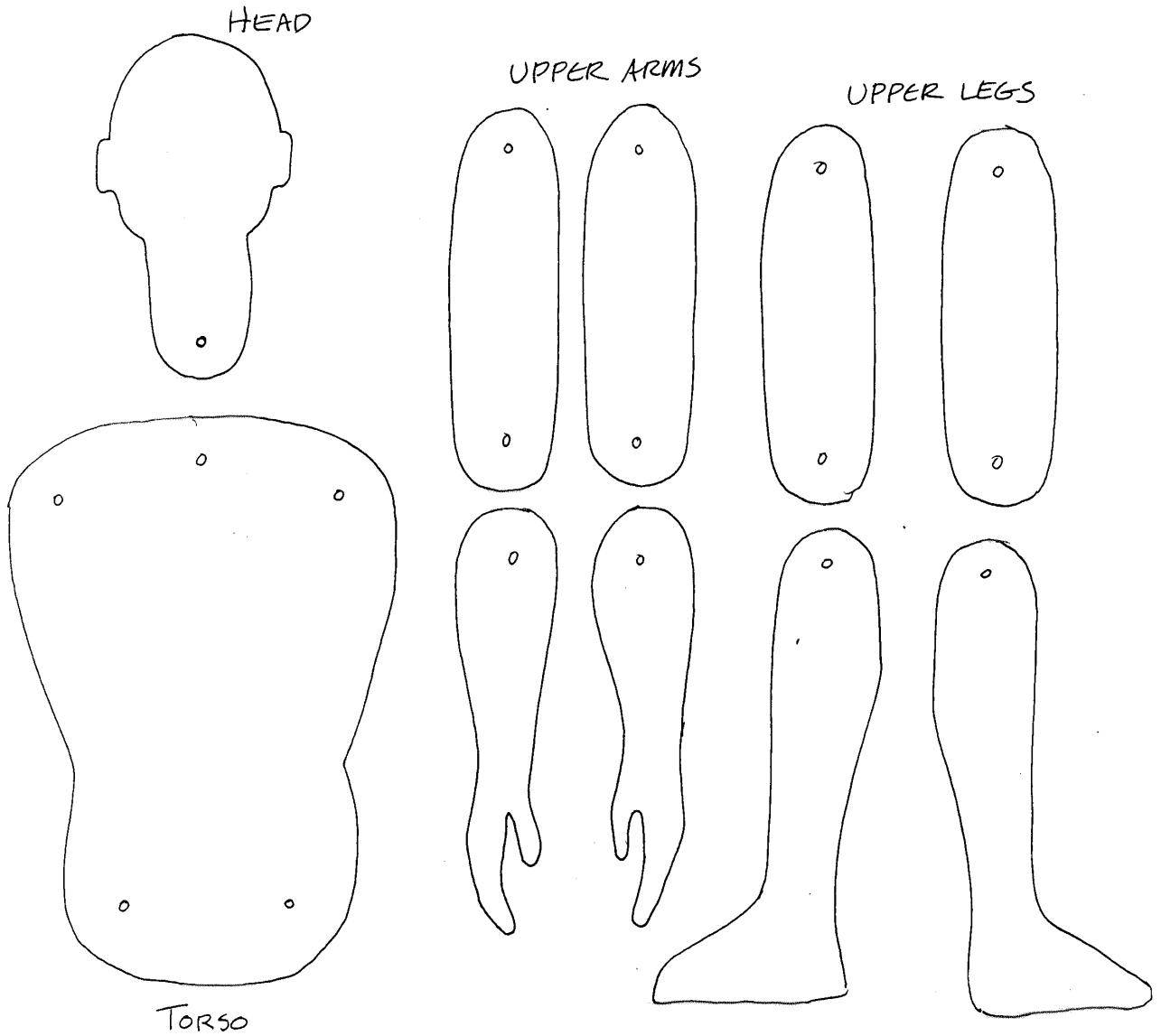
- 9 paper fasteners per student
- Scissors
- Drawing paper
- Crayons or colored pencils
- Action figure pattern sheet

Assessment:

- Display the finished products. Ask students to critique the finished products, asking the following questions: What is the figure doing? How did the artist show this pose? Which joints are bent? Which joints remain straight? How does this figure show action? Ask students to model the poses seen in the finished art works.



VISUAL ART



Subject: Visual Art

Lesson Title: Football Hero



Goals/Objectives:

- The student will produce a cartoon drawing of a football player, using a symmetrical fold and rub technique. This lesson focuses on the art principal of balance, and also considers proportion in figure drawing.

National Standards met: 1A, 1B, 2C, 3B

Methods/Procedures:

- Fold a 12" x 18" sheet of white or manila drawing paper in half, long sides together. Turn the paper vertically with the folded edge on the left side. Lightly fold the paper from top to bottom, then unfold and turn vertically. (figure 1)
- In the top half of the paper, on the right side only, lightly sketch half a circle or oval head, a wide shoulder (figure is wearing shoulder pads) and an arm. For proper proportion, the waist should be placed on the center horizontal fold line. The arm and hand should extend past the center horizontal line. (figure 2)
- In the lower half of the right side of the paper, draw a leg and foot. The football pants should end lower than halfway between the center and bottom of the paper. Use a black crayon and heavily trace over all pencil line. (figure 3)
- To make the figure symmetrical, fold the paper along the vertical fold line. Make certain that the crayon lines are visible through the folded paper. Hold closed scissors by the cutting blades, and use one of the finger holes to firmly rub over all crayon lines. This will transfer the lines to the opposite half of the paper. Unfold and trace the transferred side. (figure 4)
- Decorate the player – decide on a color theme, number and helmet design. Use your imagination and create your own uniform design, or borrow the colors and number of one of your favorite players. (figure 5) Decorate the background or cut out the figure.

Materials:

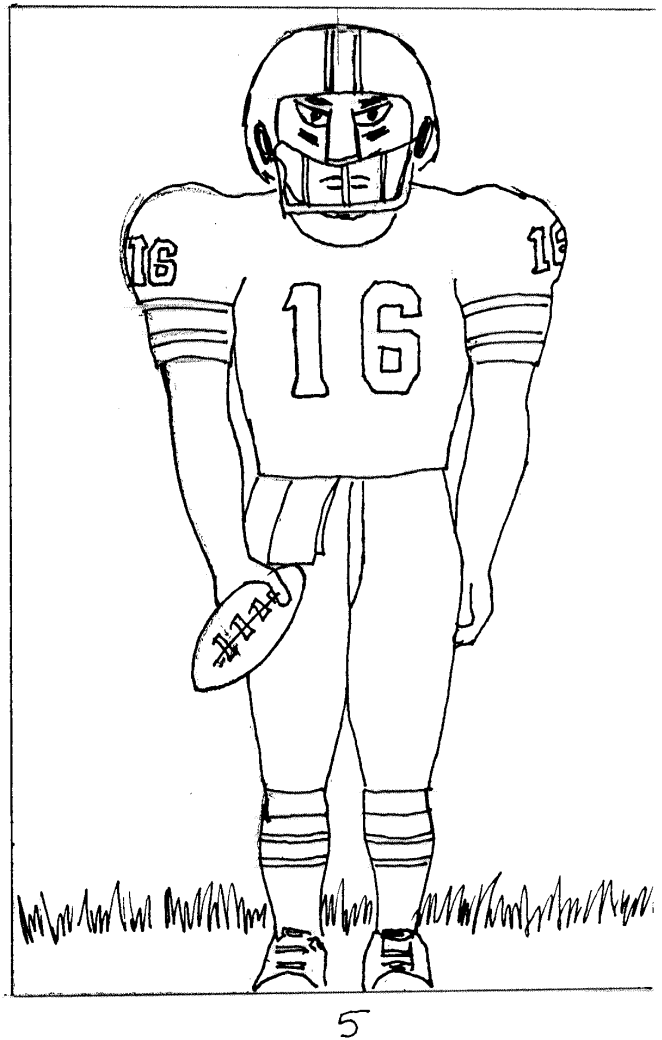
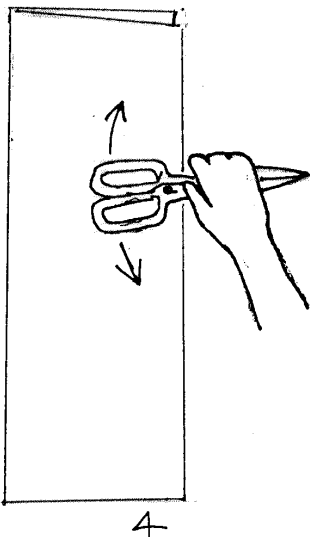
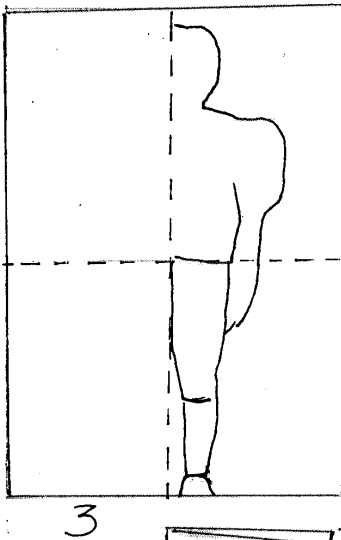
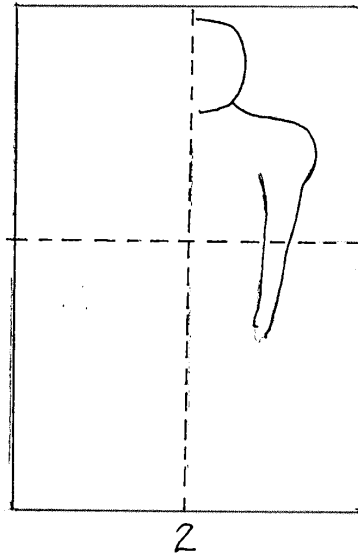
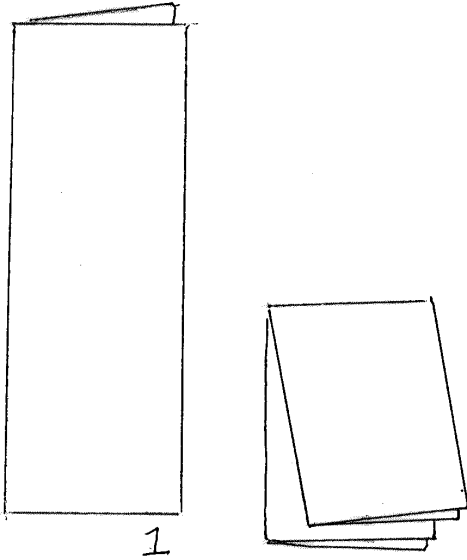
- 12" x 18" sheet of white or manila drawing paper
- Pencil
- Scissors
- Coloring materials (crayons, colored pencils, markers)

Assessment:

- Create a colorful classroom display or bulletin board using the figures. Ask students to discuss why this figure is symmetrical (balanced). How could you make a figure that is not symmetrical? Ask students to discuss the various figures – which color combinations work well, what detail they like, etc.



VISUAL ART



Subject: Visual Art

Lesson Title: Hands of Many Colors



Goals/Objectives:

- This lesson is designed to reinforce visual awareness of hand shape, skin color, value and overlapping.

National Standards met: 1C, 1B

Methods/Procedures:

- Students may orient paper horizontally or vertically. Present them with the challenge of drawing an action picture featuring hands and forearms of football players. In order to accomplish this, younger students may trace their hands, while intermediate elementary and middle school artists will likely chose to create freehand drawings by observing their own hands. Ask students to pay close attention to details, such as fingernails and line on finger joints and palms: Details such as wrist bands would provide interesting detail.
- The picture should show a form of action, such as hands reaching to catch a pass or hands raised in victory. For visual interest, students should overlap several hands. For variety, hands should be turned different directions.
- Discuss the wide range of skin colors and decide what crayons or pencils could be used to produce them. Value describes the intensity of lightness/darkness of a color. For light value skin tones, press very lightly with the coloring material. Darker skin tones are produced by using heavier pressure. Colors can be blended for richer tones. Ask students to experiment with colors. When coloring the picture, make certain drawing details are easily visible. Final details such as an airborne football, confetti, banners and team colors could be considered.

Materials:

- 12" x 18" white or manila drawing paper
- Pencil
- Crayons or colored pencils

Assessment:

- Ask each student to write a paragraph about his/her art work, answering the following questions: What skin colors did you use? Did you use light or dark values of these colors? Explain how overlapping helps make your picture interesting. When you look at this picture, what does it say to you?



Subject: Visual Art

Lesson Title: Drawing a Cartoon Football Player

Goals/Objectives:

- This lesson focuses on the student's ability to use basic shapes (circles, ovals) along with various lines to create a cartoon-like rendering of a football player. This type of activity encourages students to use observation skills, proportion and sequencing.

National Standards met: 1C, 1B

Methods/Procedures:

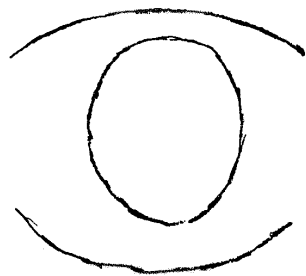
- Students follow the sequential steps on the instructional sheet (p. 141), beginning with a circle and two curved lines. In each step, additional shapes and lines are gradually added.
- Students are encouraged to add their own details and colors, to change the position of the character's arms and legs, and embellish the background.

Materials:

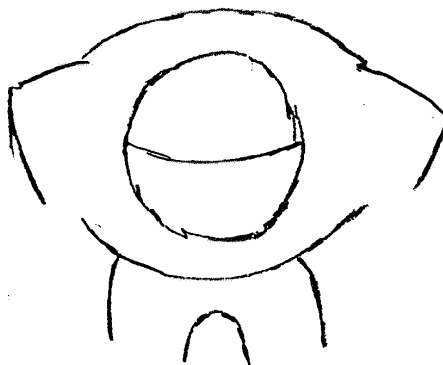
- White or manila drawing paper, any size
- Drawing pencil/eraser
- Color materials (if desired)

Assessment:

- As a writing project, have students describe the sequential steps of the drawing using sentences instead of lines and shaped. Challenge students to create a drawing, and then break it down into sequential steps that would be easy for other students to follow.



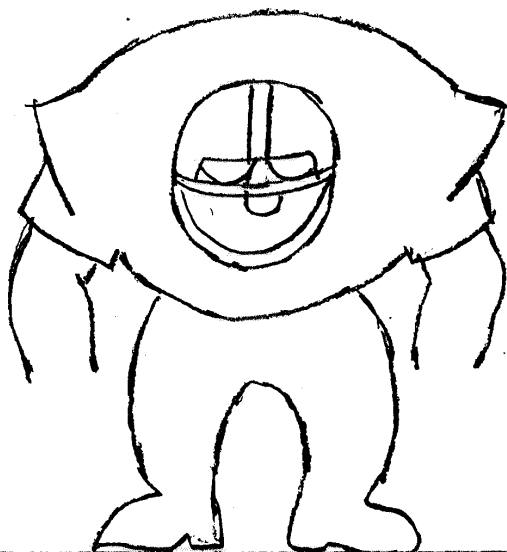
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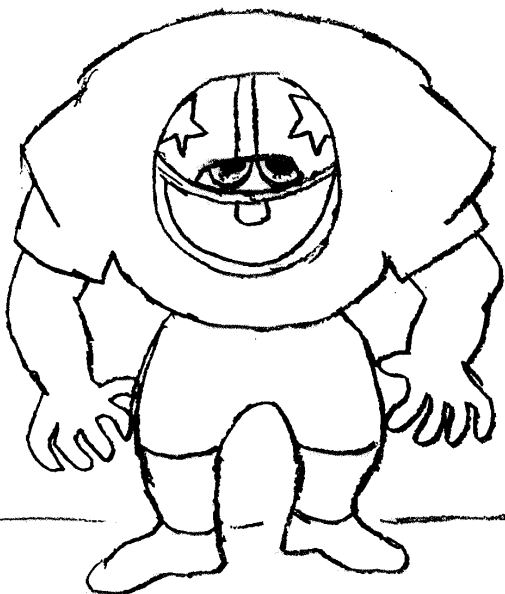
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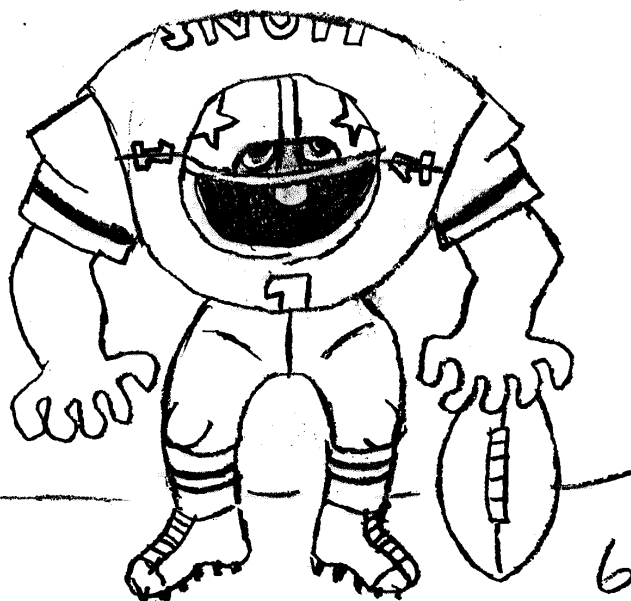
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4



5



6

VISUAL ART



Subject: Visual Art

Lesson Title: Jewelry Design: Create Your Own Super Bowl Ring

Goals/Objectives:

- Students will design and create a life-size Super Bowl ring from construction paper and other available materials. This lesson entails using a logo, choosing shape and other design elements, drawing and arrangement of selected components, and drawing hand details.

National Standards met: Visual Arts 3A, 3B, 5C

Methods/Procedures:

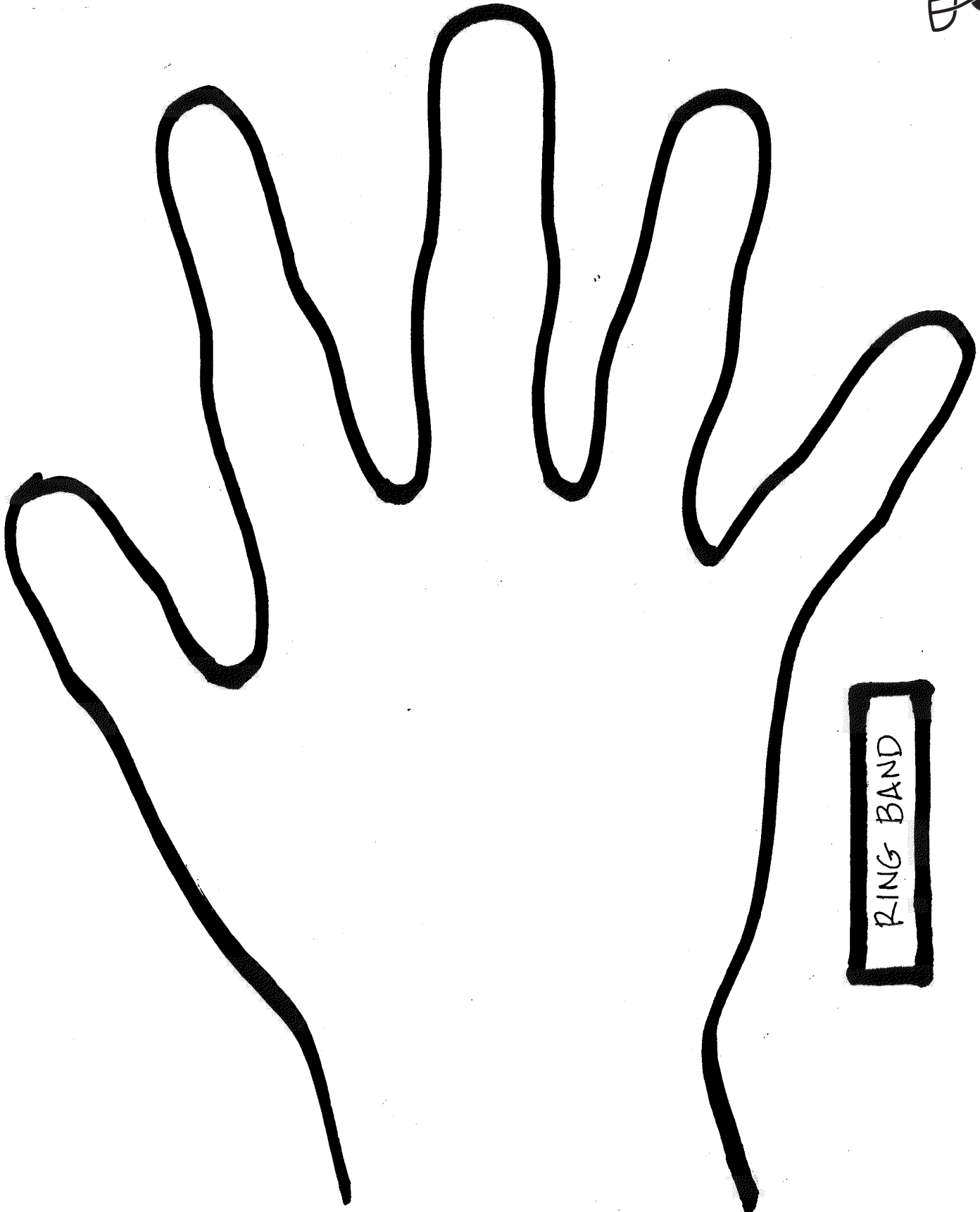
- Pass out the tracing of a football player's hand. Ask students to compare the size of this hand with their own. Discuss how the size of hands and fingers would guide a jewelry designer's product planning. For example, should a ring for a child or small person look the same as one designed for a large individual? Why or why not? How do you think a jewelry designer considers the size of the wearer when creating rings and other jewelry pieces?
- Students cut out the hand pattern and trace it on skin-toned construction paper. Using their own hand as a model, ask students to add fingernails, lines and other hand details to their tracing using crayons, colored pencils or markers.
- Students cut out the ring band pattern and wrap it around the designated finger that will wear the Super Bowl ring. Trim to size and glue ring band into place.
- Each NFL team has its own logo (a symbol that represents the team). Discuss logos of various products or organizations, such as shoes, beverages and football teams.
- Using scraps of construction paper, foil, stickers and other objects, design a Super Bowl ring for your favorite NFL team. Make sure you use the team's name or logo in some way. Incorporate numbers to show the year the ring was awarded. Use a variety of colors, shapes and symbols. Glue the ring to the band.
- Glue the hand to a colorful 9" x 12" construction paper background, preferably matching one that matches the team's colors.

Materials:

- Hand tracing handout
- 9" x 12" skin-tone construction paper
- Crayons, colored pencils or markers
- Glue
- 9" x 12" construction paper background

Assessment:

- Display finished products in a visible area. Have students discuss the art work by asking questions such as: Which art work best show a team's logo? Which works have simple ring designs? Which ring designs are more complex? Why? Which ring designs are the largest? Which are the smallest? Which ones do you like the best and why? Ask students to use art terms such as line, color, design, pattern, balance and overlapping in their responses.



VISUAL ART



Subject: Visual Art

Lesson Title: Football Field in One-Point Perspective

Goals/Objectives:

- Students will design a football field using basic linear perspective drawing skills. This lesson involves concepts related to drawing near and far objects, creating a vanishing point and horizon line, and making vertical and horizontal lines with a straight edge.

National Standards met: 1A, 1B, 2C

Methods/Procedures:

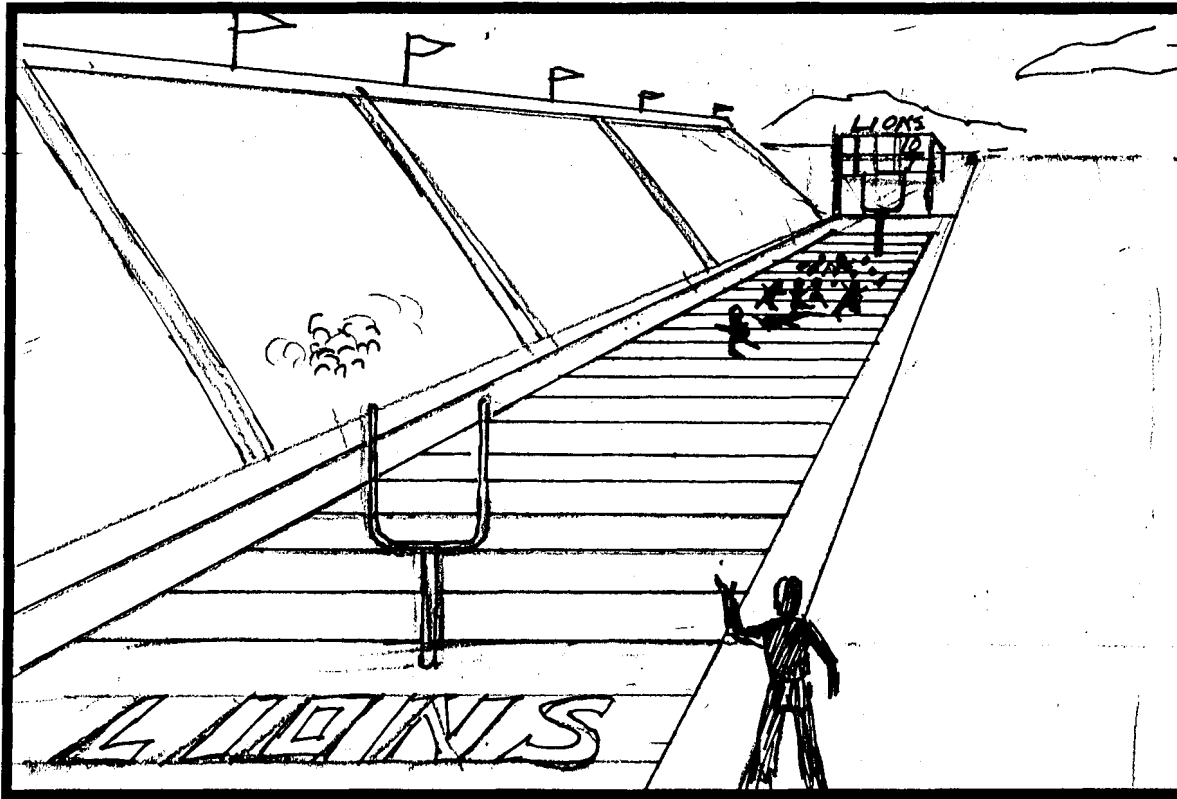
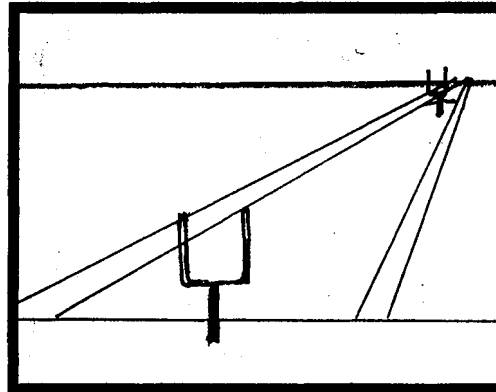
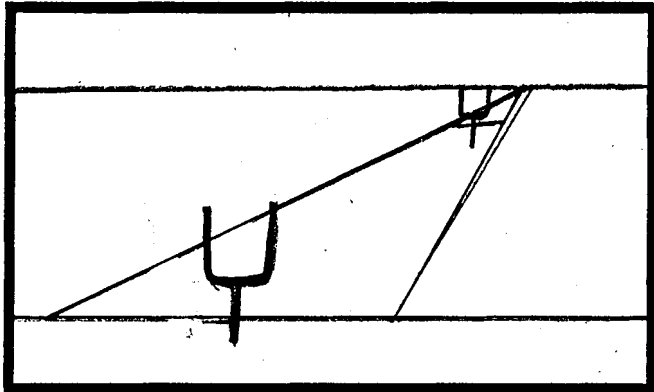
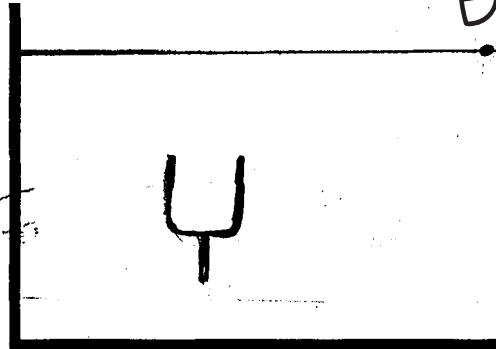
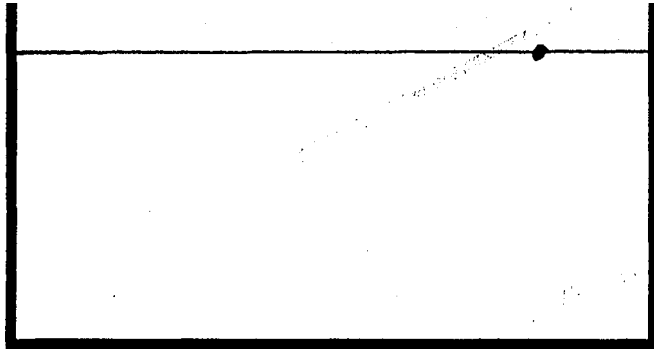
- On a sheet of white or manila drawing paper turned horizontally, ask students to lightly draw a horizon line spaced near the top edge. Add a vanishing point to the left or right side of the horizon line. (figure 1)
- Decide on the placement, size, and shape of the near goal post and sketch it. For a polished look, use the straight edge for the lines. Otherwise, sketch shapes (figure 2)
- Use a horizontal line to define the near end zone. Determine the width of the field and connect guidelines from these parameters to the vanishing point. Draw the distant goal post out a bit from the vanishing point, allowing for a far end zone (figure 3).
- After deciding the width of the sidelines, connect them to the vanishing point. Use a straightedge to help connect these points to the vanishing point (figure 4).
- Looking closely at the shape of the field, determine where the fifty-yard line (halfway point) would be. Draw a horizontal line at this position. Remember that the five-yard lines will appear closer together as they approach the vanishing point. With this in mind, draw the remaining five yard lines, being careful that they remain horizontal. Having the correct number (21) is less important than the visual effect (figure 5).
- Add letter, one-yard markers, players, spectators, bleachers, a stadium and other features that will enhance your drawing. Consider benches on the sidelines, a blimp, a TV crew and photographers. Add color or shade with pencil (figure 5).

Materials:

- 12" x 18" drawing paper
- Ruler or straightedge
- Pencil/eraser
- Optional coloring tools (colored pencils, pastels, markers)

Assessment:

- Display finished drawings in a visible area. Ask students to discuss the artworks, using the following guidelines: Which artworks appear to be technically correct (having horizontal and vertical lines and reasonable proportions)? Which artworks have the best visual impact – striking details, effective contrast, etc.? Which artworks are most realistic? Do any appear abstract? Why? What effects are created by perspective drawing? In what other ways could perspective drawing be used in outdoor drawings?



VISUAL ART



Subject: Visual Art

Lesson Title: Jersey Design

Goals/Objectives:

- The student will create an original frontal design for a uniform jersey, employing color choices, fabric/clothing details and lettering design. This lesson focuses on use of contrast, center of interest and balance.

National Standards met: 1C, 1B

Methods/Procedures:

Note: Use attached illustration as a reference

- Fold drawing paper in half, short sides together, to create a center line. This line will be used as guide when drawing the neckline and number.
- Using pencil and ruler, divide the paper vertically into fourths, using very light guidelines. These lines represent approximate areas where sleeves are sewn onto the sides of the body.
- Decide on the thickness of sleeves, drawing them to extend to the outside edges of the paper.
- Sketch the neckline – standard jerseys usually have v-necks, but use another shape if you like.
- Add detailing – clothing that must endure the rigors of a contact sport usually has double stitching for strength. This can be shown at the sleeves, bottom and any other area you choose.
- Determine a color pattern – borrow colors from your favorite team or create your own combinations. No more than two or three colors are necessary. Highlights of black and white are often used on jerseys in conjunction with one or two other colors. Use your color pattern to create bands on the sleeves, neckline and other areas as desired. Colors should have good contrast that allows the design to be visible from a distance, especially the number(s).
- Use the fold line to help you center the number you chose. Examples of block letters are shown on the accompanying illustration, but be as creative as you'd like. Jersey numbers are often "shaded" with a second colors. Frequently, smaller numbers are sewn to the shoulders. From this viewpoint, only part of the shoulder numbers would be visible.
- Add a tag inside the neckline to show the size. Jerseys often have outside tags on the lower portion of the body that show the manufacturer's name. This would be an ideal area to sign your name or create a company with your initials. Add any other detail you would like.
- If desired, cut out your jersey and mount on a contrasting color.

Materials:

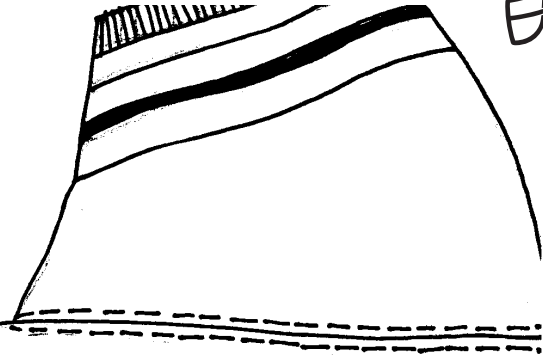
- White or manila drawing paper, 12" x 18" or 9" x 12"
- Drawing pencil/eraser
- Ruler or straightedge
- Colored pencils, markers, crayons or other coloring media

Assessment:

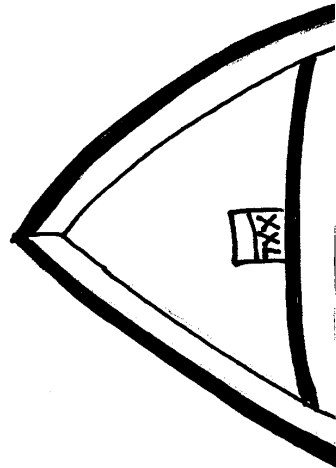
- Ask the student to write an advertisement for his/her jersey, describing the type of fabric that would be used, why the color choices are successful, the durability of the shirt, other details that were used, and the approximate price of the shirt.



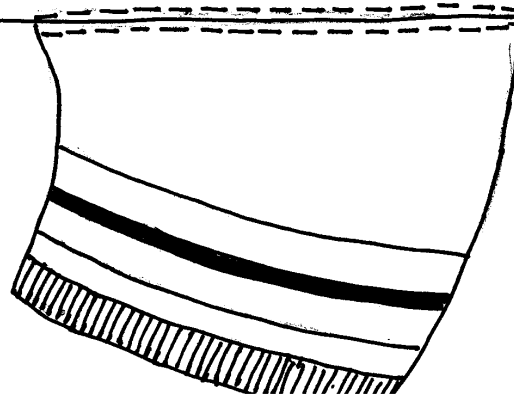
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11



U Design



VISUAL ART



Subject: Visual Art

Lesson Title: Football Themed Tessellations

Goals/Objectives:

- Students will create a football theme design in which all positive and negative spaces are used, fitting tightly together like pieces in a puzzle. This lesson utilizes art elements of pattern, shape, line and color and space, along with the art principles of rhythm and repetition.

National Standards met: 1C, 1 B

Methods/Procedures:

- On the index card or 4" x 6" piece of tagboard, have students draw a shape or portion of a shape using a line that begins and ends at the top of the card. The card should have long sides turned horizontally. The shape should resemble a portion of a football helmet, football, spiked shoe, jersey or any other relatively simple shape related to the sport.
- Cut out the shape. Without turning it over, slide the shape to the bottom of the card and tape it edge to edge. Use a ruler or straightedge to be certain the taped shape is directly under the cut out shape.
- Turn the white drawing paper horizontally. The index card can be traced three times across the top of the paper. To begin, line up the top left corner of the card, shape on the top edge, with the top corner of the drawing paper. Trace all sides, including the cut out shape.
- Move the card down the side of the paper until the cutout along the top edge is aligned with the shape taped to the above traced shape. Repeat at the bottom. Continue tracing the remaining sides. Move the card to the top and begin tracing the center section of the paper. Repeat for the right side.
- Allow students to decorate the shapes, using color details. The drawings can be detailed, and background shapes can be added. See figure 5. For true repetition, all traced shapes should match in design and color. For more information, research the works of M.C. Escher, the artist and mathematician who perfected this form of art.

Materials:

- One 4"x 6" index card or one piece of tagboard cut 4" x 6", 12' x 18" white drawing paper
- Pencil
- Scissors
- Masking tape
- Coloring materials such crayons, markers or colored pencils

Assessment:

Display the works. Allow students to orally critique the designs, using descriptions of colors, shapes, pattern, line, space, rhythm and repetition.

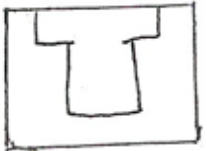


figure 1

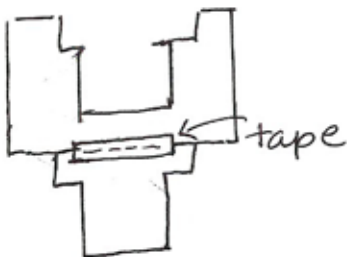


figure 2

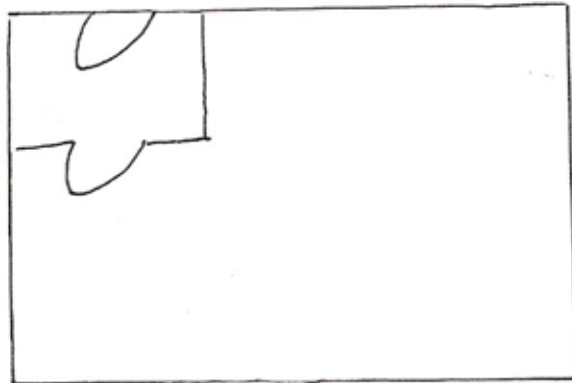


figure 3

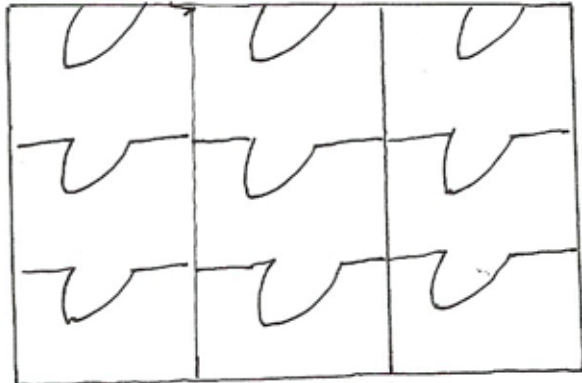


figure 4

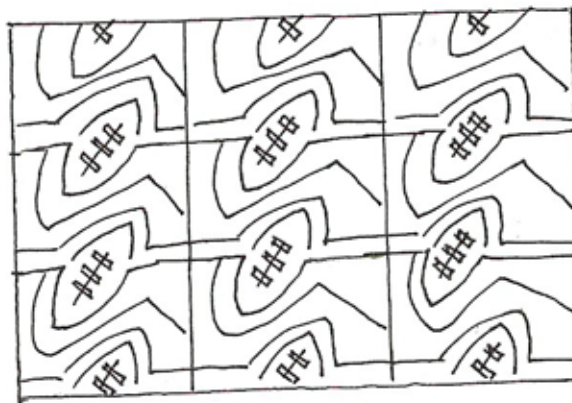


figure 5

VISUAL ART



**Pro Football Hall of Fame
Educational Outreach Program
Activity Guide
- Chicago Bears Edition -**



Internet

Subject: The Internet/World Wide Web & Football

Lesson Title: ChicagoBears.com, Profootballhof.com, Internet Interaction, Surf the Sites, Mascot Mania, Online is Fine, Additional Internet Sites



Goals/Objectives:

Students will:

- Identify the Internet as a viable source for information and research.
- Identify key phrases and words in searching the Internet for football related information.
- Identify various and reliable Internet sites.
- Identify main points of article.
- Effectively analyze Internet sites.

National Standards met: Math: Communication, Connections, Representation

Methods/Procedures:

- Students complete the worksheets in this section concentrating on one activity at a time.
- Teachers are encouraged to adjust, adapt and alter activities to suit class needs.
- Answers are located in the back of this publication.
 - ChicagoBears.com
 - Profootballhof.com
 - Internet Interaction
 - Surf the Sites
 - Mascot Mania
 - Online in Fine
 - Additional Internet Sites
- Students would be encouraged to access the Bears' official site: ChicagoBears.com. On this site students can examine articles to analyze, discuss and import for use in their presentation and discussion.

Materials:

- Internet Activity Sheets
- Access to the Internet
- Access to the Bears' website at ChicagoBears.com
- Access to the Hall of Fame's website at Profootballhof.com
- Access to the school and/or public library as well as a computer center

Assessment:

- Bears created format (stencil) for student use and evaluation of articles.



Please go to the Bears' website at ChicagoBears.com and answer the following questions.

1. In what year did the Chicago Bears join the NFL?
2. Who founded the Chicago Bears?
3. What was the franchise's name during the 1920 and 1921 seasons?
4. In what year did the Bears play their first game in Soldier Field?
5. Where did the Bears play from 1921 to 1970?
6. Find one article on the site. Summarize that article below.



The Pro Football Hall of Fame – An Educational Adventure!

After finding your way to the Pro Football Hall of Fame website,
find the answers to the following questions.

- A. What are the three reasons the Pro Football Hall of Fame is located in Canton, Ohio?
- 1.
 - 2.
 - 3.
- B. In the “Decade by Decade” section, find one story about the decade of the 1980s. Summarize that article below.
- C. List two players talked about in the *African Americans in Pro Football* section.
- 1.
 - 2.
- D. Who were the enshrinees in the Class of 2005?
- E. Can you find the Education Section? What year did the Education Program begin at the Pro Football Hall of Fame? _____

INTERNET



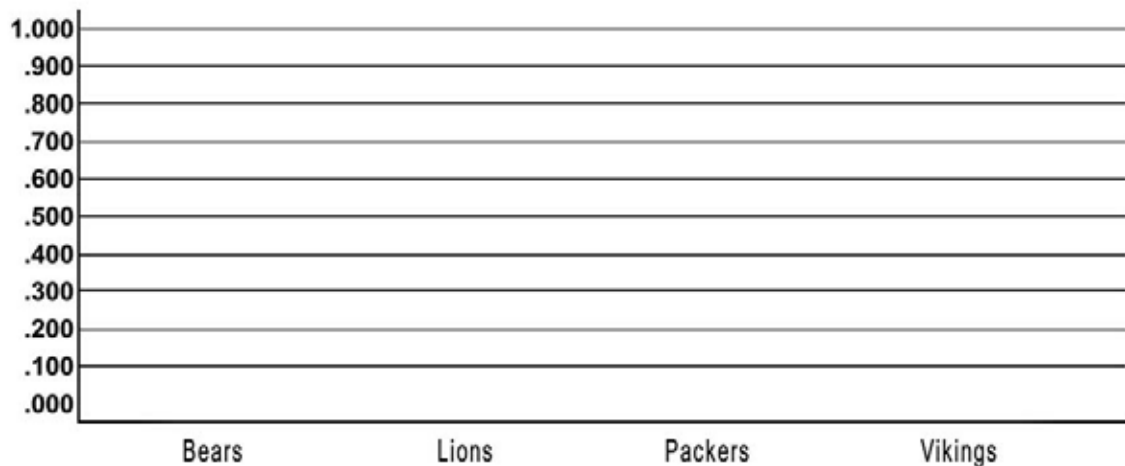
Internet Interaction

After accessing the website NFL.com, find the answers to the following questions:

1. Locate the week by week schedule. Locate playoffs. What is the date of the AFC and NFC Conference Championship games?
2. Locate one major story. What is the title of the story? Who wrote the story?
3. In the statistics section find the answers to the following questions:
 - a. What player is presently the NFL leading rusher?
 - b. What team is leading the league in offense?
 - c. What player presently has the most touchdowns in the NFL?
4. In the NFC North Division, what team is in last place? What is its record?
5. How many total wins do the teams in the NFC North have?
6. The nfl.com website "links" you to many other interesting sports websites. What does link mean?
7. Complete the line graph below for the NFC North Division's standings.

INTERNET

NFC North Division – Winning Percentages



Surf the Sites

After accessing the NFL Kids web site www.playfootball.com, find the answers to the following questions:



Find a "Behind the Scenes Job" from the "Football Facts" section. Describe the person's job.

Check out "Be a Player." Which position would you like to play and why?

At the bottom of the homepage, locate "Legal Stuff You Should Know." There are three rules. What are they?

FREE TIME? HOW ABOUT FUN TIME!

Check out the games on NFL Kids!

- o Fan Frenzy
- o Trainer Terror
- o You Make the Call
- o Touchdown Trivia and many more!

INTERNET



Mascot Mania

Many of the NFL teams have team mascots.
These mascots have an important job – entertaining and educating!
What information can you find about the following team mascots?

Chicago Bears – www.chicagobears.com
What is the name of the Bears' mascot? _____

Miami Dolphins – www.miamidolphins.com
What is the name of Miami's mascot? _____
What is its height? _____
What is its hometown? _____

Arizona Cardinals – www.azcardinals.com
What is the name of Arizona's mascot? _____
When was it hatched? _____
What are its favorite foods? _____

INTERNET

Online is Fine!

Many NFL teams have sections on their websites devoted to kids. These sections include games, trivia, kids' clubs, and much more geared for the younger fans!

The following are teams that have some exciting websites!



Tennessee Titans – www.titansonline.com

Buffalo Bills – www.buffalobills.com

Denver Broncos – www.denverbroncos.com

Atlanta Falcons – www.atlantafalcons.com

Green Bay Packers – www.packers.com

Philadelphia Eagles – www.philadelphiaeagles.com

INTERNET



Additional Internet Sites

The following websites can be accessed for additional information and activities for your students.

www.usatoday.com

www.espn.com

www.cbssportsline.com

www.sportsillustrated.cnn.com

INTERNET



Pro Football Hall of Fame
Educational Outreach Program
Activity Guide
- Chicago Bears Edition -



Physical Education

Subject: Physical Education

Lesson Title: Even Jim Brown Had to Start Somewhere



Goals/Objectives:

- Students will correlate the fitness concepts of strength, agility, flexibility and endurance to basic yet specific forms of exercise.

National Standards met: Physical Education: 2, 3, 4, 6

Methods/Procedures:

- Students will be asked to discuss and list basic exercises that can be done to improve ones muscular strength, agility, flexibility, and muscular endurance.

- Basic Exercise Examples

Muscular Strength

Push-ups, Sit-ups, (Few Repetition), Chin-ups
Pull-ups, Squat thrusts, Bench dips

Agility

Line jumps (forward, backward, side to side,
scissors), One Foot hop

Flexibility

Standing toe touch, Standing V stretch, Butterfly,
Seated toe touch, Seated V stretch, Inverted
hurdles stretch

Endurance

Push-ups, sit-ups,

(Many Repetitions)

Chin-ups, Squat thrusts, Bench dips, Walking,
Jogging (slow, medium or fast) Jump rope

Materials:

- Notepad/paper and pencil/pen
- Blackboard or Dry mark board
- Access to computer

Assessment:

- Students will be assessed on their participation in activities.



Subject: Physical Education

Lesson Title: Physical Fitness and Exercise 101

Goals/Objectives:

- Students will become familiar with fitness and exercise terminology.

National Standards met: Physical Education: 2, 3, 4, 6

Methods/Procedures:

- Initially the students will be given and review a physical fitness vocabulary worksheet.
- Students will be asked to discuss and list basic exercises that can be done to improve ones muscular strength, agility, flexibility, and muscular endurance.
- Students will be introduced to websites they can access to gather additional information on fitness and sports.

- President's Council on Physical Fitness and Sports
www.fitness.gov
- Amateur Athletic Union
www.aausports.org
- Fitness for Youth
<http://Fitnessforyouth.umich.edu>
- Kids Health
www.kidshealth.org
- Sports Illustrated for Kids
www.sikids.com

Materials:

- Notepad/paper and pencil/pen
- Blackboard or Dry mark board
- Access to computer



Assessment:

- Students will be assessed on their participation in activities.

BASIC FITNESS AND EXERCISE TERMS

1. Muscular Strength: the amount of force exerted with a muscle.
 2. Agility: quickness of motion, the ability to change directions quickly.
 3. Flexibility: the ability to move your muscles and joints through a full range of motion.
 4. Muscular Endurance: the ability of your body to move for a long period of time.
 5. Regularity: setting up a regular exercise schedule.
 6. Overload: for muscles to get stronger or your body to get fit, you must work harder when exercising than when you are at rest.
 7. Specificity: you need to exercise your body the way you are going to use it.
 8. Progression: gradually increase the number of exercises you do, the time you do them and how hard you exercise.
 9. Warm-Up: warming up makes muscles more limber and decreases chances of being impaired during exercise.
 10. Cool-Down: the time used to allow your body to return to normal after exercise.
 11. Frequency: how often you exercise.
 12. Intensity: how hard you exercise.
 13. Time: how long you exercise.
 14. Type: the kind of exercise- aerobic or anaerobic.
- www.fitness.gov



Subject: Physical Education

Lesson Title: Do You Have What it Takes?

Goals/Objectives:

- Students will discuss different football positions and the physical attributes required to play them.

National Standards met: Physical Education: 2, 3, 4, 6

Methods/Procedures:

- Instructor will lead a brainstorming activity discussing different pro football positions and which ones require strength, agility, flexibility or endurance and why?

- Physical Attributes needed by position.

Quarterback	Agility, Flexibility, Endurance
Lineman	Strength, Endurance
Running back/Defensive back	Agility, Strength, Flexibility, Endurance
Linebackers	Strength, Agility, Flexibility, Endurance
Receivers	Strength, Flexibility, Endurance

- Note: As elite athletes, pro football players will have a higher level of ALL fitness components.

Materials:

- Notepad/paper and pencil/pen
- Blackboard or dry mark board
- Access to computer

Assessment:

- Students will be assessed on their participation in activities.

Subject: Physical Education
Lesson Title: Get Ready, Get Set, Get Moving



Goals/Objectives:

- Students will be encouraged to regularly participate in physical exercise activities.

National Standards met: Physical Education: 2, 3, 4, 6

Methods/Procedures:

- Students will be encouraged to start a “Fitness File” via The President’s Challenge web site, www.presidentschallenge.org

Materials:

- Notepad/paper and pencil/pen
- Blackboard or dry mark board
- Access to computer

Assessment:

- Students will be assessed on their participation in activities.



**Pro Football Hall of Fame
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Miscellaneous

NFL Cities Word Search

Can you find the cities of the thirty-two teams in the National Football League?

The cities run in all directions: forward, backward, up, down and diagonally.

Good Luck!



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

MISCELLANEOUS

Arizona
 Atlanta
 Baltimore
 Buffalo
 Carolina
 Chicago
 Cincinnati
 Cleveland

Dallas
 Denver
 Detroit
 Green Bay
 Houston
 Indianapolis
 Jacksonville
 Kansas City

Miami
 Minnesota
 New England
 New Orleans
 New York
~~New York~~
 Oakland
 Philadelphia

Pittsburgh
 San Diego
 San Francisco
 Seattle
 St. Louis
 Tampa Bay
 Tennessee
 Washington



Hall of Famer Word Scramble

Unscramble the list of Hall of Famers and the city in which they were born. For assistance on places of birth for the members of the Pro Football Hall of Fame, visit the Hall's website at Profootballhof.com.

MISCELLANEOUS

- | | |
|-------------------|--------------------------|
| 1. MIJ HOPRET | ARUEPG, OKLAHOMA |
| 2. NAKFR FFDROIG | ANTAS ONMICA, CALIFORNIA |
| 3. MJI NOWBR | TS. IMOSNS, GEORGIA |
| 4. GGOER SLAHA | HCCIGOA, ILLINOIS |
| 5. RRYBA NRSADSE | WHTAIC, KANSAS |
| 6. YRTER RABAWSHD | PORTSHREVE, LOUISIANA |
| 7. HWIEO ONLG | MOVERSLEI, MASSACHUSETTS |
| 8. WEALTR YTONPA | LUMBAICO, MISSISSIPPI |
| 9. INCEV OMBLARDI | LYBNKROO, NEW YORK |
| 10. OHNNYJ TASUNI | ITTSPBRGHU, PENNSYLVANIA |

Touchdown Trivia

How many questions can you answer correctly without looking up the answers?

15-20 You are the Super Bowl MVP 10-15 You are on a Super Bowl Team

5-10 You made the Playoffs 0- 5 Get back on the Practice Field.

Good Luck!



1. What is the color of a referee's flag?
2. What does a football player wear on their head?
3. Who is the player who kicks the extra point?
4. Name the word for a perfectly thrown pass.
5. In England and many other countries' "football" is the name for this sport. (Think of the World Cup)
6. Who won Super Bowl XXXVI?
7. What is the largest number of players a football team can have on the field?
8. What do the letters NFL stand for?
9. TD is the abbreviation for what word that scores you six points in the game?
10. What is the NFL championship game called?
11. After whom is the Super Bowl trophy named?
12. After whom is the Super Bowl MVP trophy named?
13. True or False: A football field is 100 yards long?
14. How many points is a field goal worth?
15. How many quarters are there in a football game? How many minutes is each quarter?
16. What do the letters AFC and NFC stand for?
17. Which team won the first two Super Bowls?
18. Dan Marino played for what team? What position did he play?
19. What position did Jerry Rice play?
20. How long does a player have to be retired before he is eligible for the Pro Football Hall of Fame?

MISCELLANEOUS



All in the NFC

See if you can locate the 16 teams in the National Football Conference. The names appear forward, backward, up, down or diagonal. How many can you find. The names are listed below.

MISCELLANEOUS

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

BEARS

BUCCANEERS

CARDINALS

COWBOYS

EAGLES

FALCONS

FORTY-NINERS

GIANTS

LIONS

PACKERS

PANTHERS

RAMS

REDSKINS

SAINTS

SEAHAWKS

VIKINGS

Football Bingo



- Distribute a bingo card to each student.
- Distribute the corresponding football shapes and have students color and cut them out for marking their cards.
- The card can be used for a variety of football learning and the students will love it.
Examples:
 - > Have students write NFL team nicknames on the board and the teacher calls out the city. This can also be done the opposite way.
 - > From a selected list label each square on the board with a football term. The teacher reads a definition and they must match the correct term with the definition.
 - > List NFL states on the board and the teacher calls the capital of those states.
- Have students help decide the type of Bingo, vertical, horizontal, four corners, whole board, etc.
- HAVE FUN!


MISCELLANEOUS



FOOTBALL

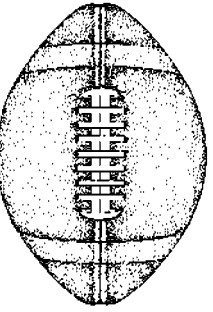
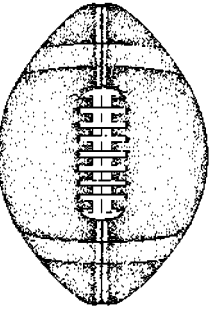
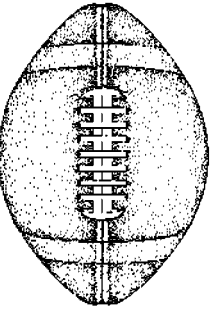
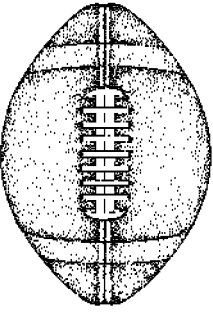
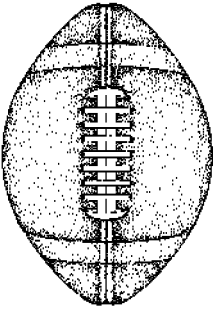
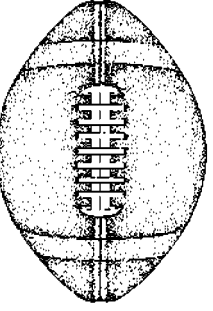
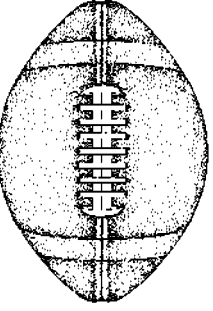
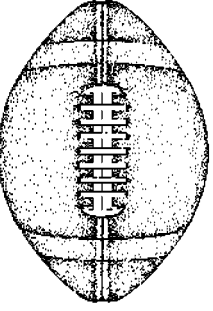
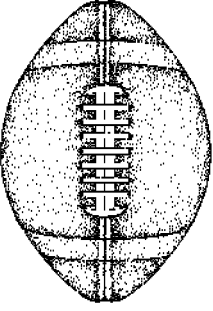
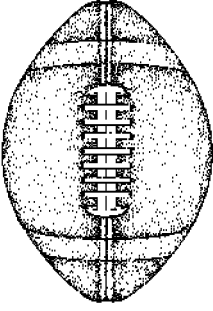
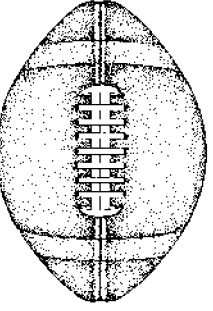
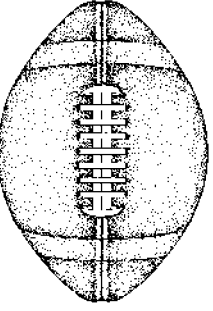
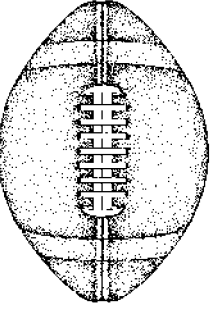
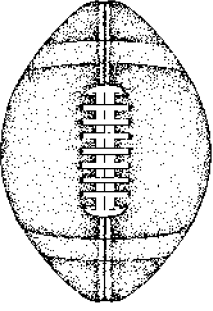
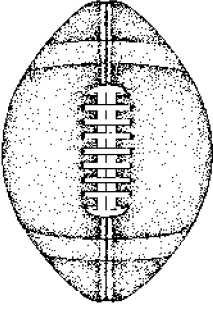
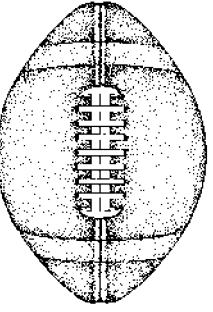
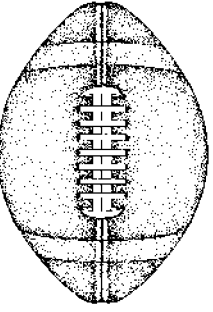
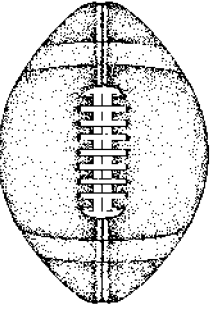
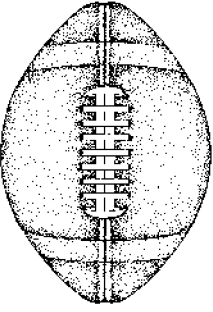
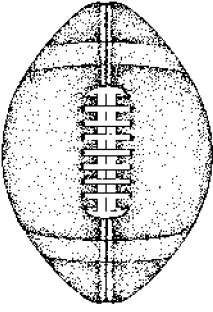
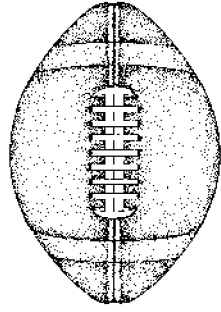
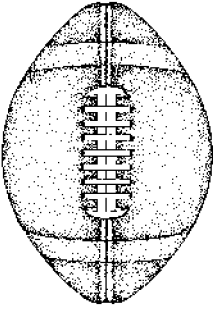
B I N G O

MISCELLANEOUS



Bingo Markers



MISCELLANEOUS



Photographer

Pretend you are a professional photographer.

You just donated your favorite photograph to the Pro Football Hall of Fame.

Draw a picture of that photograph along with a title.

MISCELLANEOUS



Word Blitz



Change one letter in each word to create a football term. Write the football term on the spaces by the original word (the first one has been done for you).

Write the circled letters on the first row of spaces below.

On the second line, unscramble the letters to spell the name of a popular sport.

1. Cuddle H U D D **(L)** E

2. Sick _ **(S)** _ _ _

3. Tumble **(T)** _ _ _ **(M)** _ _ _

4. Couch _ **(C)** _ _ _ _

5. Term **(T)** _ _ _ _

6. Mall _ _ _ _ **(M)**

7. Shore _ _ **(S)** _ _ _

MISCELLANEOUS



Team Nicknames

Match the team city with the correct team nickname.

MISCELLANEOUS

- | | |
|---------------------|------------------|
| 1. Ravens_____ | A. Arizona |
| 2. Bills_____ | B. Washington |
| 3. Seahawks_____ | C. Tampa Bay |
| 4. Bengals_____ | D. Atlanta |
| 5. Chargers_____ | E. Carolina |
| 6. Broncos_____ | F. San Francisco |
| 7. Titans_____ | G. Chicago |
| 8. Steelers_____ | H. Dallas |
| 9. Raiders_____ | I. Detroit |
| 10. Colts_____ | J. St. Louis |
| 11. Jaguars_____ | K. New Orleans |
| 12. Jets_____ | L. Philadelphia |
| 13. Patriots_____ | M. Green Bay |
| 14. Chiefs_____ | N. Minnesota |
| 15. Dolphins_____ | O. New York |
| 16. Redskins_____ | P. Baltimore |
| 17. Cardinals_____ | Q. Seattle |
| 18. Buccaneers_____ | R. San Diego |
| 19. Falcons_____ | S. New York |
| 20. Panthers_____ | T. Pittsburgh |
| 21. Rams_____ | U. Cincinnati |
| 22. Eagles_____ | V. Denver |
| 23. Bears_____ | W. Oakland |
| 24. Browns_____ | X. Cleveland |
| 25. Cowboys_____ | Y. Miami |
| 26. Saints_____ | Z. New England |
| 27. Texans_____ | AA. Tennessee |
| 28. Vikings_____ | BB. Indianapolis |
| 29. Lions_____ | CC. Jacksonville |
| 30. Packers_____ | DD. Kansas City |
| 31. 49ers_____ | EE. Buffalo |
| 32. Giants_____ | FF. Houston |

Quarterback Wordsack

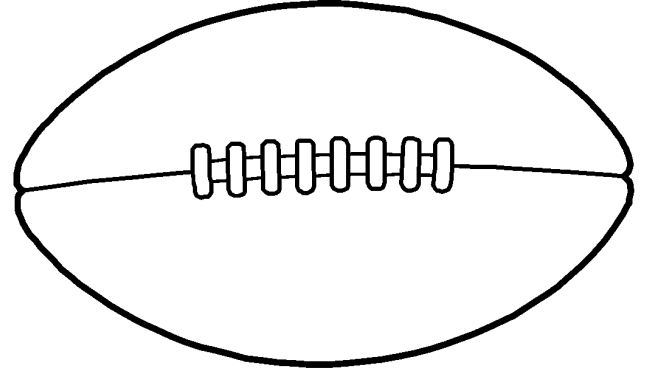
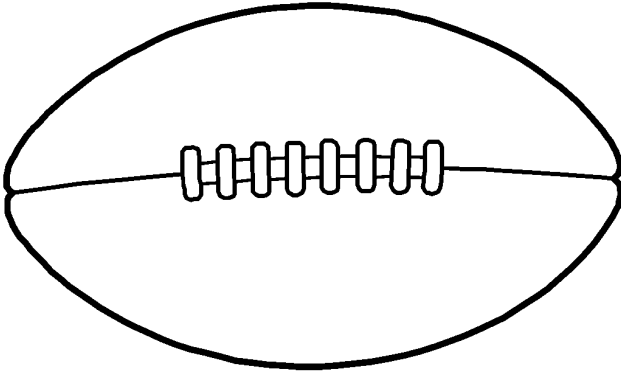
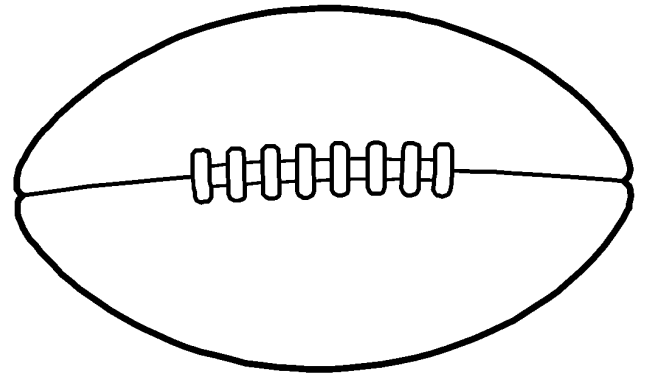
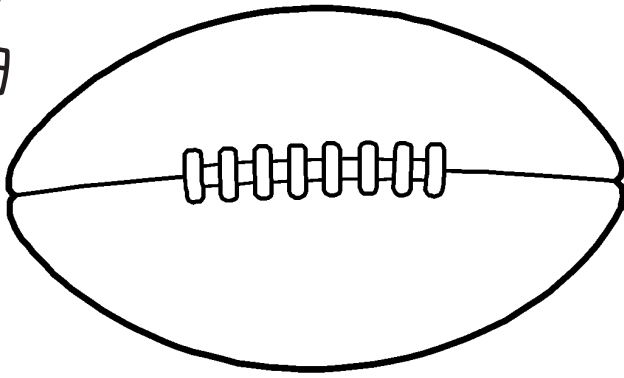


There are over 100 words that can be made from the letters that spell
QUARTERBACK.

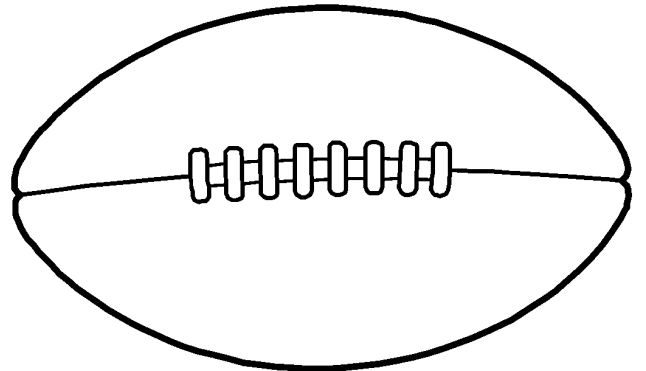
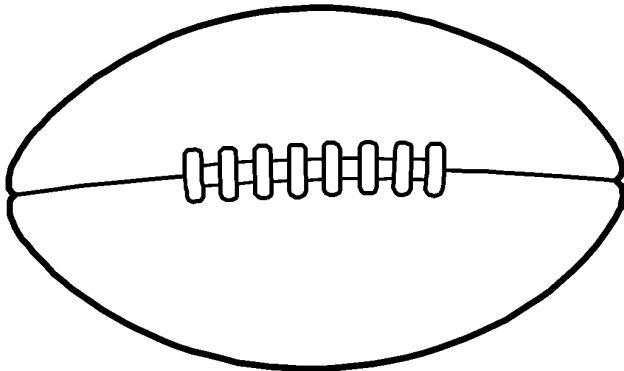
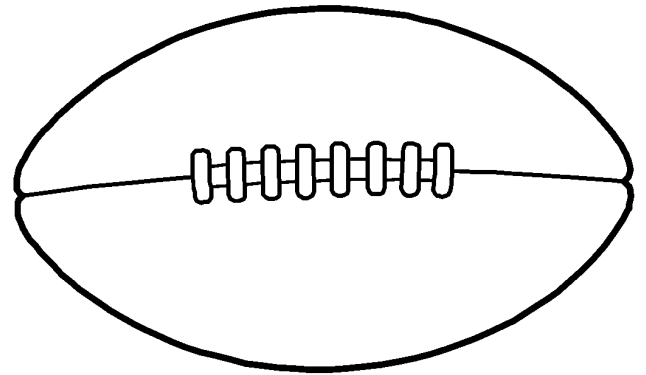
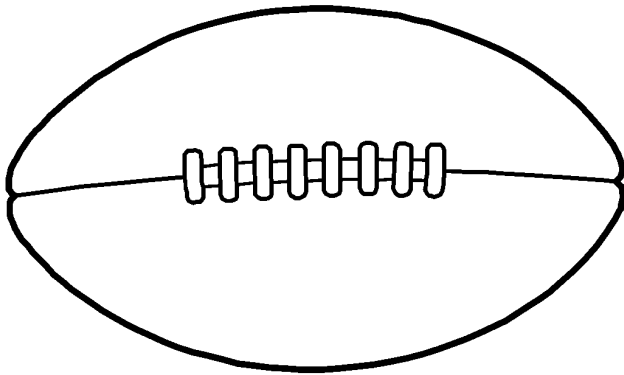
See how many different words you can find and list them below.

QUARTERBACK

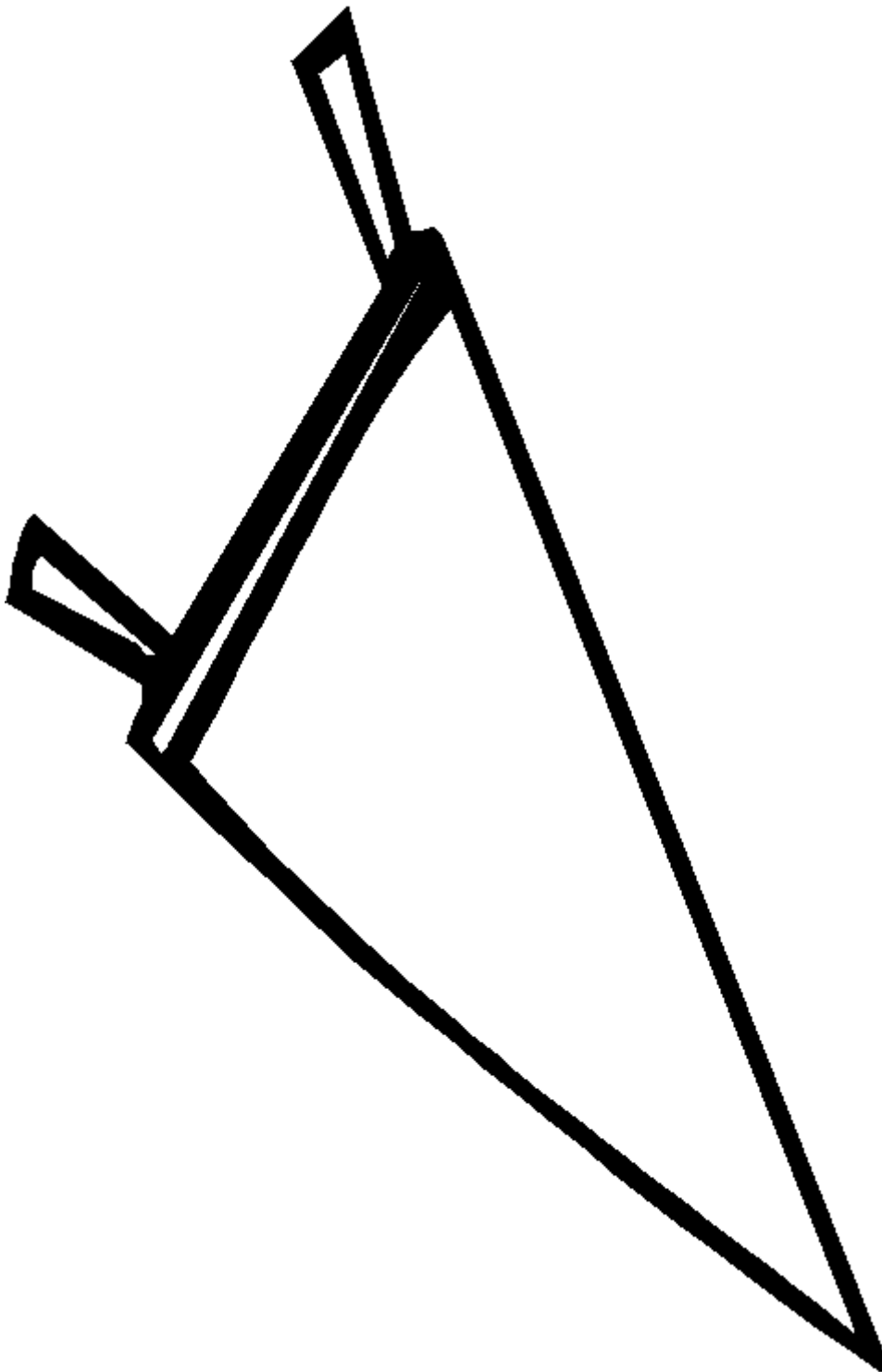
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NAMETAGS



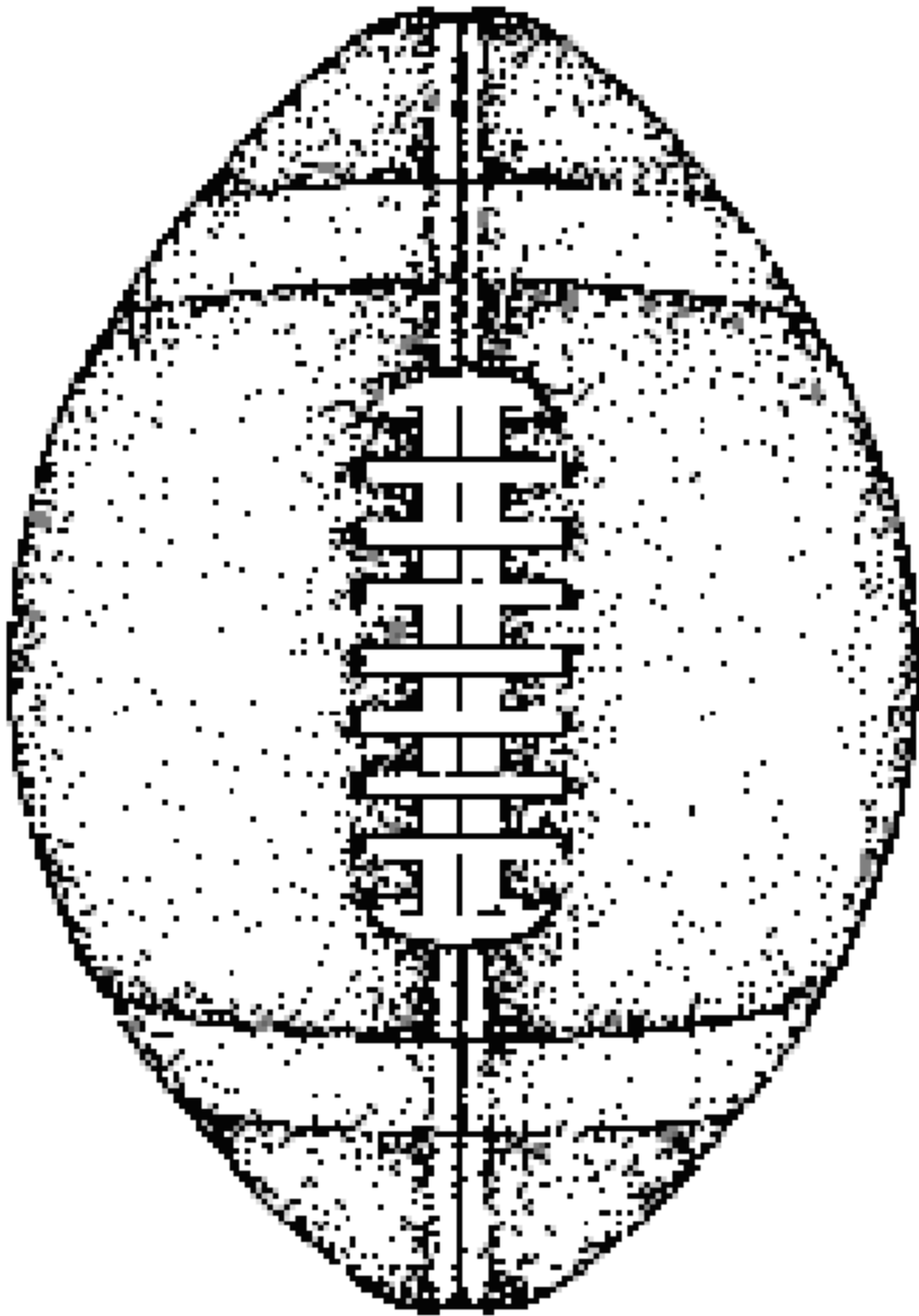
MISCELLANEOUS



MISCELLANEOUS



MISCELLANEOUS





Pro Football Hall of Fame
Educational Outreach Program
Activity Guide
- Chicago Bears Edition -



Answer Key

Answer Key



Football Mix - Up p. 44

1. Giants
2. 49ers
3. Bears
4. Jets
5. Bengals
6. Steelers
7. Ravens
8. Bills
9. Packers
10. Vikings
11. Texans
12. Patriots
13. Titans
14. Dolphins
15. Rams
16. Eagles
17. Cowboys
18. Cardinals
19. Panthers
20. Chargers
21. Chiefs
22. Browns
23. Lions
24. Buccaneers
25. Seahawks
26. Redskins
27. Jaguars
28. Saints
29. Colts
30. Broncos
31. Raiders
32. Falcons

Alphabet Football p. 48

- A = Audible
B = Blitz
C = Center
D = Defense
E = End zone
F = Fumble
G = Goal post

- H = Half-time
I = Interception
J = Jumping
K = Kicker
L = Linebacker
M = Motion
N = National Football League
O = Offense
P = Penalties
Q = Quarterback
R = Referee
S = Safety
T = Touchdown
U = Uprights
V = Victory
W = Wide Receiver
X = X-ray
Y = Yards
Z = Zone

A Day At The Game pp. 70-72

1. \$192.00
2. 60 minutes, 3,600 seconds
3. 34 players
4. 4,250 empty seats
5. 336 ounces, 21 pounds
6. 3,200 programs
7. \$ 52.99
8. \$ 39.50
9. 3 hours, 39 minutes
10. 55,350 fans
11. 74 points
12. Opposing team's 29-yard line
13. 18 to 16
14. 70 yards
15. \$62.55
16. 5,333 $\frac{1}{3}$ square yards or 48,000 square feet
17. \$14,040
18. \$479
19. Three years
20. 17
21. 7:12 PM

ANSWER KEY



22. 0:34.12 or 34.12 seconds
23. 198 minutes
24. 7358
25. 30 yards (the fair catch does not count against him, thus, total yards is divided by 4 instead of 5)
26. 20%
27. 90 yards
28. 83.13%
29. 13.64 yards per carry
30. 5 7/8"

NFL Air Travel p. 73

1. Baltimore Ravens – 4,650 miles
2. San Francisco 49ers – 35,756 miles
3. NFC- 298,248 miles
4. AFC West – 89,918 miles
5. NFC West – 113,040 miles
6. 82,288 miles
7. 4,886 miles
8. Cleveland Browns – 2,640
9. 573,265 miles
10. 38,478 miles

Conversions in Football p. 75

1. 45,807 feet
2. 3,816 inches
3. 2.2 miles
4. 4,161 feet
5. 34 yard line of opposing team
6. 1,944 inches, 4937.76 centimeters
7. 300 feet long, 160 feet wide
8. 4,848 ounces
9. 960 minutes
10. 112 officials

Super Bowl Numbers p. 76

- 15, 14, 9
23, 26, 18
35, 32, 37
XXXVIII

Bears' Super Bowl XX Roster p. 78

1. Mike Hartenstine, 7/27/53
2. 9
3. 4
4. 3
5. 3
6. The University of Illinois
7. William Perry, 308 lbs.
8. Reggie Phillips, 170 lbs.
9. WR
10. 1047 lbs

Momentum in Football, p. 91

1. The ball carriers in Scenarios #1 and #2 will score. The momentum of these ball carriers are greater than those of their defenders. Thus, the ball carrier/defender unit will move toward the goal line.
2. The defender in Scenario #4 has the greatest momentum. The velocity of this player is the most significant factor in giving this defender the greatest momentum of all the defenders because the other defenders are all more massive than this one.
3. Each player's momentum changes, which is the case in all of the scenarios. This is due to the fact that although their masses remain constant, their velocities change, and momentum equals the product of mass and velocity.
4. The total momentum is not affected by the collision. According to the law of conservation of momentum, the momentum of any closed, isolated unit does not change. The pairs of players in each scenario make up such a unit.



Protection Plus p. 96

Clockwise arrows from right

- chin guard
- rib guard
- thigh protector
- wrist protector
- hip pad
- elbow pad
- shoulder pad
- helmet

Power For Performance pp. 101-102

1. A. Use Springly
B. 2-3 servings
C. 2-3 servings
D. 3-5 servings
E. 2-4 servings
F. 6-11 servings
2. E, F, B, C, F, E, F, C, C, E, F, F, B, D, A, E, C, C, D, A
3. At least 2 cups (500ml) of water, juice or milk; 2 cups (500ml) of water, or sports drink; 1/2 cup (125ml) of water or sports drink; 2 cups (500ml) of water or sports drink for every pound of weight lost during the activity
4. C, F, B, A, D, G, H, E
5. nutrients, serving, carbohydrates, energy, meat, energy, calcium, body heat, fluids, pounds
6. Answer varies

Determining Nutritional Values pp. 107-108

- Lamb Chops – 4, 4, 0, B
Broiled Fish – 2, 1, 1, A
Quiche Casserole – 4, 2, 2, A
Vegetable Risotto – 3, 0, 3, A
Almond-Pumpkin – 3, 0, 3, A

Careers in Sports from A to Z p. 119

Possible Answers

- A = Agent
- B = Broadcaster
- C = Coach
- D = Doctor
- E = Equipment Manager
- F = Field Judge
- G = Goalie
- H = Head Linesman
- I = Intern
- J = Jockey
- K = Kicker
- L = Lawyer
- M = Mascot
- N = Nutritionist
- O = Owner
- P = Photographer
- Q = Quarterback
- R = Referee
- S = Scout
- T = Trainer
- U = Umpire
- V = Vendor
- W = Writer
- X = X-Ray Technician
- Y = Yoga Instructor
- Z = Zamboni Driver

Sports Career Scramble p. 120

1. Coach
2. Designer
3. Journalist
4. Photographer
5. Architect
6. Owner
7. Trainer
8. Scout
9. Statistician
10. Engineer
11. Equipment Manager
12. Referee
13. Promoter
14. Announcer
15. Agent

ANSWER KEY



Career Matching p. 121

- F Players Agent
- B Game Official
- I Sports Photographer
- K Sports Psychologist
- E Athletic Director
- D Facilities Manager
- A Sports Promoter
- H Official Statistician
- J Scout
- C Athletic Trainer
- G Sports Nutritionist

Geography Search pp. 131-132

1. Tennessee Titans
2. Miami Dolphins
3. St. Louis Rams
4. San Diego Chargers
5. Seattle Seahawks
6. Jacksonville Jaguars
7. Massachusetts
8. New Orleans, Louisiana
9. North Carolina
10. Denver
11. Allegheny, Monongahela, Ohio
12. Green Bay Packers
13. Florida
14. Illinois, Indiana, Michigan, Minnesota, New York, Ohio, Pennsylvania, Wisconsin
15. Detroit
16. San Francisco 49ers
17. New York
18. Washington Redskins
19. Denver, Kansas City
20. Alabama, Arkansas, Alaska, Connecticut, Delaware, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Virginia, West Virginia, Wyoming

21. Buffalo
22. Florida, Louisiana, Texas
23. Minnesota Vikings

ChicagoBears.com p. 152

1. 1920
2. George Halas
3. Decatur Staleys
4. 1971
5. Wrigley Field

Profootballhof.com p. 153

- A. 1. The American Prof. Football Association, the forerunner of the NFL, was founded in Canton in 1920.
- 2. The Canton Bulldogs were an early day pro football power. First two-time champion of the NFL. Jim Thorpe played for Bulldogs.
- 3. Canton citizens launched a determined and organized campaign in the 1960's to earn the site.
- B. Answer varies
- C. Answer varies
- D. Benny Friedman, Dan Marino, Fritz Pollard, Steve Young
- E. 1984

Internet Interaction p. 154

1. answer varies
2. answer varies
3. answer varies
4. answer varies
5. answer varies
6. answer varies
7. when a web site "links" you to another site simply gives you options of visiting other web sites with information similar to what you are presently looking at
8. answer varies



Surf the Sites p. 155

1. answer varies
2. answer varies
3. Copyright Rules, Places You Send Stuff, and Links to Other Sites

Mascot Mania p. 156

Chicago Bears:
Name: Staley

Miami Dolphins:
Name: T.D.
Height: 7-0
Hometown: Atlantic Ocean

Arizona Cardinals:
Name: Big Red
Hatched: October 4, 1998
Food: Gummy Worms and Bird Seed

Hall of Famer Word Scramble p. 166

1. Jim Thorpe - Prague
2. Frank Gifford - Santa Monica
3. Jim Brown - St. Simons
4. George Halas - Chicago
5. Barry Sanders - Wichita
6. Terry Bradshaw - Shreveport
7. Howie Long - Somerville
8. Walter Payton - Columbia
9. Vince Lombardi - Brooklyn
10. Johnny Unitas - Pittsburgh

Touchdown Trivia p. 167

1. Yellow
2. Helmet
3. Kicker
4. Spiral
5. Soccer
6. New England Patriots
7. Eleven
8. National Football League
9. Touchdown
10. Super Bowl

11. Vince Lombardi
12. Pete Rozelle
13. True
14. 3
15. 4, 15 minutes each
16. American Football Conference
National Football Conference
17. Green Bay Packers
18. Quarterback, Miami Dolphins
19. Wide Receiver
20. Five years

Word Blitz p. 173

1. Huddle
 2. Sack
 3. Fumble
 4. Coach
 5. Team
 6. Ball
 7. Score
 8. Game
- FOOTBALL

Team Nicknames p. 174

1. P
2. EE
3. Q
4. U
5. R
6. V
7. AA
8. T
9. W
10. BB
11. CC
12. O or S
13. Z
14. DD
15. Y
16. B
17. A
18. C
19. D
20. E



ANSWER KEY

- 21. J
- 22. L
- 23. G
- 24. X
- 25. H
- 26. K
- 27. FF
- 28. N
- 29. I
- 30. M
- 31. F
- 32. O or S

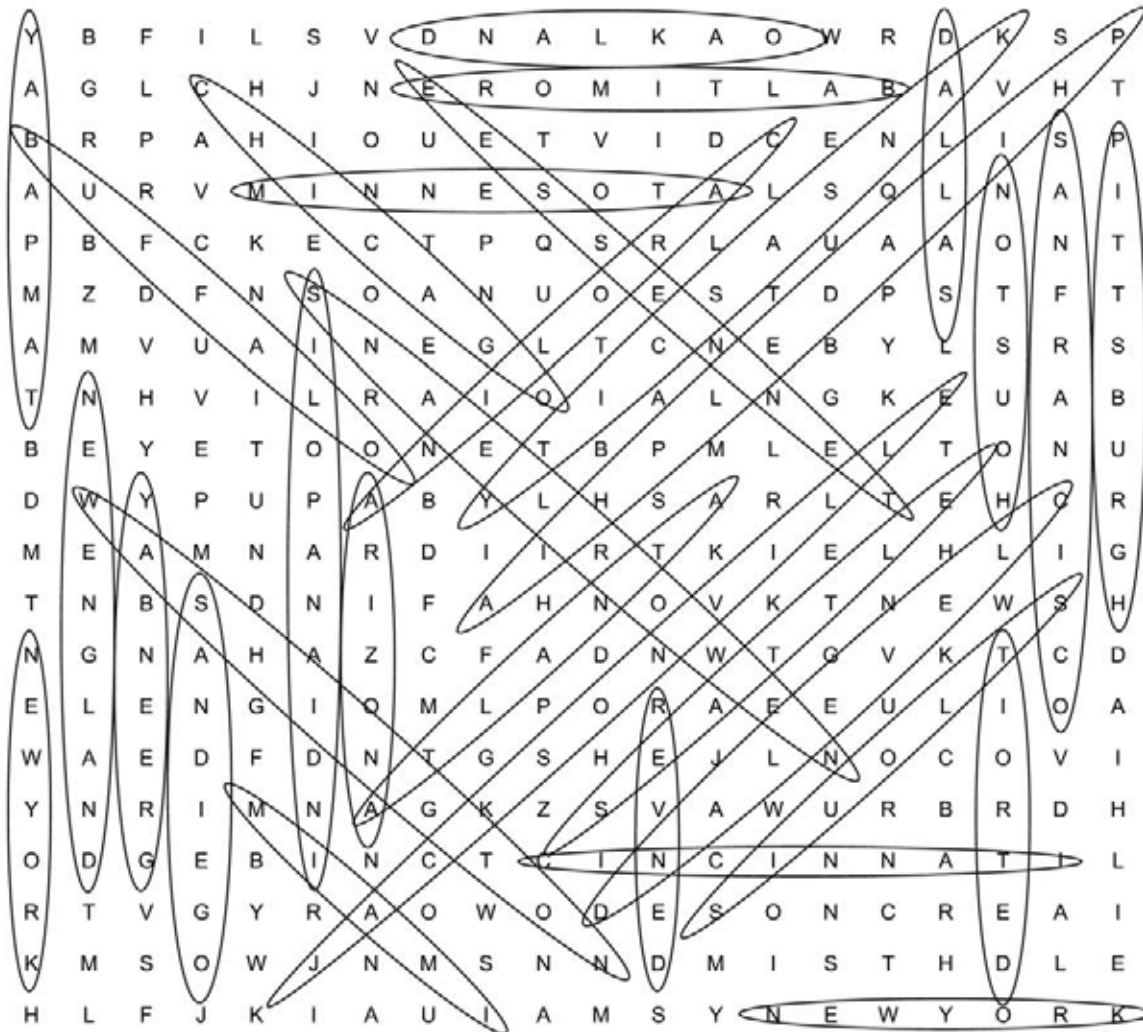
Quarterback Wordsack p. 175

Possible Answers

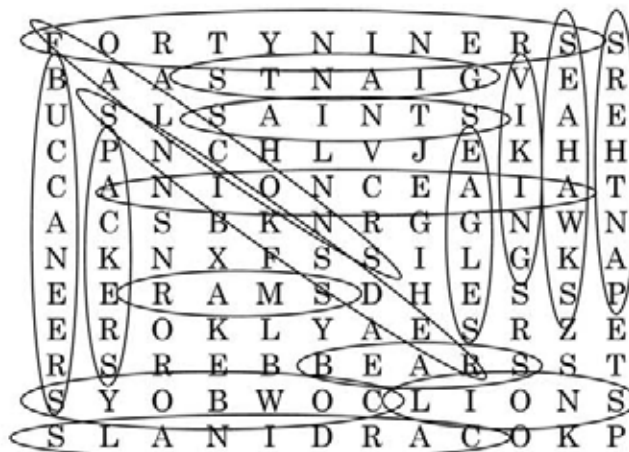
Art, Are, Act, Ace, Arc, Ate, Back, Buck, Bar, Bear, Bat, Bake, Bark, Be, But, Break, Bucket, Beak, Cake, Cute, Cut, Cat, Car, Cart, Care, Crab, Crack, Crate, Cub, Cue, Cure, Ear, Eat, Quarter, Quack, Rut, Rack, Rate, Rake, Rear, Racket, Rare, React, Take, Tea, Tack, Tab, Tear, Tar, Tub, Tube, Truck, Tuck



NFL Cities Word Search



All in the NFC Word Search



ANSWER KEY

