

SPORTS HISTORY IN MY COMMUNITY

GRADE 6 CURRICULAR LINKS

Social studies, Physical education, Language arts

OBJECTIVES

Students will...

- Familiarize themselves with athletes and builders that came from their hometown and who had an impact at the provincial, national and/or international level.
- Place athletes and builders in their historical context.
- Reflect on the significance of sport, athletes and builders in general.

RESOURCES

- www.nbsportshalloffame.com/search-honoured-members

CLASSROOM ACTIVITY: HISTORICAL SPORTING TIMELINE

THE MAIN GOAL:

Students will research and learn about historical events, teams and athletes that helped shape sports in their communities. Students will be introduced to the Virtual Locker Room, a research tool that will be used to create a timeline featuring the people and events that shaped sport history in their community.

CLASSROOM ACTIVITY (ABOUT 60 MINUTES)

MATERIALS NEEDED

- Newsprint roll, or any type of paper that can be used to create the canvas for the timeline.
- Technological devices, or computer lab to access www.nbsportshalloffame.com/search-honoured-members.
- Note books.

PREPARATION

Start by creating the canvas that will be used for the timeline. Find a place in the classroom to affix to the wall the long piece of paper that will be used as a canvas for the timeline. Draw a long arrow on the paper to illustrate the timeline. The students will be tasked to situate the result of their research on the timeline.

CLASSROOM ACTIVITY

1. Inform students that they are going to be researching information on their technological devices to learn about the history of sports in their community and about the athletes and builders that helped shape it. They will be creating a timeline all together.
2. Divide students into groups of 2 or 3 and assign to each group one individual found under the community in which the school is located. (Visit www.nbsportshalloffame.com/search-honoured-members and select "hometown" to see the results for your community). If not enough athletes and builders are featured, you can widen the search by choosing other communities to include in the timeline.
3. Instruct students to take note of the information they find in their notebooks. These notes are to be used later to create one large class timeline. While researching their Honoured Members, students need to think about and identify the following information: significant sporting events and competitions they know about or have heard about, important historical events (i.e. non sport related) that occurred at a national, provincial and/or community level.
4. The researched information can then be presented orally by each group and is used to create the Historical Sporting Timeline.

CONCLUSION AND REFLECTION

After the timeline has been completed, ask students to share their thoughts on the questions below. Students can respond in a class discussion or individually in writing.

1. What is sport?
2. Why is it important?
3. Why is sport important in your own life?
4. Do you think sports are an integral part of your community? Explain.
5. What is a sport builder?
6. What makes certain athletes stand out? Why?

