



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 1: Lesson 2**

## **Identifying Author's Opinion and Evidence:**

### **The Value of Sports in People's Lives, Part I**



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

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can explain how authors use reasons and evidence to support their points in informational texts. (RI.5.8)

**Supporting Learning Targets**

- I can determine the gist of the first three sections of the article "It's Not Just a Game!"
- I can identify the author's opinion in an informational article.
- I can identify the evidence the author uses to support an opinion.

**Ongoing Assessment**

- Gist statement
- Opinion and Evidence graphic organizer (in journal)
- Text-coded article



| Agenda   | Teaching Notes   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. First Read: "It's Not Just a Game!" Part I (15 minutes)</li> <li>B. Guided Practice: Introduce Opinion and Evidence Graphic Organizer (20 minutes)</li> <li>C. Small Group Practice: Identify Author's Claim and Evidence (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Review of Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework</li> </ol> | <ul style="list-style-type: none"> <li>• In this lesson, the key vocabulary words opinion and evidence are introduced. Be sure to define these words clearly and consistently for students, since these two terms are foundational in order for students to develop an understanding about how to read others' arguments (RI.5.8), and how to craft their own arguments as writers (W.5.1). This is a central focus of this module.</li> <li>• Throughout this unit, students remain in the same groups of four for reading time. Group students heterogeneously, and be intentional about grouping students together who may benefit from extra support from peers.</li> <li>• In this lesson, the class works together to review and add to the Close Readers Do These Things anchor chart from Module 1, Unit 1, Lesson 2. (If this chart does not exist, or you did not do Module 1, simply prepare a new chart based on the bullets described in Work Time A, below.) This review focuses students' attention on the routines of close reading they have generally followed when encountering a new text. Students will reference this chart throughout the module.</li> <li>• Review: Helping Students Read Closely (see Appendix).</li> <li>• In advance: Display the Close Readers Do These Things anchor chart (from Module 1).</li> <li>• During Work Time B, students are introduced to the terms <i>opinion</i> and <i>evidence</i>. As an example, they are asked to consider the opinion that Esperanza changed over the course of the novel <i>Esperanza Rising</i> (from Module 1), and then think about what details from the book support that opinion. Review Module 1, Unit 2, Lessons 10, 16, and 17 to refresh your memory. (Note that in Module 1, this writing assignment was tied to W.5.2: Students were "explaining." Yet this task is still a good example of supporting a point of view [provided by the teacher] with textual evidence. In this lesson, the example serves as a bridge to help launch students' first formal work with W.5.1 in future lessons.)</li> <li>• The homework routine for this unit is introduced at the end of this lesson. Students are given three 3" x 5" index cards: one to respond to a homework question, and two for vocabulary terms.</li> <li>• At the beginning of most lessons, students participate in a vocabulary share activity and then add the vocabulary cards to their vocabulary folders. They turn in the third card with their response to the homework question so the teacher can informally gauge students' mastery toward RI.5.8. If preferred, use loose-leaf paper for students' response to the homework question.</li> <li>• Review: Thumb-O-Meter strategy (see Appendix).</li> <li>• Post: Learning targets.</li> </ul> |



| Lesson Vocabulary   | Materials   |
|---|---|
| determine (Modules 1 and 2), gist (Modules 1 and 2), identify (Modules 1 and 2), opinion (Modules 1 and 2), evidence (Modules 1 and 2), paraphrase (Modules 1 and 2), support (Modules 1 and 2), cognitive, monitor, applied, stimulate, development, recognize | <ul style="list-style-type: none"><li>• Students' journals (one per student, begun in Lesson 1)</li><li>• Close Readers Do These Things anchor chart (from Module 1)</li><li>• "It's Not Just a Game!" article (one per student)</li><li>• Vocabulary Strategies anchor chart (from Lesson 1)</li><li>• Document camera or projector</li><li>• Opinion and Evidence graphic organizer (one for display)</li><li>• 3" x 5" index cards (three per student)</li></ul> |

| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Engaging the Reader and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Say to students: "Remember that in this unit we are building our background knowledge about the importance of sports in American culture. Today we are going to read an article titled 'It's Not Just a Game!' to learn more about the role of sports in people's lives."</li><li>• Review the learning target: "I can determine the gist of the first three sections of the article 'It's Not Just a Game!'"</li><li>• Give students a moment to think, then cold call several students to share what they remember about the meaning of the words <i>determine</i> (decide; conclude) and <i>gist</i> (summary; main idea).</li></ul> | <ul style="list-style-type: none"><li>• Consider using nonlinguistic symbols (e.g., a picture of a person pointing to something for <i>determine</i>, a #1 next to a light bulb for <i>gist</i>) for key academic vocabulary in learning targets.</li></ul> |



| Work Time  | Meeting Students' Needs   |
|--|---|
| <p><b>A. First Read: "It's Not Just a Game!" Part I (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Return <b>students' journals</b>. Place students in groups of four (students will remain in these groups throughout this unit).</li> <li>Remind students of the close reading they did about rainforests in the previous module. Ask students to discuss with their group members: <ul style="list-style-type: none"> <li>* "What have we been learning about close reading routines during Modules 1 and 2?"</li> </ul> </li> <li>Cold call several students to share out close reading routines they discussed in groups.</li> <li>Explain that reading and closely rereading only parts of a text helps us as readers to focus in on key ideas and vocabulary in order to build a deeper understanding of the text.</li> <li>Post the <b>Close Readers Do These Things anchor chart</b> (from Module 1). Add ideas from the list below if students did not mention them or they were not written on the anchor chart during Module 1: <ul style="list-style-type: none"> <li>Read the text independently (or the teacher reads text aloud or peers read the text together) to determine the □gist; identifying key or unknown vocabulary.</li> <li>Discuss the gist of the text with peers; revise the gist if necessary.</li> <li>Reread the text for a specific purpose.</li> <li>Discuss and then record current understandings about the purpose for reading.</li> <li>Use vocabulary strategies to determine the meaning of unknown words and record them for reference.</li> <li>Discuss and revise thinking, based on new understandings.</li> <li>Reflect on understanding of text and learning targets.</li> </ul> </li> <li>Leave chart posted for students' reference. Let students know they will continue to follow these routines throughout this module.</li> <li>Distribute the <b>"It's Not Just a Game!" article</b>. Tell students that they will only read the first part of this article today. Help students find this first chunk of text by asking them to locate the section of text titled "The Ultimate Value of Sports." Have students draw a line under the last sentence of this section ("... we feel good about ourselves") to indicate where to stop reading.</li> <li>Ask students: "What do we usually do first, when we read a new text?" Listen for the two likely options: "read independently" or "the teacher reads aloud and we follow along silently."</li> </ul> | <ul style="list-style-type: none"> <li>Be strategic about grouping students. Consider grouping struggling readers with more proficient ones and ensuring that ELL students are grouped with other students who are speakers of their same home language.</li> <li>Chunking text helps all readers tackle a complex text in manageable pieces. Consider providing the "It's Not Just a Game!" article on index cards in smaller chunks to struggling readers, so they only see one segment of the text at a time. Leave space on the index cards for students to annotate.</li> <li>Consider allowing students who struggle with writing to dictate their gist statement to a partner or the teacher.</li> </ul> |



| Work Time (continued)   | Meeting Students' Needs  |
|---|--|
| <ul style="list-style-type: none"><li>• Tell students the first read will be aloud because the text is challenging and it is also fun to hear great text read aloud when you are starting to think about a new topic. Ask students to follow along silently.</li><li>• Read aloud the first three sections of the article. (Start with the article introduction, "Whether you run a race ..." and end "... we feel good about ourselves.")</li><li>• Say: "You all reminded us that when we read closely, we often reread to determine the gist of the text."</li><li>• Ask: "As we reread, what do we typically do when we encounter unfamiliar or key vocabulary?"</li><li>• Listen for: "Circle key or unknown words and phrases," or "Try to determine the meaning of unknown words and phrases."</li><li>• Ask students to take 7 or 8 minutes to do the following in their groups:<ul style="list-style-type: none"><li>– Reread the first three sections.</li><li>– Circle unknown or key vocabulary.</li><li>– Try to determine the meaning of unknown words in the text. (Refer to <b>Vocabulary Strategies anchor chart</b> from Lesson 1.)</li><li>– Think about the gist: what these sections of the article are mostly about.</li><li>– Talk in their groups about the gist of these sections.</li></ul></li><li>• Circulate to support as necessary. Focus students' attention on key vocabulary (see lesson vocabulary, above) to deepen understanding. Encourage students to refer to the Vocabulary Strategies anchor chart for strategies to determine the meaning of key or unknown words as they reread for gist.</li><li>• After students discuss their ideas, ask them to write a gist statement on the next page of their journals.</li><li>• Cold call several students to share their thinking whole group. Listen for ideas like: "Sports help us in many ways," "We can learn life skills from playing sports," or "Sports help our minds and bodies."</li></ul> | <ul style="list-style-type: none"><li>• Consider providing the article for ELL students in their home language.</li><li>• Students who may have difficulty remembering multistep directions would benefit from a written list of what to do with their groups.</li></ul> |



| Work Time (continued)  | Meeting Students' Needs  |
|--|--|
| <p><b>B. Guided Practice: Introduce Opinion and Evidence Graphic Organizer (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Students remain in groups. Introduce the learning targets: <ul style="list-style-type: none"> <li>* "I can identify an author's opinion in an informational article."</li> <li>* "I can identify the evidence the author uses to support an opinion."</li> </ul> </li> <li>Explain to students that in the article "It's Not Just a Game!" the author shares several opinions about sports and their roles in people's lives.</li> <li>Ask students to share what they know about the meaning of the word <i>opinion</i>. Listen for: "a person's point of view" or "a position on an issue."</li> <li>Say: "One example of an opinion from Module 1 was: 'I think Esperanza changed from the start to the end of the novel.'"</li> <li>Ask students to take 2 minutes to think about and discuss: <ul style="list-style-type: none"> <li>* "How is this statement an opinion?"</li> </ul> </li> <li>Invite several students to share their thinking aloud. Listen for ideas like: "It is an opinion because not everyone may agree," "Some people may not think Esperanza changed over the course of the novel," etc.</li> <li>Review with students what the word <i>evidence</i> means. Listen for: "specific details," "facts," "proof," "data," or "information."</li> <li>Say: "When an author shares an opinion about a topic, he or she provides evidence to support the opinion, so that others will be more likely to agree with the opinion."</li> <li>Ask students to think about and discuss: <ul style="list-style-type: none"> <li>* "When we read the novel <i>Esperanza Rising</i> (in Module 1), we had an opinion that 'Esperanza changed from the beginning to the end of the novel.' What evidence (specific details, facts) from the novel did you use to support that opinion?"</li> </ul> </li> <li>Invite several students to share out their ideas. Listen for examples like: "In the beginning, Esperanza refused to share her doll with the girl on the train," "She called the other people on the train 'peasants,'" "She didn't know how to sweep, wash dishes, or change diapers—by the end of the novel, Esperanza was taking care of the kids and her mother," "She was working and saving money to bring her grandmother to the United States," etc.</li> <li>Using a <b>document camera</b>, display the <b>Opinion and Evidence graphic organizer</b> and ask student to copy it into their journals on the next blank page.</li> <li>Ask students what they typically do during a second read of the text. Listen for: "Reread to locate main ideas and key details." Point out Author's Opinion at the top of the graphic organizer. Tell students they are going to reread a short section of the text to try and determine the main idea, which is the author's opinion.</li> </ul> | <ul style="list-style-type: none"> <li>Provide nonlinguistic symbols or visuals (e.g., a magnifying glass for <i>identify</i>, a page of text for <i>text</i>) for Tier 2 words.</li> <li>Consider sharing some of the students' previous journal entries from Module 1 where they formed opinions and listed evidence from the novel about Esperanza.</li> <li>Consider providing a partially filled-in Opinion and Evidence graphic organizer to some students.</li> </ul> |



| Work Time (continued)  | Meeting Students' Needs  |
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| <ul style="list-style-type: none"><li>• Direct students to take 5 minutes to do the following in their groups:<ul style="list-style-type: none"><li>– Reread the third paragraph of the article. (Start with “All organized sports ...” and end with “... and done for its own sake.”)</li><li>– Think about: What is the author's opinion in this paragraph?</li><li>– Discuss what you think the author's opinion is and why you think that.</li></ul></li><li>• Cold call several students to share out. Listen for suggestions like: “All sports are considered serious play. It's an opinion because not all people take sports seriously.” On the graphic organizer, on the line next to Author's Opinion, record the opinion “All sports are considered serious play,” or similar ideas from students. Direct students to record the opinion on the graphic organizer in their journals.</li><li>• Give students 7–9 minutes to complete the following with their group members:<ul style="list-style-type: none"><li>– Go back through the paragraph and reread to identify at least two pieces of evidence the author uses to support her opinion.</li><li>– Text code evidence you locate by writing an <i>E</i> next to evidence.</li><li>– With your group, discuss the evidence you identified.</li></ul></li><li>• Circulate to support as needed.</li><li>• Cold call several students to share “evidence” their group identified. Do not record students' responses yet. (Listen for: “There are rules to obey,” “You have to learn skills and positions,” or “There are strategies to be carried out.”)</li><li>• Before recording students' responses, remind them of the paraphrasing they did in Module 2 (Unit 3). Ask students to recall what it means to <i>paraphrase</i> (put in own words; restate).</li><li>• Cold call several students to paraphrase the examples of evidence they just shared out. Record students' paraphrased evidence statements on the graphic organizer. Ask students to record evidence onto their graphic organizers as well.</li><li>• Leave the graphic organizer displayed for student reference during Work Time C.</li></ul> | <ul style="list-style-type: none"><li>• Consider providing text where evidence is highlighted to allow students to be able to focus more on determining the author's opinion first.</li><li>• Some students may need more time to determine the author's opinion and find evidence in the rest of the sections of text.</li><li>• Write, or chart, directions for group work on the white board and leave displayed for students to refer to as they work.</li></ul> |





| Work Time (continued)  | Meeting Students' Needs  |
|--|--|
| <p><b>C. Small Group Practice: Identify Author's Claim and Evidence (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Students remain in groups. Tell students they will continue to work on the same learning targets from Part B of Work Time.</li><li>• Ask students to create a new, blank Opinion and Evidence graphic organizer on the next page in their journals.</li><li>• Direct students to take 5 to 6 minutes to complete the following in their groups:<ul style="list-style-type: none"><li>– Reread the section of the article titled “The Ultimate Value of Sports.”</li><li>– Think about: “What is the author’s opinion?”</li><li>– With your group, discuss ideas about author’s opinion.</li><li>– Record the opinion on the line next to Author’s Opinion on your graphic organizers.</li></ul></li><li>• Pause students in their work. Tell students they now have 8–10 minutes to complete the following in their groups:<ul style="list-style-type: none"><li>– Independently reread the section titled “The Ultimate Value of Sports.”</li><li>– Identify, and text code with an E, evidence the author uses to support her opinion.</li><li>– Discuss the evidence you identified with your group members.</li><li>– Record paraphrased evidence on your graphic organizer.</li></ul></li><li>• Circulate to support students as needed.</li><li>• Cold call several students to share what their group recorded as author’s opinion and evidence.</li><li>• Collect students’ journals.</li></ul> | <ul style="list-style-type: none"><li>• Some students may need sentence starters or stems for group discussion such as: “I think the author’s opinion is _____,” or “I think the author is stating that the value of sports is _____.”</li></ul> |



| Closing and Assessment  | Meeting Students' Needs  |
|---|--|
| <p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus the class whole group. Remind them that during this unit they are learning more about the role of sports in Americans' lives so they can better understand why sports figures in particular are presented with unique opportunities to affect social change, which they will learn more about in Unit 2.</li><li>• Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* "How are sports a valuable part of our lives?"</li></ul></li><li>• Review the second learning target:<ul style="list-style-type: none"><li>* "I can identify the author's opinion in an informational article."</li></ul></li><li>• Ask students to demonstrate their level of mastery toward the learning target by using the Thumb-O-Meter strategy. Note students who show sideways or down thumbs, as they may need more support identifying the opinion or explaining evidence that supports an author's opinion.</li><li>• Repeat with the third target:<ul style="list-style-type: none"><li>* "I can identify the evidence the author uses to support an opinion."</li></ul></li><li>• Give each student <b>three 3" x 5" index cards</b> for their homework.</li></ul> | <ul style="list-style-type: none"><li>• Ensure that students who may not know the meaning of the word <i>valuable</i> understand that it means important or worth a lot.</li></ul>   |
| Homework  | Meeting Students' Needs  |
| <ul style="list-style-type: none"><li>• Reread the first three sections of the article "It's Not Just a Game!"</li><li>• On one of your index cards, respond to the question: In what ways are sports valuable to people? Support your answer with at least two pieces of evidence from the text.</li><li>• Choose two words from the following: cognitive, monitor, applied, stimulate, development, recognize.</li><li>• Record each word on an index card.</li><li>• On the back of each index card, draw a picture to show what the word means and write a definition for the word.</li><li>• Bring your three index cards as an admit ticket to the next class. □</li></ul> <p><i>Note: Students will need the article "It's Not Just a Game!" for Lesson 3.</i></p> <p><i>Review students' graphic organizers (in their journals) to determine their current level of understanding about identifying an author's opinion and supporting evidence.</i></p>  | <ul style="list-style-type: none"><li>• For those students who may have difficulty determining which vocabulary words to choose, provide text with vocabulary words already highlighted.</li><li>• Write the focus question for the rereading on one of the index cards for those students who may have difficulty writing it accurately themselves.</li></ul> |



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# Grade 5: Module 3A: Unit 1: Lesson 2

## Supporting Materials



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## It's Not Just a Game!

By Lori Calabrese

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 B.C., that depict wrestling, dancing, and acrobatics, were discovered in an Egyptian tomb at Bani Hasan. The Ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 B.C. But it wasn't until the early nineteenth century, that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

### **Different Sports for Different Folks**

Sports come in many shapes and sizes. Both team and individual sports have advantages and disadvantages, but most people find that from an early age, they are drawn toward one or the other. In a team sport like soccer, you're part of a group, striving to be a winning team. That means putting the team ahead of your own accomplishments. You must learn to get along with your teammates and share responsibility. In an individual sport like tennis, you're usually only concerned about your own performance. That can make these sports more challenging.



## It's Not Just a Game!

### **The Ultimate Value of Sports**

Whether it's football or golf, there's little doubt about the value of sports. According to the American Academy of Pediatrics (AAP), "play is essential to the cognitive, physical, social, and emotional well-being of children and youth." Play not only exercises our bodies, it also exercises our minds. Sports teach us about ourselves and our world. We learn how to negotiate plans, settle disagreements, and how to monitor our attitude. The skills we learn playing can be applied to school and work. Since organized sports are a hands-on, minds-on learning process, they stimulate our imagination, curiosity, and creativity. The growing science of play is armed with research claims that play, and thus sports, is important to healthy brain development. We use language during play to solve problems, we use thinking when we follow directions to a game, and we use math skills to recognize averages and odds of each sports play.

Sports also raise our energy level and act as antidepressants. Activity increases the brain's level of chemicals called endorphins, which boost mood. When we start moving and having fun, we feel good about ourselves.

## It's Not Just a Game!

### **Forgetting the Fun**

In a perfect world, everyone would have fun playing sports. But that's not always the case. Sports can get aggressive and cause scrapes, bruises, and broken bones. They can also hurt us psychologically. David Elkind, professor emeritus of Child Development at Tufts University and author of *The Power of Play*, says that when young children play self-initiated games such as tag or hide and seek, "misunderstandings and hurt feelings are part of the learning process, and happen in a context of mutual respect. Those that arise in organized team sports, don't have the same supportive network, the sense of competition outweighs the sense of cooperation, and can be hurtful to the child's sense of self and self-esteem." Playing sports is usually fun, but sometimes we can get frustrated. It might be because of the pressure to win, parents who yell and scream from the stands, or coaches who treat us unfairly. Sports are supposed to bring people together, but they can also drive people apart. When sports are separated into skill level, gender, or ethnicity, some players feel isolated, begin to forget the fun in sports, and even want to quit. Sports may not always be a positive experience, but even when they're not, they give us a dose of how to face life's challenges.

### **Making Sports Work for Us**

Playing sports doesn't mean you have to play on a varsity team. And very few people have what it takes to be a professional athlete. But your school basketball coach or gymnastics teacher has found a way to make play their work. And in doing so, they've found the work best suited to who they are. According to Elkind, "Whenever we combine play with work, as in our hobbies, cooking, gardening, sewing, and carpentry, it is the full utilization and integration of all our interests, talents, and abilities. It's an activity that makes us feel whole."

Play is so important to our development that the United Nations High Commission for Human Rights has included it as a right of every child. In other words, it's your birthright to play! And there's no better place to play and learn about the world than on a sports field. So regardless of your sport—from swimming to soccer—play to have fun and you'll automatically win!

### **Keep Your Eye on the Ball**

Are your eyes glued to the TV when LeBron James takes the court or Derek Jeter steps to the plate? While fans fill arenas, even more click their TVs on at home to watch athletes slam a puck into a net or hit a ball with a fat stick. Play is not only something to do, it's something to watch others do.

## It's Not Just a Game!

Sports are a form of entertainment. The joy you and your teammates get by working together is the same joy your family, friends, and other spectators get when they watch. Fans experience the thrill of victory and the agony of defeat, just like the players on the field. Think of all the applauding, shouting, and yelling that happen at sporting events. It's a way for many of us to live vicariously through the players' actions.

Sports are also social events, opportunities for strangers to cheer together and debate outcomes. A Saturday morning game is a great way to spend time with family.

Sports involve learning, too. Fans research players, teams, and the sports themselves. How many fans do you know who are walking encyclopedias of sports trivia?

Why do so many of us watch sports and have a favorite team? Studies show that it fills both emotional and psychological needs. We feel self-confident and experience joy when our favorite team wins. Sports fulfill our human need to belong, and many fans, whether their team wins or loses, enjoy the suspense that allows them to release their emotions. Where we live, our family background, peer pressure, and our own sense of self (identity) all determine which baseball cap we wear and why we root for our team.

So the next time you put your Red Sox cap on and tune in to the game, remember it's not just about the amazing pitchers and batters, but about the way you feel when you watch your team play.

**Baseball**—From the 1830s to the late 1850s, Americans played a variety of ball and bat games. The first recorded baseball game took place in 1846 in Hoboken, New Jersey.

**Football**—Derived from rugby, a game played at public schools in England, football began to develop in Canada and the United States in the mid-1800s. The first game of American intercollegiate football, most resembling today's game, was played between Tufts University and Harvard on June 4, 1875, at Jarvis Field in Cambridge, Massachusetts. Tufts won, 1–0.

**Basketball**—In 1891, physical education instructor Dr. James Naismith invented the game of basketball in Springfield, Massachusetts. Designed as a sport to be played indoors during cold New England winters, basketball was originally played with a soccer ball and two peach baskets. In 1901, open-ended hoops replaced the game's closed baskets and basketball's "thirteen original rules" were created.

Lori Calabrese, "It's Not Just a Game!" in *Odyssey* (Jul/Aug 2009, 18:6, 36).



Opinion and Evidence Graphic Organizer

Name:

Date:

**Author's Opinion:**

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**Supporting Evidence (paraphrased):**

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Opinion and Evidence Graphic Organizer

**Supporting Evidence (paraphrased):**

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