

10.1.3**Lesson 13****Introduction**

In the final lesson before the End-of-Unit Assessment, students explore Bissinger’s action-filled description of the Permian Panther’s season opener. Students read from “With all those eyes focused on him” through “the answer became obvious” (pp. 84–87).

Students use the Season Opener: Actions and Reactions Tool as well as the Glossary of American Football Handout to structure their analysis of the actions of the key players in the season opener, how these actions affect how players see themselves, and how others see them. Students call upon this cumulative understanding to consider how Bissinger structures the actions, reactions, and interactions in the text in order to shape and refine the social pressures and expectations at work in Odessa.

Students work collaboratively to select and analyze textual details and to engage in discussions in small groups and with the whole class. Student learning is assessed through written responses to the final question on the Season Opener: Actions and Reactions Tool.

For homework, students complete a Checkerboard Tool that prompts students to trace the relationship between parental expectations and children’s responses in both texts.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

SL.10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
L.9-10.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Assessment

Assessment(s)
The learning in this lesson is captured through the written response to the final question on the Season Opener: Actions and Reactions Tool: <ul style="list-style-type: none"> How do the final events of the season opener shape and refine a central idea of the text?
High Performance Response(s)
<ul style="list-style-type: none"> See the Model Season Opener: Actions and Reactions Tool

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> sync (n.) – synchronization; harmony or harmonious relationship redeem (v.) – buy or pay off, clear by payment mired (adj.) – plunged and fixed in mire; involved; entangled composure (n.) – serene, self-controlled state of mind; calmness; tranquility
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> euphoric (adj.) – intensely happy or confident entrapped (v.) – caught in, as in a trap fluke (n.) – an accidental advantage; stroke of good luck

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.2, RI.10.1, RI.9-10.3, SL.10.1, L.9-10.2.a Text: <i>Field of Dreams</i> “Dreaming of Heroes” (pp. 84–87) 	
Learning Sequence <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Annotation Exercise Season Opener: Actions and Reactions Tool Pages 84–87 Reading Discussion Closing 	<ol style="list-style-type: none"> 5% 10% 10% 35% 30% 10%

Materials

- Copies of the Glossary of American Football Handout for each student
- Copies of the Season Opener: Actions and Reactions Tool for each student
- Copies of the Checkerboard Tool for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.2. In this lesson, students explore Bissinger's action-filled description of the Permian Panther's season opener in order to consider how Bissinger structures the actions, reactions, and interactions in the text to develop the social pressures and expectations at work in Odessa.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they can apply focus standard RL.9-10.6 or RI.9-10.6 to their AIR text. Then lead a brief share out. Select several students (or student pairs) to explain how they applied focus standard RL.9-10.6 or RI.9-10.6 to their AIR text.

- ▶ Students share out how they applied the focus standard.

Lead a brief full-class share out of the central ideas students identified in the text. Record and display the central ideas on chart paper, for students to reference throughout this lesson.

- ▶ Students share out the central ideas they identified for homework.

☞ Student responses may include:

- Social expectations for the football team
- Family expectations for the boys
- Relationships between fathers and sons
- The importance of football to the community
- How sports and sports teams give teenagers a sense of purpose

① **Differentiation Consideration:** Consider posing the following extension question to enrich students' understanding of the text:

How does Bissinger's point of view or purpose influence how he develops these central ideas?

☞ Student responses should call upon the understanding they developed in 10.1.3 Lesson 11 about Bissinger's point of view or purpose, and apply this to their analysis of the development of central ideas in the text.

For example, students may note that Bissinger develops the central idea of the social expectations on the football team through a negative lens. The way that Bissinger's depicts the season opener reveals his point of view that the social pressures that the town of Odessa puts

on these young men is often too much for them to handle, as is evidenced by Don Billingsley's failure to perform at the season opener. As Bissinger writes, "...the rumbles that Charlie Billingsley's boy sure as hell wasn't going to follow in his father's footsteps..." make Don "...drown deeper and deeper the second half" (p. 86).

Activity 3: Annotation Exercise

10%

Instruct students to form groups of four. Students remain in these groups for the duration of the class.

Distribute the Glossary of American Football Handout to accompany student reading. Provide students with the following vocabulary for this passage: *sync*, *redeem*, *mired*, and *composure*.

- ① The Glossary of American Football Handout serves primarily as a vocabulary resource to support students in making meaning of the crucial actions that occur in the season opener.

Instruct students to read the entire excerpt from "With all those eyes focused on him" through "he just bullied his way past several tacklers, the answer became obvious" (pp. 84–87) and annotate their text according to established protocols.

- ① If students struggle to understand the actions and events in this passage, the following brief video on the basic tenants of football is an excellent classroom resource:
<http://www.youtube.com/watch?v=Pr7Pu-Zw0Ow> (3:51). This may also be a great opportunity to call upon "football experts" in the classroom to illuminate these concepts.

Ask students the following question to focus student reading and annotation:

Who wins and who loses in the season opener?

- ☞ Student responses may vary to this open-ended focusing question. Listen for the following observations:
- The Permian Panthers win and El Paso Austin loses in the season opener: "The game ended with Permian beating El Paso Austin 49–0" (p. 86).
 - Others might apply this question to the players themselves and state that Mike Winchell and Chris Comer win, while Don Billingsley and Boobie lose.

- ① Lead a brief recap of student observations.

Activity 4: Season-Opener: Actions and Reactions Tool

35%

Distribute the Season Opener: Actions and Reactions Tool to students.

Explain that student groups will use this tool in order to make meaning of the events that occur in this action-oriented passage. The tool prompts students to select evidence from the text to support their understanding of how a player's actions influence their sense of self, as well as how these actions shape the ways in which the community perceives them.

Instruct students to work in their groups, selecting evidence from the text to complete their Season Opener: Actions and Reactions Tool.

Explain to students that they may not have evidence for every column on the tool but should do their best to find as much evidence as possible.

Instruct students to practice using semicolons in their written responses on the Season Opener: Actions and Reactions Tool. Students are not assessed on this skill in this lesson.

- ▶ Students work in groups of four to complete the Season Opener: Actions and Reactions Tool.

🗨 See the Model Season Opener: Actions and Reactions Tool

① Circulate and assist only as needed.

Lead a brief full class discussion to review student observations to the questions on the bottom of the tool.

- ▶ Students contribute to full class discussion, offering the observations they have recorded on their Season Opener: Actions and Reactions Tool.

Activity 5: Evidence Based Discussion

30%

Display the following questions for students to discuss in their groups. Allow time before asking students to share out with the class.

According to Don Billingsley, what is “disappointing but somehow inevitable” (p. 87)?

- 🗨 According to Don, Chris Comer overshadowing him is inevitable. Comer is brought in to “play the entire second half as full back,” and Don thinks this is not fair because Chris Comer is “untested” and he should be playing on “junior varsity” (p. 87).

What does it take for Chris Comer to ascend to “star running back of Permian High School” (p. 87)?

What might this suggest about “allegiance and tradition” in Odessa (p. 74)?

- 🗨 It takes only two good plays from Chris, and a single failing game from former star Don, for Chris Comer to ascend to the position of star running back. Some students might note that this ascension happens in Chris's first-ever varsity game. Students should infer that the football community in Odessa is quick to replace one “star” with another. This is not consistent with Joe

Bill's claim that "few places could offer the same sense of allegiance and tradition" as Odessa (p. 74), because allegiance means loyalty and devotion, attributes clearly not demonstrated in the quick transferal of admiration from one player to another.

- ① This question encourages students to consider the notions of Permian Football that were established earlier in the chapter by Joe Bill and question their validity in light of the events of the season opener.

What has been forgotten during the season opener in order for Odessa to keep "dreaming of heroes"?

☞ The former hero Don (who played poorly) has been "forgotten" in favor of newcomer Chris (who played well). It seems that "dreaming of heroes" in Odessa requires the quick transferal of allegiance from one player to another.

- ① The repetition of this question connects students to their analysis from 10.1.3 Lesson 12 and asks students to continue broadening their understanding of how Bissinger shapes and refines what it means to "dream of heroes" in Odessa, specifically what is necessary for those dreams to survive.

Collect the Season Opener: Actions and Reactions Tool for assessment of student understanding.

Activity 6: Closing

10%

Display and distribute the Checkerboard Tool. For homework, instruct students to complete the tool in order to identify and analyze evidence from the texts. This exercise prepares students to craft a brief formal written response to the End-of-Unit Assessment prompt: Choose either "Rules of the Game" or "Two Kinds" from *The Joy Luck Club* and compare it to Bissinger's "Dreaming of Heroes" from *Friday Night Lights*. How do the relationships between children and their parents develop a central idea common to these two texts?

- Students follow along.

Explain to students that they will use this tool to explore how Tan and Bissinger develop central ideas of their text through the relationships between children and their parents. The tool guides students in selecting, organizing, and analyzing content in preparation for their End-of-Unit Assessment, as well as provides valuable practice in the W.9-10.9 skills of drawing evidence from literary and informational texts to support analysis.

Inform students that some of the boxes on this tool prompt them to select key details from the text to support an analysis that they already have. Other boxes ask students to supply an analysis of a quote that they already have.

Model completing one row of the Checkerboard Tool and then answer any clarifying questions.

- Students follow along.

- ① The Checkerboard Tool also provides an opportunity to familiarize students with basic citation, which they should be encouraged to use in their End-of-Unit Assessment, particularly because they should cite from two texts.
- ① The Model Checkerboard Tool is included in 10.1.3 Lesson 14.

Homework

Use the Checkerboard Tool to prepare for the End-of-Unit Assessment.

Glossary of American Football Handout

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Term	Definition	"Dreaming of Heroes"
Actions		
block/blocking	Engaging an opponent in an effort to keep him from getting to a specific part of the field or player.	
fumble	Too many of these and a player will lose his job. A fumble is when the ball carrier loses possession of the football. Any player on both teams can recover a fumble.	
hand-off	The act of giving the ball to another player.	
interception	A pass that is caught by a defensive player, giving his team possession of the ball.	
pass	One of two ways for an offense to move the football. Passes are usually thrown by the quarterback.	
pitch	A long underhanded toss, usually using both hands, from the quarterback to a running back on running plays.	
punt	A kick made when the punter drops the ball and kicks it while it falls toward his foot.	
snap	The action in which the ball is thrown or handed by the center to the quarterback, to the holder on a kick attempt, or to the punter.	

Term	Definition	"Dreaming of Heroes"
sweep	A run around the end of the line.	
tackle	To stop the ball carrier by forcing him to the ground.	
touchdown	A scoring play in which any part of the ball, while legally in the possession of a player who is in-bounds, crosses the plane of the opponent's goal line.	
Positions		
offense	The team with the ball.	
defense	The team that is responsible for keeping the opposition out of their end zone.	
quarterback	The offensive player who receives the ball from the center at the start of each play before either handing it to the running back, throwing it to a receiver, or running with it himself.	
running back	A player position on offense.	
defensive end	A defensive player who lines up at the end of the defensive line.	
tacklers	The offensive linemen at each end of the line. Primary task is to protect the quarterback on passing plays by blocking the opponent's pass-rushing defensive ends.	
blocking back	A player who lines up in the running back or fullback position but whose primary job is to block a defensive player or open up a hole for the ball carrier.	

Term	Definition	"Dreaming of Heroes"
flanker	A player who catches passes. In an offensive formation, he usually lines up outside the tight end, off the line of scrimmage.	
linebacker	A defensive player who lines up behind the defensive linemen and in front of the defensive backfield. The linebackers are a team's second line of defense.	
punter	The player who stands behind the line of scrimmage, catches the long snap from the center, and then kicks the ball after dropping it toward his foot.	
fullback	An offensive player who lines up in the offensive backfield and generally is responsible for blocking for the running back and pass-blocking for the quarterback.	
Mechanics of the Game		
sideline	One of the lines marking each side of the field.	
yard	One yard of linear distance in the direction of one of the two goals. A field is 100 yards.	
yard line	The markings on the field used to determine yards gained and field position.	
plays	A close to the ground plan of action or strategy used to move the ball down the field. These can vary between basic and very complicated.	

Term	Definition	"Dreaming of Heroes"
down	A play, starting when the ball is put into play and ending when the ball is ruled dead. Basically, a down is one play.	
quarter	A 15-minute playing period. Four quarters make up an official game.	
penalty	A foul signified by the throwing of a yellow flag on the field.	
flank	To occupy a position at the side.	
half	The break between the 2nd and 3rd quarter	
line of scrimmage	An imaginary line stretching the width of the field that separates the two teams prior to the snap of the ball.	

Definitions developed in part from www.nfl.com

Model Glossary of American Football Handout

Name:		Class:		Date:	
Term	Definition		“Dreaming of Heroes”		
Actions					
block/blocking	Engaging an opponent in an effort to keep him from getting to a specific part of the field or player.				
fumble	Too many of these and a player will lose his job. A fumble is when the ball carrier loses possession of the football. Any player on both teams can recover a fumble.		“fumbles and penalties had kept Permian from leading 35–0 at the half” (p. 86) “[Don] had peeled off a nice thirty-four-yard run on a sweep. But then, with time running out in the half, he had fumbled again...” (p. 85)		
hand-off	The act of giving the ball to another player.		“After Permian took over on downs on its 41, [Don] took the hand-off and had clear sailing on the right flank. But his feet were still moving too fast for him and he slipped” (p. 86)		
interception	A pass that is caught by a defensive player, giving his team possession of the ball.		“[The ball] was destined for an interception...” (p. 85)		
pass	One of two ways for an offense to move the football. Passes are usually thrown by the quarterback.		“Winchell dropped back to pass” (p. 85). “[Winchell] had had the best game of his life—seven for nine passing for 194 yards and four touchdowns” (p. 86).		
pitch	A long underhanded toss, usually using both hands, from the quarterback to a running back on running plays.				

Term	Definition	"Dreaming of Heroes"
punt	A kick made when the punter drops the ball and kicks it while it falls toward his foot.	"Permian took over after a punt" (p. 85).
snap	The action in which the ball is thrown or handed by the center to the quarterback, to the holder on a kick attempt, or to the punter.	
sweep	A run around the end of the line.	"[Don] had peeled off a nice thirty-four-yard run on a sweep" (p. 85).
tackle	To stop the ball carrier by forcing him to the ground.	"The hapless Austin running backs suffocating under a pile of five or six raging dogs in black shirts" (p. 85).
touchdown	A scoring play in which any part of the ball, while legally in the possession of a player who is in-bounds, crosses the plane of the opponent's goal line.	"Three plays later [Winchell] threw his fourth touchdown pass of the night, tying a Permian Record for most touchdown passes in a game" (86).
Positions		
offense	The team with the ball.	
defense	The team that is responsible for keeping the opposition out of their end zone.	"'We should have had two more [touchdowns],' said defensive coordinator Hollingshead. 'Don laid it on the ground'" (p. 86).
quarterback	The offensive player who receives the ball from the center at the start of each play before either handing it to the running back, throwing it to a receiver, or running with it himself.	Mike Winchell's position.

Term	Definition	“Dreaming of Heroes”
running back	A player position on offense.	<p>“Or, in the aftermath of Boobie’s knee problems, had [Comer] just become the new star running back of Permian High School?” (p. 87)</p> <p>The position Chris Comer replaces Don Billingsley and the position Boobie occupied before his injury</p>
defensive end	A defensive player who lines up at the end of the defensive line.	
tacklers	The offensive linemen at each end of the line. Primary task is to protect the quarterback on passing plays by blocking the opponent’s pass-rushing defensive ends.	<p>“When [Comer] did it again, this time on a twenty-seven yard touchdown where he just bullied his way past several tacklers, the answer became obvious” (p. 87).</p>
blocking back	A player who lines up in the running back or fullback position but whose primary job is to block a defensive player or open up a hole for the ball carrier.	
flanker	A player who catches passes. In an offensive formation, he usually lines up outside the tight end, off the line of scrimmage.	<p>“[Winchell] saw flanker Robert Brown open...” (p. 85)</p>
linebacker	A defensive player who lines up behind the defensive linemen and in front of the defensive backfield. The linebackers are a team’s second line of defense.	
punter	The player who stands behind the line of scrimmage, catches the long snap from the center, and then kicks the ball after dropping it toward his foot.	<p>“Permian took over after a punt” (p. 85).</p>

Term	Definition	"Dreaming of Heroes"
fullback	An offensive player who lines up in the offensive backfield and generally is responsible for blocking for the running back and pass-blocking for the quarterback.	"Gaines said he was going to let an untested junior named Chris Comer play the entire second half at fullback" (p. 87).
Mechanics of the Game		
sideline	One of the lines marking each side of the field.	"[Don] said to no one in particular on the sideline" (p. 84).
yard	One yard of linear distance in the direction of one of the two goals. A field is 100 yards.	"Winchell threw a five-yard touchdown pass to Hill..." (p. 85)
yard line	The markings on the field used to determine yards gained and field position.	
plays	A close to the ground plan of action or strategy used to move the ball down the field. These can vary between basic and very complicated.	"Three plays later [Mike] threw his fourth touchdown pass of the night..." (p. 86)
down	A play, starting when the ball is put into play and ending when the ball is ruled dead. Basically, a down is one play.	"After Permian took over on downs on its 41, [Don] took the hand-off..." (p. 86)
quarter	A 15-minute playing period. Four quarters make up an official game.	"Comer took the ball early in the third quarter at the 50, lingered behind the line for a split second until a tiny alleyway developed, turned the corner, broke past two defenders with an acceleration of speed, and dashed down the sideline for a touchdown" (p. 87).
penalty	A foul signified by the throwing of a yellow flag on the field.	"Fumbles and penalties had kept Permian from leading 35-0 at the half" (p. 86)

Term	Definition	“Dreaming of Heroes”
flank	To occupy a position at the side.	“[Don] took the hand-off and had clear sailing on the right flank” (p. 86).
half	The break between the 2nd and 3rd quarter	“Permian scored twice more in the first half to go ahead 21–0.” (p. 85)
line of scrimmage	An imaginary line stretching the width of the field that separates the two teams prior to the snap of the ball.	“[Comer] lingered behind the line for a split second...” (p. 87)

Definitions developed in part from www.nfl.com

Season Opener: Actions and Reactions Tool

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

	Action	Player Reaction	Community Reaction
"Dreaming of Heroes"	Use the glossary to summarize briefly what is happening.	How does the player react to his own action(s)?	How does the crowd react? The coaches?
"Regaining his composure, [Don] had peeled off a nice thirty-four-yard run on a sweep. But then, with time running out in the half, he had fumbled again, as if the ghost of Charlie caused to football to go bounce along the turf like a baseball" (p. 85).			
"After Permian took over on downs on its 41, [Don] took the hand-off and had clear sailing on the right flank. But his feet were still moving too fast for him and he slipped..." (p. 86)			
"With a first down inside El Paso territory at the 47, Winchell dropped back to pass. He saw flanker Robert Brown open, but the touch was too soft and the ball fluttered, a high fly up for grabs...the ball plopped into Brown's			

	Action	Player Reaction	Community Reaction
hands, a gift, an absolute gift, and he had a clear path down the left sideline. He scored..." (p. 85)			
"Three plays later [Mike] threw his fourth touchdown pass of the night, tying a Permian record for most touchdown passes in a game" (p. 86).			
"Comer took the ball early in the third quarter at the 50, lingered behind the line for a split second until a tiny alleyway developed, turned the corner, broke past two defenders with an acceleration of speed, and dashed down the sideline for a touchdown" (p. 87).			

Instructions: After completing the chart, discuss the following questions, record any observations, and be prepared to share out with the whole class.

1. How do Mike and Don's relationships with their fathers come into play in the actions and reactions above?
2. How do the coaches respond to success? How do they respond to failure?
3. How do the final events of the season opener shape and refine a central idea of the text?

Model Season Opener: Actions and Reactions Tool

Name:		Class:		Date:	
	Action	Player Reaction	Community Reaction		
"Dreaming of Heroes"	Use the glossary to summarize briefly what is happening.	How does the player react to his own action(s)?	How does the crowd react? The coaches?		
"Regaining his composure, [Don] had peeled off a nice thirty-four-yard run on a sweep. But then, with time running out in the half, he had fumbled again, as if the ghost of Charlie caused to football to go bounce along the turf like a baseball" (p. 85).	Don was able to run pretty far down the field but then he dropped the ball.	"The mixture of excitement and anticipation had him in knots, his legs working so hard he looked like a cartoon character going at fast-forward speed" (p. 85).	"The coaches, who had always harbored concerns about Billingsley because of his life-style, were not terribly surprised....'I think we've got a big-assed choke dog on our hands,' said one at halftime" (pp. 85–86).		
"After Permian took over on downs on its 41, [Don] took the hand-off and had clear sailing on the right flank. But his feet were still moving too fast for him and he slipped..." (p. 86).	Don got the ball and had the opportunity to run down the right hand side of the field, but he tripped.	"...it was hardly the kind of game that would make him a legend alongside Charlie...and now there was something else to contend with, something that to Don's way of thinking was disappointing but somehow inevitable" (pp. 86–87).	"...rumbles that Charlie Billingsley's boy sure as hell wasn't going to follow in his father's footsteps, at least not on the football field" (p. 86).		
"With a first down inside El Paso territory at the 47, Winchell dropped back to pass. He saw flanker Robert Brown open, but the touch was	Winchell threw a pass that was not very good, but Brown caught it and scored the first touchdown of the game.	"Winchell, coming back to the sideline, almost, but not quite, looked pleased with himself, a tiny look of relief, perhaps even the	"'What do you think?' [Mike] said, motioning to the crowd, to the stadium, to the starry beauty of it all..." (p. 85).		

	Action	Player Reaction	Community Reaction
too soft and the ball fluttered, a high fly up for grabs...the ball plopped into Brown's hands, a gift, an absolute gift, and he had a clear path down the left sideline. He scored..." (p. 85)		glimmer of a smile" (p. 85). "In the locker room at halftime he seemed as if he was walking on air" (p. 85).	
"Three plays later [Mike] threw his fourth touchdown pass of the night, tying a Permian record for most touchdown passes in a game" (p. 86).	Mike threw the ball for three more touchdowns and tied a record.	"His performance proved how high he could soar when he could unleash himself from the constant self-doubt that entrapped him after the death of Billy" (p. 86).	"The performance of Winchell had been wonderful. He had had the best game of his life--seven for nine passing for 194 yards and four touchdowns" (p. 86).
"Comer took the ball early in the third quarter at the 50, lingered behind the line for a split second until a tiny alleyway developed, turned the corner, broke past two defenders with an acceleration of speed, and dashed down the sideline for a touchdown" (p. 87).	Comer waited until the right time to make a touchdown without anyone tackling him or blocking him. He made a touchdown with no assistance.	N/A	"The run had been so stunning that it was hard to know what to make of it" (p. 87).

After completing the chart, discuss the following questions, record any observations, and be prepared to share out with the whole class.

1. How do Mike and Don's relationships with their fathers come into play in the actions and reactions above?

- ☛ The reactions of everyone to Don's failure connect to his troubled relationship with his father; Charlie is a legend, and Don has not been able to live up to the town's expectations of him. His

entire success is judged on the failure of one game. Mike is able to forget about the doubt that has been troubling him since his father died, and succeed at the game.

2. How do the coaches respond to success? How do they respond to failure?

- The coaches are very quick to side with successful players (as evidenced by the quick transition from doubt to excitement in the case of Chris Comer) and drop failing players (as evidenced by the equally quick replacement of Don and Boobie).

3. How do the final events of the season opener shape and refine a central idea of the text?

- Student responses should draw upon the evidence they collected in their Season Opener: Actions and Reactions Tool in order to explore how Bissinger's description of Mike and Chris's success and Don's failure in the season opener shapes and refines a central idea of the text. For example, how communal expectations influence the ways in which the players play the game or understand themselves, or how parental expectations shape the player's identities and expectations of themselves.

Checkerboard Tool

Name:		Class:		Date:	
Text	Quote	Parent's Expectations	Quote	Children's Reactions	
"Two Kinds"	"Of course, you can be prodigy, too,' my mother told me when I was nine. 'You can be best anything.'" (Tan, p. 132)			Jing-mei does not practice the piano and refuses to be someone that she is not.	
"Rules of the Game"	"My mother placed my first trophy next to a new plastic chess set...as she wiped each piece with a soft cloth, she said, 'Next time win more, lose less.'" (Tan, p. 97)		"Why do you have to use me to show off? If you want to show off, then why don't you learn to play chess?" (Tan, p. 99)		
"Dreaming of Heroes" (Mike and Billy)		Billy wants Mike to be a successful athlete.	"And then somewhere around the time his father started slipping, Mike lost that innate confidence in himself." (Bissinger p. 75)		

Text	Quote	Parent's Expectations	Quote	Children's Reactions
<p>"Dreaming of Heroes" (Don and Charlie)</p>	<p>"The roars of the crowd got louder and louder as Don took the ball and headed for the goal line...And no one wanted it more, no one felt it more, than Charlie Billingsley...but it was more than the natural swell of parental pride...twenty years earlier, Charlie Billingsley himself had worn the black and white of Permian....as a star, a legend...it seemed impossible not to look down on the field and see his own reflection" (Bissinger, p. 79)</p>		<p>"As for Billingsley, he debut as a starter had become further mired after his first nervous fumble...But then with time running out in the half...bouncing along the turf like a basketball" (Bissinger, p. 85)</p>	