



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2B: Unit 1: Lesson 9**

## **Using Quotes and Comparing and Contrasting Structure: The Invention of Basketball**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can quote accurately from a text when explaining what the text says explicitly. (RI.5.1)  
I can compare and contrast the structure of information in two or more texts. (RI.5.5)

**Supporting Learning Targets**

- I can explain how the game of basketball was developed to meet societal needs using quotes from the text.
- I can compare and contrast the structure of two articles that explain the invention of basketball.
- I can explain how comparing and contrasting the structure of what I read supports my understanding of the ideas presented in informational texts.

**Ongoing Assessment**

- Entry task (Lesson 8 homework)
- Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball”
- Sequential note-catcher: “First College Basketball Game”
- Venn diagram
- Synthesis questions (responses in journal)
- Independent Reading Choice Board response



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Determining the Gist: The Invention of Basketball (10 minutes)</li><li>B. Second Read: Using Quotes to Explain How Basketball was Developed to Meet Societal Needs (25 minutes)</li><li>C. Comparing and Contrasting How Information is Structured to Support Understanding (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Reviewing Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Reread the articles “Dr. James Naismith, Inventor of Basketball” and “First College Basketball Game”</li><li>B. Finish Classwork</li><li>C. Independent Reading</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson follows a pattern similar to Lessons 7 and 8. Students work with two new informational texts, “Dr. James Naismith, Inventor of Basketball” and “First College Basketball Game” to continue building their understanding of how informational texts are structured and inventions are developed to meet societal needs. The structures focused on in this lesson are “Problem and Solution” and “Sequential.”</li><li>• During students’ second read, they are asked to locate and record quotes from the article “Dr. James Naismith, Inventor of Basketball” on the Problem and Solution note-catcher to explain why and how the game of basketball was invented. Then students locate and record quotes from the article “First College Basketball Game” on the Sequential note-catcher to explain how basketball was developed over time. The “Enduring Understanding” question is added only to the Sequential note-catcher, so students are able to use details from both articles to craft a thorough response to the question.</li><li>• In Work Time C, students use a Venn diagram to consider and record their thinking about the similarities and differences in the ways information is presented in both articles. Then, students write a response to a synthesis question about how the structure of text supports their understanding of ideas presented in informational articles. This helps students prepare for the End of Unit 1 Assessment.</li><li>• In advance:<ul style="list-style-type: none"><li>– Be ready to return students’ Mid-Unit 1 Assessments (from Lesson 6) today with your feedback.</li><li>– Make sure all anchor charts are posted: Close Readers Do These Things, Group Norms, and Vocabulary Strategies.</li><li>– Ensure that students have a variety of print and digital resources available to locate the meaning of key terms during Work Time B.</li><li>– Review Back-to-Back, Face-to-Face protocol (see Appendix).</li></ul></li></ul>



Lesson Vocabulary	Materials
explain, developed, quotes, problem, solution, criteria, sequential, compare, contrast, structure, presented (from “Dr. James Naismith, Inventor of Basketball”); faced, problem, suitable, skill, relied, relatively (from “First College Basketball Game”); replaced, open-ended, broadcast, ranked	<ul style="list-style-type: none"><li>• Journals (students’ own, begun in Lesson 1)</li><li>• Close Readers Do These Things anchor chart (from Lesson 2)</li><li>• Document camera or projector</li><li>• “Dr. James Naismith, Inventor of Basketball” (one per student)</li><li>• “First College Basketball Game” (one per student)</li><li>• Text Structure resource page (from Lesson 7; one to display)</li><li>• Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball” (one per student)</li><li>• Second read task card: “The Invention of Basketball” (one per student and one to display)</li><li>• Vocabulary Strategies anchor chart (from Lesson 2)</li><li>• Various reference materials (print and digital; for each group)</li><li>• Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball” (answers, for teacher reference)</li><li>• Tape, glue, or staples (for each student)</li><li>• Sequential note-catcher: “First College Basketball Game” (one per student)</li><li>• Sequential note-catcher: “First College Basketball Game” (answers, for teacher reference)</li><li>• Venn diagram: comparing and contrasting structure (one per student)</li><li>• Venn diagram: comparing and contrasting structure (answers, for teacher reference)</li><li>• Synthesis questions (one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the entry task (on an index card) they completed for homework.</li><li>• Review Back-to-Back, Face-to-Face protocol, then ask students to quickly find a partner they have not yet worked with during this unit (or haven't worked with recently).</li><li>• Ask students to pair up back-to-back, and then read the homework question aloud:<ul style="list-style-type: none"><li>* "How did the compare and contrast structure of the article help you form an opinion about which invention was more important?"</li></ul></li><li>• Give students 2 minutes to refer to their entry task, think about a response to the question, then turn face-to-face to discuss their ideas with partners. Cold call several pairs to share their thinking whole group and listen for:<ul style="list-style-type: none"><li>– "Details about how Mary Anderson and Margaret Knight had different reasons for developing technologies helped me make a judgment about whose invention was more important to people."</li><li>– "Based on the article's description of how Mary's idea wasn't popular at first but Margaret Knight's was, I decided that Margaret's invention must have met a greater need," or similar suggestions.</li></ul></li><li>• Collect students' entry task to review and determine their understanding of how text structure supported their ability to make a judgment about which invention met a greater societal need.</li><li>• Refocus whole group. Remind students that they have been focusing both on technologies that have been developed to meet societal needs, and how information about those inventions is structured to support our understanding of why and how new or improved technologies were developed to meet people's needs. Tell them that today they will read two articles about the invention of the game of basketball, then consider how the structure of each article organizes information similarly and differently to help the reader understand how basketball was developed to meet the needs of society.</li></ul>	<ul style="list-style-type: none"><li>• Provide a sentence starter to support student discussions: "The compare and contrast structure helped me form an opinion about which invention was most important because it described ____."</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Determining the Gist: The Invention of Basketball (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>journals</b> and join their regular small groups (from Lessons 1–8.)</li><li>• Direct students' attention to the <b>Close Readers Do These Things anchor chart</b> posted on the <b>document camera</b> and ask them to collectively share out what they typically do when they begin work with a new text. Listen for: “read for the gist,” or similar ideas.</li><li>• Distribute the article “<b>Dr. James Naismith, Inventor of Basketball.</b>” Then explain to students that the first read will be aloud, as this article is above grade-level and may contain unfamiliar terms that will interfere with their initial comprehension of the text.</li><li>• Tell students to follow along silently as you read the text read aloud. After the article has been read aloud, ask:<ul style="list-style-type: none"><li>* “What is the gist of this article?”</li></ul></li><li>• Give students 1 or 2 minutes to discuss their thinking in groups, then record a gist statement on the page in their journal where they recorded gist statements in Lessons 7 and 8. Then cold call a few students to share out whole group. Listen for:<ul style="list-style-type: none"><li>– “Dr. Naismith invented basketball so his students would have a sport to play inside during the cold winter.”</li><li>– “Dr. Naismith wanted to invent a game of skill that could be played inside,” and similar suggestions.</li></ul>Tell students that now they will hear a second short text about the invention of basketball read aloud.</li><li>• Distribute the text “<b>First College Basketball Game</b>” and ask students to follow along silently once again as you read aloud.</li><li>• After the read-aloud, ask students to consider:<ul style="list-style-type: none"><li>* “What is the gist of the second article?”</li></ul></li><li>• Once again, allow students 1 or 2 minutes to discuss their thinking in groups then record a gist statement. Cold call several students to share out whole group. Listen for: “This article is about how the game of basketball changed over time,” “how basketball became popular,” or similar ideas.</li><li>• Say something along the lines of: “Based on the gist statements you shared, we can safely say that both texts provide information about the invention of basketball. However, we can also say that each article presents somewhat different information about why and how basketball was developed to meet people’s needs. During the next part of Work Time, you will work with your group members to reread each article, then locate and record quotes to support your understanding of the ideas each author is trying to convey.”</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle to determine the gist of longer passages, encourage them to find the gist of facing pages to keep track as they go and make it more manageable to determine the gist of the entire section.</li><li>• Allow struggling writers to dictate their gist statement to a peer or aide acting as a scribe.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Using Quotes to Explain How Basketball was Developed to Meet Societal Needs (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to set aside “First College Basketball Game,” as they will work with the “Dr. James Naismith, Inventor of Basketball” text first.</li> <li>Then, read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can explain how the game of basketball was developed to meet societal needs using quotes from the text.”</li> </ul> </li> <li>Remind students they worked with similar targets during the previous two lessons, then ask them to think about how they could restate the target in their own words. Cold call several students to share their thinking whole group.</li> <li>Display and ask students to turn to the page in their journals where they attached the <b>Text Structure resource page</b>. Focus students’ attention on the row titled “Problem and Solution,” then read the description aloud. Ask students to think about and discuss in groups what the words <i>problem</i> and <i>solution</i> mean.</li> <li>After 1 or 2 minutes, cold call members from each group to share their thinking with the class. Listen for examples such as: <ul style="list-style-type: none"> <li>– “A problem is a difficulty, a dilemma.”</li> <li>– “A solution is an answer to the problem,” or similar ideas.</li> </ul> </li> <li>Next, distribute the <b>Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball.”</b> Then display and distribute the <b>second read task card: “The Invention of Basketball.”</b></li> <li>Direct students to focus on just Part I directions for their work with the Dr. James Naismith article. Read each direction aloud, pausing on direction 2. Direct students’ attention to the <b>Vocabulary Strategies anchor chart</b>, and remind them they have worked on determining the meaning of unfamiliar terms from context, various reference materials, and their understanding of roots, affixes, prefixes, and suffixes over this unit. Ask students to think then discuss in groups: <ul style="list-style-type: none"> <li>* “How can you use various strategies to help you determine the meaning of unfamiliar words and phrases?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To support visual learners and ELL students, display a drawing, picture from the internet, or familiar synonym above or below key words in learning target.</li> <li>For students who struggle with the physical act of writing, allow them to type their responses on a computer or word processor, or dictate their analysis paragraph to an aide or a peer acting as a scribe.</li> <li>Consider using a think-aloud strategy, either with small groups or individual students, to model using context clues to determine the meaning of the first several terms.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 1 or 2 minutes, cold call a few students to share out whole class. Listen for:<ul style="list-style-type: none"><li>– “I can use context such as words and phrases that surround an unfamiliar term to give me a clue about unfamiliar terms.”</li><li>– “I can read sentences before and after the word to help me figure out the meaning.”</li><li>– “I can substitute a synonym for the word and read to determine if the sentence makes sense with the new word.”</li><li>– “I can use print and online reference materials to locate the meaning of the word.”</li><li>– “I can use my understanding about parts of the word to help me figure out what it means,” or similar ideas.</li></ul></li><li>• Continue reading the directions aloud, pausing on 5. Ask students to focus on the word <i>criteria</i> in this direction. Ask students to think about and discuss with group members what the word “criteria” means in the context of this direction. After 1 or 2 minutes, invite students to share their thinking whole group. Listen for ideas such as: “Criteria in this context means qualities Dr. Naismith wanted to include,” “the standards he had for creating the game,” “the principles that guided his creation of the game,” or similar suggestions. If students are not able to determine the meaning of criteria as it is used in this context, provide a definition and examples for them.</li><li>• Clarify directions as needed. Make <b>various reference materials</b> available to students as they work.</li><li>• Give students 6 to 7 minutes to reread the second paragraph of the article and record quotes in their note-catchers to explain the problem, solution, and criteria for developing the solution. Circulate to offer support and guidance as needed.</li><li>• Refocus whole group. Cold call members from each group to share out quotes they recorded to explain the problem, solution, and criteria Dr. Naismith had for inventing the game of basketball. Refer to <b>Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball” (answers, for teacher reference)</b> as needed.</li><li>• Then focus students on the key terms listed at the top of their note-catchers and in the Part I directions: <i>faced</i>, <i>suitable</i>, <i>skill</i>, <i>relied</i>, and <i>relatively</i>. Invite students to share out a synonym or short definition for each word. Listen for:<ul style="list-style-type: none"><li>– “Faced in this context means he was dealing with a problem, he came upon a problem.”</li><li>– “Suitable means appropriate, the right solution for a problem.”</li><li>– “Skill in this context means ability, talent.”</li><li>– “Relied means depended on.”</li><li>– “Relatively means as compared to,” or similar ideas.</li></ul></li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students 2 minutes to revise or add to their note-catchers based on understandings about key vocabulary.</li><li>• Then, ask students to <b>tape</b>, <b>glue</b>, or <b>staple</b> their Problem and Solution note-catchers onto the next blank page in their journals.</li><li>• Ask students to set aside the Dr. Naismith article and take out the “First College Basketball Game” text. Distribute the <b>Sequential note-catcher: “First College Basketball Game,”</b> then display and ask students to refer once again to their Text Structure resource page. Direct students’ attention to the row titled “Sequential” and read the description aloud. Ask students to think about and discuss in groups what the word <i>sequential</i> means.</li><li>• After 1 or 2 minutes, cold call a few students to share out their thinking whole group. Listen for:<ul style="list-style-type: none"><li>– “Sequential means the order in which something happens.”</li><li>– “Chronological, in order of time, earliest to latest or most recent,” and similar ideas.</li></ul></li><li>• Direct students to refer back to the second read task card, and focus on the directions for Part II. Read each step aloud, pausing on Step 2 to reiterate that students should try to determine the meaning of key words and phrases in the text as they reread.</li><li>• Give students 6 to 7 minutes to reread the second and third paragraphs of the article and record quotes in their note-catchers to explain how basketball developed over time. Circulate to support and offer guidance to individuals and small groups as needed.</li><li>• Refocus whole group. Cold call several students to share aloud the quotes they recorded to explain how basketball was developed over time. Refer to the <b>Sequential note-catcher: “First College Basketball Game” (answers, for teacher reference)</b> as needed.</li><li>• Once again, focus students’ attention on the key words listed at the top of their note-catchers and in the Part II directions: <i>replaced</i>, <i>open-ended</i>, <i>broadcast</i>, and <i>ranked</i>. Invite members from each group to share out a synonym or short definition for each term. Listen for:<ul style="list-style-type: none"><li>– “Replaced means substituted, changed, used instead.”</li><li>– “Open-ended in this context means there was a hole in both ends of the basket.”</li><li>– “Broadcast means it was shown on television, filmed.”</li><li>– “Ranked means how important something is, how it is rated,” or similar suggestions.</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Give students 2 minutes to add to or revise the quotes they added to their Sequential note-catchers, based on new understandings about key words.</li> <li>• Then, focus students' attention on Part III of the second read task card. Read the directions aloud and provide clarification as needed.</li> <li>• Give students 4 or 5 minutes to complete the "Enduring Understanding" chart at the bottom of their Sequential note-catchers. Circulate to support.</li> <li>• Cold call a few students to share the quotes they added to the chart whole group.</li> <li>• Then ask students to tape, glue, or staple their Sequential note-catchers onto the next blank page in their journals.</li> </ul>	
<p><b>C. Comparing and Contrasting How Information is Structured to Support Understanding (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the second learning target aloud:             <ul style="list-style-type: none"> <li>* "I can compare and contrast the structure of two articles that explain the invention of basketball."</li> </ul> </li> <li>• Ask students to recall what they know about the meaning of the key words in this target: <i>compare</i>, <i>contrast</i>, <i>structure</i>, and <i>explain</i>. Then ask students to think about and discuss with group members:             <ul style="list-style-type: none"> <li>* "How could you restate this target in your own words?"</li> </ul> </li> <li>• After 1 or 2 minutes, cold call several students to share their thinking with the class. Listen for ideas like:             <ul style="list-style-type: none"> <li>– "I can explain how the information in each article is similar and different," or similar suggestions.</li> </ul> </li> <li>• Distribute the <b>Venn diagram: comparing and contrasting structure</b>. If students are unfamiliar with a Venn diagram, take a moment to explain that information from the articles that is different should be written in the outer left- and right-hand sides of the circles. Information that is similar should be written in the central area, where the two circles overlap.</li> <li>• Read the directions aloud and tell students they should write general statements about the information contained in each article, rather than direct quotes to compare and contrast the information. Clarify directions or model by providing one example of a similarity and one example of a difference. See <b>Venn diagram: comparing and contrasting structure (answers, for teacher reference)</b> for ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• To support visual learners and ELL students, display a drawing, picture from the internet, or familiar synonym above or below key words in the learning targets.</li> <li>• For students who struggle with the physical act of writing, allow them to dictate similarities and difference they notice and/or responses to the synthesis questions to an aide or peer acting as a scribe.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students 7 to 8 minutes to:<ol style="list-style-type: none"><li>1. Refer to the articles and your note-catchers to determine similarities and differences between the information presented in each article.</li><li>2. Discuss your thinking with group members.</li></ol></li><li>• Record your ideas in the Venn diagram.</li><li>• As students work in groups, circulate throughout the room to offer support and guidance as needed.</li><li>• After 7 or 8 minutes, refocus whole group and cold call several students to share out with the class what they added to their Venn diagrams.</li><li>• Ask students to tape, glue, or staple the Venn diagram onto the next blank page in their journals.</li><li>• Then, ask students to turn to a new blank page in their journals and display the <b>synthesis questions</b> where all students can see them. Read the synthesis questions aloud and provide clarification if needed.</li><li>• Give students 3 or 4 minutes to complete the following:<ol style="list-style-type: none"><li>1. Refer to the articles “Dr. James Naismith, Inventor of Basketball,” “First College Basketball Game,” your note-catchers, and the Venn diagram to help you formulate responses to the synthesis questions.</li><li>2. Discuss your thinking with group members.</li><li>3. Record a response to each synthesis question in your journal.</li></ol></li><li>• As students work in groups, circulate to offer support as needed.</li><li>• Tell students they will share their synthesis responses during the debrief.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group.</li> <li>• Then ask students to share with a nearby partner who is not a member of their regular small group their responses to the synthesis questions from Work Time C.</li> <li>• Give students 2 or 3 minutes to discuss their thinking with partners. Then, invite students to share their thinking whole group. Listen for ideas such as: <ul style="list-style-type: none"> <li>– “The Dr. Naismith article is structured as problem and solution; the purpose of the article is to explain why basketball was developed and how it met people’s needs.”</li> <li>– “The College Basketball article is structured in a sequential order; the purpose of the article is to explain how basketball has developed or changed over time.”</li> <li>– “The problem and solution structure helped me understand that people needed a sport to play inside during wintertime in Massachusetts, whereas the sequential structure helped me understand how basketball changed over time to appeal to players, to appeal to fans,” or similar suggestions.</li> </ul> </li> <li>• Redirect students’ attention to the learning targets. Read each target aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their mastery toward each target. Note students who show a thumbs-down, as they may need more support locating quotes to explain or determining how structure supports their understanding of complex idea presented in informational texts.</li> <li>• Inform students they will take the End of Unit 1 Assessment in the next lesson.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Reread the articles “Dr. James Naismith, Inventor of Basketball” and “First College Basketball Game” aloud independently or to someone at home to practice your fluency skills.</li> <li>• Revise or add to your Problem and Solution and/or Sequential note-catchers based on new understandings.</li> <li>• If you did not finish in class, complete your four-column chart for each of the key vocabulary words.</li> <li>• Read your independent reading book for at least 15–20 minutes and write a response to the final (center square) question on your Independent Reading Choice Board. Be prepared to discuss the qualities you are looking for in the next independent reading book you choose.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow struggling writers to dictate their responses to someone at home.</li> <li>• Consider providing a recording of the text for struggling readers.</li> </ul>



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# Grade 5: Module 2B: Unit 1: Lesson 9

## Supporting Materials



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“ Inventor of Basketball”

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**“First College Basketball Game”**

January 18, 1896

When you are out on the court playing basketball, or watching it on TV, have you ever wondered who invented the game? The first ever college basketball game was played on January 18, 1896, when the University of Iowa invited student athletes from the new University of Chicago for an experimental game. Final score: Chicago 15, Iowa 12, a bit different from the 100-point scores of today.

In December 1891, Canadian-born James Naismith, a physical education teacher at the YMCA (Young Men's Christian Association) training school, took a soccer ball and a peach basket in the gym and invented basketball. In 1893, he replaced the peach basket with iron hoops and a hammock-style basket. Ten years later came the open-ended nets of today. Before that, you had to retrieve your ball from the basket every time you scored.

In 1963, college games were first broadcast on national TV, but it wasn't until the 1980s that sports fans ranked basketball up there with football and baseball. It's a popular neighborhood sport, too. The next time you shoot hoops with your family or friends, you can tell them how it all got started.



Problem and Solution Note-catcher: “Dr. James Naismith, Inventor of Basketball”

**\*How does the way a text is structured support our understanding of complex ideas?**

Key Terms: *faced, suitable, skill, relied, relatively*

PROBLEM



SOLUTION

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Quotes that explain at least two of Dr. Naismith’s *criteria* for developing a solution:





Second Read Task Card: The Invention of Basketball

**Part I: Problem and Solution note-catcher**

1. Independently reread *only* the second paragraph of the article “Dr. James Naismith, Inventor of Basketball.”
2. As you read, circle the key words: *faced*, *suitable*, *skill*, *relied*, and *relatively*. Try to determine the meaning of each word by using a variety of strategies, including context, reference materials, and your understanding about parts of words. Be sure to discuss your thinking with group members.
3. Locate a quote that explains the problem Dr. Naismith was trying to solve. Discuss your thinking with group members, then record the quote in the “PROBLEM” box.
4. Locate a quote from the article that explains what Dr. Naismith invented to solve the problem. Discuss your thinking with group members, then record the quote on the line in the top part of the “SOLUTION” box.
5. Locate at least two quotes that describe Dr. Naismith’s *criteria* for developing a solution. Discuss your thinking with group members, then record the quotes in the lower half of the “SOLUTION” box.

**Part II: Sequential note-catcher**

1. Independently reread *only* the second and third paragraphs of the article “First College Basketball Game.”
2. As you read, circle the key words: *replaced*, *open-ended*, *broadcast*, and *ranked*. Try to determine the meaning of each word by using a variety of strategies, including context, reference materials, and your understanding about parts of words. Be sure to discuss your thinking with group members.
3. Locate three to five quotes that explain how *the game of basketball was developed over time*. Discuss your thinking with group members, then record the quotes in *sequential* order.

**Part III: Enduring Understanding**

1. Read the “Enduring Understanding” question at the bottom of the Sequential note-catcher.
2. Refer to the text and quotes you recorded into BOTH note-catchers to help you think of an answer to the question.
3. Discuss your thinking with group members.
4. Fill in the chart using quotes from **both** texts to show how the invention of basketball met people’s needs.



Problem and Solution Note-catcher: “Dr. James Naismith, Inventor of Basketball”  
(Answers, for Teacher Reference)

PROBLEM

**“Naismith was faced with the problem of finding a sport that was suitable for play inside during the Massachusetts winter (for the students at the School for Christian Workers).”**



SOLUTION

**“... the sport of basketball was born.”**

Quotes that explain at least two of Dr. Naismith’s *criteria* for developing a solution:

1. **“... a game of skill for the students instead of one that relied solely on strength.”**
2. **“... a game that could be played indoors in a relatively small space.”**
3. **“The first game was played with a soccer ball and two peach baskets used as goals.”**



Sequential Note-catcher: “First College Basketball Game”

***\*How does the way a text is structured support our understanding of complex ideas?***

Key Terms: replaced, open-ended, broadcast, ranked

List three to five events that explain the development of basketball, in the order in which they occurred:

1st Event	
2nd Event	
3rd Event	
4th Event	
5th Event	



Sequential Note-catcher: “First College Basketball Game”

***Enduring understanding: How did the invention of basketball meet societal needs?***

Fill in the chart below using evidence from the text to show how the invention of basketball met the needs of society. Use quotes from **both** texts in your response.

The invention of basketball met societal needs.	
EVIDENCE (quote from text)	SOURCE (name of article)



Sequential Note-catcher: “First College Basketball Game”  
(Answers, for Teacher Reference)

1st Event	<b>“In December 1891, Canadian-born James Naismith ... took a soccer ball and a peach basket in the gym and invented basketball.”</b>
2nd Event	<b>“In 1893, he replaced the peach basket with iron hoops and a hammock-style basket.”</b>
3rd Event	<b>“Ten years later came the open-ended nets of today. Before that, you had to retrieve your ball from the basket every time you scored.”</b>
4th Event	<b>“In 1963, college games were first broadcast on national TV ... ”</b>
5th Event	<b>“... it wasn't until the 1980s that sports fans ranked basketball up there with football and baseball.”</b>



Sequential Note-catcher: “First College Basketball Game”  
(Answers, for Teacher Reference)

**Enduring understanding: How did the invention of basketball meet societal needs?**

Fill in the chart below using evidence from the text to show how the invention of basketball met the needs of society. Use quotes from **both** texts in your response.

The invention of basketball met societal needs.	
EVIDENCE (quote from text)	SOURCE (name of article)
<b>“... a sport that was suitable for play inside during the Massachusetts winter ...”</b>	<b>“Dr. James Naismith, Inventor of Basketball”</b>
<b>“... a game of skill for the students instead of one that relied solely on strength.”</b>	<b>“Dr. James Naismith, Inventor of Basketball”</b>
<b>“... a game that could be played indoors in a relatively small space.”</b>	<b>“Dr. James Naismith, Inventor of Basketball”</b>
<b>“Ten years later came the open-ended nets of today. Before that, you had to retrieve your ball from the basket every time you scored.”</b>	<b>“First College Basketball Game”</b>



Venn Diagram: Comparing and Contrasting Structure

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Refer to the articles and your note-catcher to complete the Venn diagram below.**

- In your own words, explain at least two ways the information about the invention of basketball is *similar* in the two articles.
- In your own words, explain at least two ways the information about the invention of basketball is *different* in the two articles.

“Dr. James Naismith,  
Inventor of Basketball”

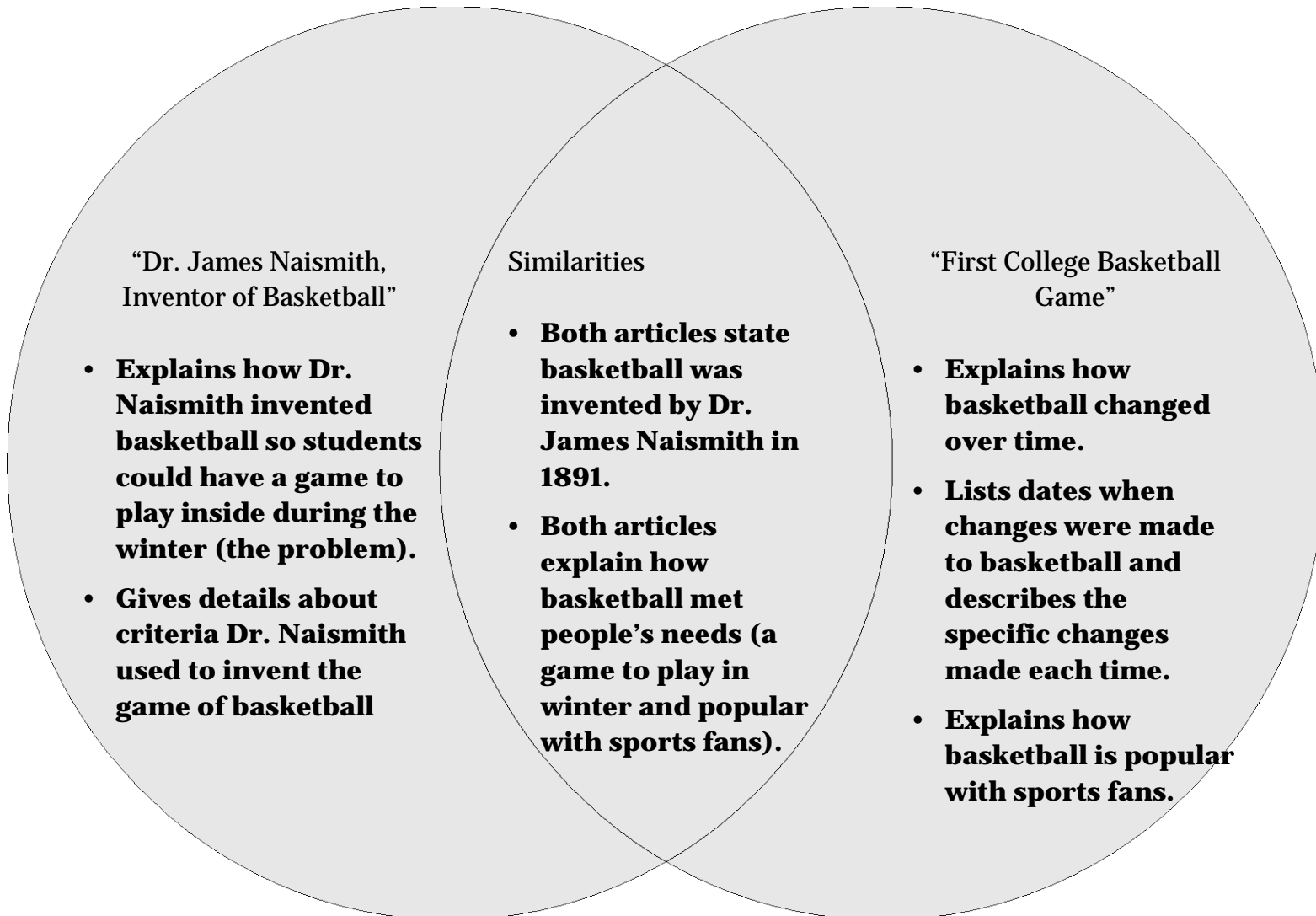
Similarities

“First College Basketball  
Game”



Venn Diagram: Comparing and Contrasting Structure  
(Answers, for Teacher Reference)

**Below are sample answers. Accept any student responses that are supported by details from the text.**







**Synthesis Questions**

What is the structure of the article “Dr. James Naismith, Inventor of Basketball”? What is the purpose of the article?

What is the structure of the article “The First College Basketball Game”? What is the purpose of the article?

How did reading two different types of articles help you better understand the invention of the game of basketball?