



Welcome to **INSIDE SPORTS!**

The **SPORTS** section reflects the Washington metropolitan area's appreciation for sports by covering the latest in local, national, regional and international competition.

As in most news throughout the paper, **SPORTS** articles and features are about people and the events that bring these people together.

Reporters and columnists capture the challenge and rivalry, the business and promotion, the ethics and sportsmanship of teams and individuals. They observe, interview, record and analyze the statistics — and write on deadline. They enter the realm of pain, perseverance and possibility.

Specific exercises have been created for **INSIDE SPORTS** that expand a student's self-knowledge and reinforce the strategies that assist in developing an efficient and effective reader.

The exercises in this section focus students' attention on specific features of the **SPORTS** section. A general overview of this portion of the newspaper, would help students — especially young learners — understand the language of sports, its symbols and how they serve to connect with the curriculum.

Unlike most other sections of the paper, **SPORTS** is seasonal. Write the names of the twelve months across the chalkboard and work with the class to chart the months spanned by each major sport — baseball, football, basketball, golf. What sport(s) is(are) currently “in season?” Which sports occur all year long?

Coverage of athletes, teams and the business of sports can be found in **BOX SCORES/SCOREBOARD**, **FANFARE**, **FOR THE RECORD**, **ON THE AIR**, **NOTEBOOK**, **ROUNDUP** and **THIS WEEK'S EVENTS**. **MONDAY MORNING**, a full page each Monday, has an eye toward The Post's younger readers. Other special packages in Sports include a two-page preview of the NFL, including the Redskins, every Sunday and an expanded college football preview on Saturdays. On Sept. 9, 2003, **FOOTBALL TUESDAY** made its first appearance, highlighting area high school sports.

Preparation for working with **SPORTS** might include having students consider the different types of team sports and individual sports. Which sports are considered “spectator sports?” Which are largely participated in without observers? Before students look at the **SPORTS** section, how many examples can be listed for these categories? This could be a whole class or small group activity. The **SPORTS** section can then be scanned to verify and to add to the lists.

The **SPORTS** section offers cooperative learning experiences and can be used to explore how specificity, action verbs and comparison-contrast lead to constructing meaning from text.

Similar to the **BUSINESS** and **WASHINGTON BUSINESS** sections opportunities for use in math abound with the **SPORTS** section. Students could be asked to consider how many math applications can be explored in **SPORTS**. Again, this could be done as a whole class or in competitive small groups. By demonstrating an ability to communicate mathematically, students will be able to connect mathematics topics with real world experiences.

Encourage students to think of every possible way math (or numbers) might be encountered within this section. Examples will include scores, points won per goal, number of wins/losses, batting average, individual points per game, weights, lengths, distances, averages, heights, speeds, stadium attendance, jersey numbers, “purses” or winnings, number of players on a team, minutes per quarter, half and number of innings. After student ideas are exhausted, the **SPORTS** section can be checked for additional math applications.

For additional study of The Washington Post **SPORTS**, go to www.washpost.com/nie. Click on Lesson Plans. Select *INSIDE Journalism: The Sports Page*. The section includes a Q and A with Steve Wyche who covers the Wizards and “Meet the Sports Editor” Cindy Boren. Shirley Povich, The Post's legendary sports writer and columnist, is featured. One of the activities included is “Sportswriting by the Numbers.” Want to address sportsmanship with your students? Use “Be a Good Sport.”

Highlights of Sports

The **SPORTS** section is organized by subject and each page is bannered. Seasonal sports are highlighted each day and the scores are listed separately. High school sports regularly appear.

Monday Morning

<i>STARTING LINEUP</i>	A different way to look at both sports and pop culture from the previous week
<i>WEEKEND REWIND</i>	A review of something on TV that is related to sports
<i>COUCH SLOUCH</i>	Norman Chad on sports viewing
<i>7 DAYS</i>	A calendar of the week ahead
<i>THE CHAT</i>	A quick question-and-answer session with someone outside of sports talking about sports
<i>THE POLL</i>	A chance for readers to sound off on an issue via washingtonpost.com
<i>THE REVIEW</i>	A brief critique of something new in the media, be it a TV show, movie or video game

Columnists who cover sports in general

<i>THOMAS BOSWELL</i>	A Washington Post columnist since 1984, Boswell is known for the many books he has written on baseball, including <i>How Life Imitates the World Series</i> .
<i>TONY KORNHEISER</i>	Known for both his sports and feature columns, Kornheiser's outspoken candor is popular in print and on TV.
<i>MICHAEL WILBON</i>	A full-time columnist at The Post since 1990, Wilbon has developed a reputation for offering commentary on wide-ranging issues of the day as they relate to sports.
<i>SALLY JENKINS</i>	Jenkins rejoined The Post as a sports columnist and feature writer. After leaving the Post in 1990, Jenkins wrote five books, including a bestseller with cyclist Lance Armstrong.

Columnists who cover specific sports

<i>ANDREW BEYER</i>	Considered one of the leading experts on the subject, Beyer has been the Post's horse racing columnist since 1978.
<i>WILLIAM GILDEA</i>	Author of two books, Gildea has covered several World Cups and Olympics.
<i>ANGUS PHILLIPS</i>	Hunting, fishing, and other outdoor activities are Phillips areas of expertise. An outdoorsman extraordinaire, Phillips has covered every America's Cup since 1980.

A Photo Finish

GENERAL PROCEDURE

Discuss with students a favorite moment from a game they have recently seen. If team members are in the class, ask them to relate their favorite moments. The photojournalist is present at sporting events to visually report on sports action.

Photographs capture a small segment of a sports event. Display a collection of sports photographs that reflect some of these moments, including coaches, referees, those on the bench and photo finishes. When is that portion of a second captured on film or in digital form very important in determining the winner of an event?

Have students scan the **SPORTS** section to prepare for the following exercises. Exercises can be completed over a one-week period and can be done individually or in groups.

Additional **SPORTS** photographs can be found at www.washingtonpost.com. Select Sports. In addition to action pictures, you will find “The Season in Pictures” and some galleries.

For further study of the photographs used in The Washington Post, go to www.washpost.com/nie. From the lesson plans, select *INSIDE Journalism: “Good Picture.”*

1 Over a one-week period, have students clip and save at least one **SPORTS** photograph which interests them. Have students list as many words as they can to state the emotion that they believe is expressed by the person in the photo.

Students should respond to the predictions made from the photo study by completing the following sentences.

The person in this photo is (happy, sad, angry) because (she/he)_____. If I could talk with (him/her), I would say, “_____.”

Students should next scan the article to find these words or words that are similar in meaning. Using quotations from the person pictured or statements of the reporter, ask students to determine if they selected accurate words to reflect the feelings.

Academic Content Standards and Skills

Maryland
Reading/English Language Arts, Students will identify and use text features [illustrations and pictures, photographs, drawings] to facilitate understanding of informational texts.

Virginia
English, The student will create artwork or a written response that shows comprehension of a selection.

Washington, D.C.
Visual Arts, Subject, Symbols and Ideas, Each student will choose and evaluate a range of subject matter, symbols and ideas to communicate meanings in artwork.

Fundamental Aim:
Reinforce Interacting

Sub-skill Reinforcement:
Identifying, locating information, decision making, analyzing, developing visual imagery

2

Have students select one photograph of a sports figure. Depending upon the photos carried in the newspaper, the selected figure could be an athlete, a coach or referee, a sportscaster, a team owner or an athlete's parent(s). Individuals or small groups of students might decide on different types of sports figures.

Students are to prepare a list of ten questions they would like to ask this individual. The article accompanying the photo will help generate questions. Not all of the questions must relate to the article's topic.

Using a question from each group, model how these questions can be incorporated into the text of a letter addressed to the pictured sports personality. Students then create letters carrying their own questions.

Have students employ their keyboarding skills to prepare the final draft for mailing. Discuss whether the letter should be in an informal or formal style. Each group may need to go online to secure mailing addresses. Ultimately, the letters are sent to each chosen sports celebrity.

3

Have students follow one sport for two weeks — reading the articles and cutlines, clipping the photographs and studying the statistics. At the end of the study, students will prepare a pictorial representation, a montage, of the sport. Students can use charts, graphs, headlines, player and team names to “compose” their presentation.

Using the montage as a visual, students should make a presentation supported by an analysis of the sport from the point of view of the players and the spectators. This analysis should reflect on the individual natures of team sports. Students may answer such questions as:

- What are the characteristics of football versus basketball versus baseball versus hockey?
- While the physical requirements of the players might be similar, why would one choose to play football over ice hockey? One sport over another?
- Why is football more popular than ice hockey or soccer?
- What is the unique attraction of basketball for the ticket-buying public?
- What effect does TV coverage and players' salaries have on the sport?
- Which sports “for women” receive the greatest fan following?
- Is there a “good” side and a “bad” side to each sport?

What's In a Name?

GENERAL PROCEDURE

Discuss the name of your school's teams. Does it reflect your geographic area, its history or a concept? Do you have a mascot? What is it? Does it have a name?

Have students scan the **SPORTS** section to prepare for the following exercises. For Level 1 exercise, students work in a group. For Levels 2 and 3 exercises, students can work in groups or individually.

1 Using students' current knowledge of sports as well as information gleaned from reading the **SPORTS** section, lead a discussion of the basic elements found in most types of sports. Though others might also be identified, a few standards follow:

- A goal to be accomplished
- A time limit
- Special equipment or dress
- Points awarded for accomplishing the goal
- Rules
- Penalties for violating the rules

Divide the class into four groups. Given the class' identification of these and other standards, have each group of students create a new sport, either serious or zany. They are to name the sport and suggest names for some of the teams, giving the cities in which they are hosted. Is this sport co-ed? The explanation of the new sport should include a descriptive section for each of the elements identified.

Each group is to present their sport to the rest of the class. You may wish to invite several members of your school's staff or from your community to act as financial backers of sports endeavors who are looking for a new sport. If feasible, the presentation of the new sport could include illustrations depicting the action and/or procedures or, if possible, the presentation might include a live, PowerPoint or videotaped demonstration. You may wish to close with an "awards" ceremony.

Extension: Using the team names above, the type of sport and the team characteristics, students could design uniforms for these fictitious teams. A team mascot could be chosen, drawn, named and outfitted appropriately.

Academic Content Standards and Skills

Maryland
Reading/English Language Arts,
Students will assess the effectiveness of details, organizational pattern, word choice syntax, use of figurative language and rhetorical devices

Virginia
English, Grade 4,
The student will use knowledge of word origins; synonyms, antonyms and homonyms, and multiple meanings of words.

Washington, D.C.
Reading/English Language Arts, Grade 8, Language as Meaning Making,
The student recognizes and understands figurative language, including metaphor, analogy, irony, simile, personification and hyperbole.

Fundamental Aim:
Reinforce Interpreting and Performing a Task

Sub-skill Reinforcement:
Locating information, categorizing, decision making, critical thinking, drawing conclusions, analyzing

2

Lead students in a discussion considering the origin of competitive sports. If it is an Olympics year, you might use examples from the first Olympics. Lacrosse, the oldest sport in North America, is another good example. (Go to www.laxhistory.com for background on lacrosse.) The point should eventually be made that sport had its origin in exercises designed to increase skill in hunting and/or combat.

Have students scan the headlines as well as the **SPORTS** articles themselves for samples of sports vocabulary that echo this origin in survival and/or military exercise. Washington Post writer Peter Carlson wrote, “As comedian George Carlin pointed out years ago, football is the most warlike of American games — each team tries to conquer the other’s territory (sometimes with ‘bombs’) while defending its homeland.” Terms would include “defense,” “offense,” “capture,” “squad,” “overpower.”

Select several such words from the current **SPORTS** section headlines and/or articles. List these at the top of the chalkboard or on a large tablet. Ask students to offer as many synonyms as possible for each word (for example: *defeated* — “beat,” “clobbered,” “stomped”). After several have been identified for each word, have students re-read or rewrite the headlines and/or sentences substituting synonyms for the original vocabulary. Lead a discussion of the changes in imagery, meaning and connotation brought by a change in the words used.

Extension: What games were played by the native Americans who lived in our area? Visit www.washpost.com/nie. Select Lesson Plans and download “*Our First Families*.” Use the handout “Growing Up in the Potomac Valley.” How did the four games prepare participants for hunt and/or combat? For what contemporary sports might these have been a foundation or show similarity?

3

Lead students in a discussion of team names. The names of the local junior varsity and varsity teams can be used to prompt a discussion around names given to professional sports teams.

Have students use the **SPORTS** section headings (for example, Basketball, College Football, Baseball) to categorize the names of all the teams found within the **SPORTS** section. Use the chart in the reproducible to compile data (What's in a Team Name? #1).

After the names have been collected, lead a discussion of what images about a team's ability are reflected in their name. What qualities do the names suggest? Speed? Power? Cunning? Do the names suggest something about the sport played by the team? "Orioles" is a baseball team; "Falcons" is a football team. What are the differences between these two birds? Are these differences reflected in the type of sport played by each team? Have students record the qualities for the teams in the three cities they selected (What's in a Team Name? #2).

Ask students to do the next question (#3). Discuss their responses. Should these team names ever be used?

Are team names ever inappropriate? Can some team names be disrespectful or disparaging of a group? Some teams have had law suits brought against them because of their team names. Locally, in 1992, a legal battle about the name Redskins began in the U.S. Patent and Trademark Office and courts.

- A 1946 federal law prohibits the government from registering a trademark that disparages any race, religion or other group.
- Native Americans who have filed the suit against the Redskins, say the team's name and feather-wearing Indian mascot trivializes a tragic time when Indians were victims of genocide and forced off their land by settlers and U.S. soldiers.
- Pro-Football Inc., the corporation that owns the Redskins, stated in July 2003 that "in the 21st century, the beloved hometown team has changed the connotation of the word 'Redskins' to one that is 'powerfully positive' — associated more with touchdowns than tomahawks."

After background is given and discussion takes place, ask students to write a statement to persuade a judge to allow Redskins to remain the name of the team or to require that a new name be given to the team. (What's in a Team Name? #4)

Extension: In addition to team name, the team’s mascot and its visual representation (logo and costumed figure that appears in community parades and at pep rallies and games) can be the source of pride, association and debate. Ask students if they would want to be the Gophers, the Eagles, the Fighters or the Rebels. What connotations are associated with each name? What image would they use for each? What costume would their mascot wear?

Give students a copy of “For Mascots, Schools Flocking to the Pack: Popular Images Crowd Out the Unusual.” This is a sports-related article found in the **METRO** section. The article relates the process of selecting a school’s mascot, image and costume.

After reading the article, questions might include: Do students agree that a mascot is “simply a good luck charm”? What other reasons are there for having a mascot? Does your school’s mascot need updating or is tradition more important?

To meet The Post reporter, download the Lesson Plan *INSIDE Journalism: The News Story* at www.washpost.com/nie. Christina Samuels answers your questions.

Name _____

What's in a Team Name?

1. Compile the names of sports teams that are currently playing in three cities. Use the Sports section of *The Washington Post* to gather information on professional teams.

	City 1 _____	City 2 _____	City 3 _____
Team Name	_____	_____	_____
Sport	_____	_____	_____
Team Name	_____	_____	_____
Sport	_____	_____	_____
Team Name	_____	_____	_____
Sport	_____	_____	_____

2. What qualities do the names suggest?

City 1:

City 2:

City 3:

3. Assign the following fictitious teams to a particular sport. What are the characteristics of the team as reflected in their name?

Team Name:	The Fredericksburg Ponies	The Laurel Spiders	The Potomac Eels
Type of Sport:	_____	_____	_____
Characteristics:	_____	_____	_____

4. Persuade a judge.

For Mascots, Schools Flocking to the Pack

Popular Images Crowd Out the Unusual

By CHRISTINA A. SAMUELS
Washington Post Staff Writer
Thursday, August 26, 2004; Page B01

In two weeks, the Freedom High School Eagles of Prince William County will take the field, proudly wearing the black and gold for the first time.

A year later, another Freedom High School, with another group of Eagles, will open in nearby Loudoun County — also wearing black and gold.

The two schools will add to a sizable flock of Eagles among area high schools: There are the Edison Eagles of Fairfax County, the Osbourn Eagles of Manassas and the Colonial Forge Eagles of Stafford County. Over in Maryland, Charles County will add its own Eagles team next year with the opening of North Point High School in Waldorf.

When it comes to picking mascots, high schools in the Washington area's fastest-growing counties tend to stick with the familiar. Mascots are usually chosen by students, who vote on a handful of safe choices compiled by school staff members. Wildly unusual names don't make the list, generally because common names and mascot images are easy to find on the Internet and transfer to such items as football helmets or book covers.

The process guarantees little controversy, at the risk of uniformity.

"It's become much more commercialized now," said Wayne Byard, public information officer for Loudoun County schools, who added that television exposes students to team jerseys and logos from across the country. "People go to a catalogue instead of to the community."

Byard, a former sports editor at the Winchester (Va.) Star, said that in smaller counties, mascots are more likely to be tied to local people or customs or to reflect an odd choice that struck the fancy of an administrator long ago. A case in point can be found at Virginia's Fluvanna County High School, whose teams are called the Flying Flucos. The name comes from a comment by a sports announcer, said Fluvanna Superintendent Thomas W. Smith. "It's very popular here," Smith said. "It's not something that people normally forget."

But in the Washington area, where high schools open nearly every year in some suburbs, principals present their students with a small group of crowd-pleasing names. Mascot images are pulled off Web sites that offer hundreds of images.

"I think that as [schools] open, they want to be positive" and not offend anyone, said Karen Poindexter, principal of Marsteller Middle School in Prince William.

Poindexter has had it both ways. Marsteller Middle opened in 1963 as the home of the Medics, named after a prominent local doctor and located at the time next to Prince William Hospital.

But when the county decided to build a new Marsteller Middle School two years ago at a different

site, Poindexter held a vote among the students to pick a mascot. The students chose the Bulldog and have no regrets.

The school has an easily recognizable mascot costume now, unlike when Marsteller was the Medics. "What could we have had? Scrubs?" Poindexter asked.

Poindexter said it was also difficult to get 13-year-olds revved up about a caduceus, the symbol of the medical profession, which has two snakes wrapped around a winged staff.

In picking the Bulldogs, Marsteller joined two other schools in Prince William County alone — West Gate Elementary in Manassas, with its happy mascot, and Hylton High School in Woodbridge, whose fierce Bulldogs are depicted with bared teeth. Bulldogs also are found at Fairfax's Westfield High and Loudoun's Stone Bridge High and, in Maryland, at Prince George's County's Bowie High and Montgomery County's Churchill High.

Prince William's other new high school, Battlefield, which opens Sept. 7, also chose an animal mascot, the Bobcat.

Even if a mascot is widely used, principals still like it.

"When I personally heard Freedom High School, I thought Eagles," said Christine Forester, who will lead Loudoun's Freedom High, which will open next year. "I always thought of eagles as majestic and soaring."

Students had other ideas. Some wanted to be the Freedom Patriots. That mascot was already claimed by Loudoun's Park View High School. Then someone suggested "Freedom Fighters." That called to mind an image that Forester wasn't quite comfortable with.

"You have to think: How does it strike people?" she said.

The students were eventually presented three choices: Hawks, Flyers and Eagles. Eagles narrowly won over Hawks.

"I never dreamed it would take the amount of time it took," Forester said. "But it's the first big thing that everyone sees when they look at the school."

An unusual mascot is not always popular. Bruce Sider, athletic director for Glen Burnie High School and a graduate of the school, said there is a yearly debate about keeping the Gopher as the school's mascot. A longtime principal of the 81-year-old school, a fan of the University of Minnesota Golden Gophers, decided the school should have that mascot, and it stuck.

The students think that "the mascot has to be some fierce, angry type of thing," he said.

But Sider likes it, and he said most graduates grow to appreciate the Gopher, even if they scorned it as students. When Sider talks to athletes and parents, he said, he includes a definition of mascot, which has nothing to do with intimidating opponents.

"It's simply a good luck charm," Sider said. "I emphasize to our new athletes that's our good luck charm."

Stats, Please

GENERAL PROCEDURE

A good starting place in reporting about sports is getting the numbers. Nothing anchors a sports story or gives it authority more than statistics. Students should use the **SPORTS** section to understand the many ways numbers are needed and used.

For the Level 1 exercise, you may wish to collect examples of “It’s About You,” data presented as graphs on the Sunday KidsPost page. This exercise can be done individually or in groups.

For more information on using numbers in sports writing, use “Sports Writing by the Numbers” and “Figures or Words?” found in the online guide, *INSIDE Journalism: The Sports Page*.

For a math and geography connection to **SPORTS**, check out *Circumnavigation* at www.washpost.com/nie. Click on Lesson Plans. Students follow the route of the Volvo Ocean Race around the world. The challenges to safety and health during endurance races are also examined.

1 Have students think about numbers in **SPORTS**. Ask them the following questions:

- What is the most impressive stat of the day?
- Why? How did you come to that conclusion?
- How are certain stats derived? These might include ERA in baseball, goals against coverage in hockey and total rebounds in basketball.
- Discuss salaries – four million over five years is how much a year?
- Why are there no standards and measures in sports? Football uses “yards” but in basketball a player takes a “20-ft jumper,” why?

Academic Content Standards and Skills

Maryland
Mathematics, Statistics and Probability, Students will collect, organize, display, analyze or interpret data to make decisions or predictions.

Virginia
Mathematics, Probability and Statistics, The student, given a problem situation, will collect, analyze, display and interpret data in a variety of graphical methods.

Washington, D.C.
Mathematics, Data Analysis, Statistics and Probability, The student collects, organizes, represents, evaluates and interprets data.

Fundamental Aim:
Reinforce Interpreting

Sub-skill Reinforcement:
Locating information, finding the main idea, identifying, drawing conclusions, analyzing, critical thinking

2

Assist students in studying the SCOREBOARD feature. Do students know what STAT means? As a result of their noting the type of information contained in this section, lead students to a definition of “statistic.” The following definition may be appropriate: a measure of some kind of performance which is expressed in numbers.

Statistics express speed, distance, quantity and frequency. Questions that statistics answer include:

- Does the information say how fast something was done?
- Does it tell how far?
- Do the statistics say how often something was done?
- Do statistics reveal records and pace?
- Who is the information about? A team? An individual?

Lead students in a consideration of what statistics can be charted about the class. These are examples of some easily obtained class statistics:

- How many TV programs were watched by each student the previous Saturday morning? Who watched the most? The least?
- How many books have been read by each student within the last month? Who read the most? What is the average number of books read by students? How many in the class are above average in number of books read?
- Beginning with a closed textbook, what’s the fastest time for a student’s finding an index entry announced by the teacher?
- Who can skip rope the greatest number of times before missing?

Statistical data (number of TV programs viewed, number of books read) can be organized into STAT OF THE DAY-type charts or graphs.

3 Have students create a clipping file from the **SPORTS** section of a sport of interest to them. After a two-week period, group students into three to five teams. Both previous and new knowledge can be used to create a Sports Math Bowl to be played with the class.

Each team will pool their clippings to write ten questions that require math skills to complete and answer. Teams will rotate giving a question to different teams each round, with each team having the opportunity to answer one question in each of the rounds.

Teams score one point per correct answer given and minus one point if their answer is incorrect. A team receives a minus two, if it has an inaccurate answer for the question it wrote.

Sports Jargon

GENERAL PROCEDURE

Whether you call it slang, vernacular or jargon, athletes and sports writers have a vocabulary that is particular to each sport. Sports writers have to balance the use of sports terms with clarity of expression.

Students should use the **SPORTS** section to understand sports terminology. This exercise can be done individually or in groups.

1 Headlines are summaries of the news. They must be short and accurate. In **SPORTS**, headlines are also lively grabbers of a reader's attention. Lead students in a discussion of how sports article headlines often use sports jargon. Use two or three examples from the current **SPORTS** section as illustrations. Examples from past issues include: "McDonald Runs His Mark To 5-0," "Jacoby Glad To Be Back In Trenches," "Anderson Faces U.S. Team In Argentine Squeaker," "Flynn Mows Over Field," "Late Rally Helps Cannons Rout Keys." What are such headlines actually saying?

Guide students in a reading of the first portion of an article having such a headline. Based on the information from the reading, work with students to compose a "translation" of the headline into "standard English."

Point out several more examples in the section and ask students to rewrite the headlines in "standard English." For example, "Hampton Enlivens Giants" becomes "Rodney Hampton plays extremely well for the New York Giants."

Academic Content Standards and Skills

Maryland
Reading/English Language Arts, Students will identify how language choices in writing and speaking affect thoughts and feelings.

Virginia
English, Reading/Literature, The student will apply knowledge of word origins, derivations, and idioms and will use analogies, metaphors and similes to extend vocabulary development.

Washington, D.C.
Reading/English Language Arts, Grade 8, Language as Meaning Making, The student recognizes and understands figurative language, including metaphor, analogy, irony, simile, personification and hyperbole.

Fundamental Aim:
Reinforce Interpreting and Performing a Task

Sub-skill Reinforcement:
Locating information, categorizing, decision making, critical thinking, drawing conclusions, analyzing

2

Ask students to offer definitions for the word “fanfare.” To initiate discussion, consider playing a recording of one or two examples of fanfare music. Two accessible examples of a fanfare are Aaron Copeland’s “Fanfare for the Common Man” and John Williams’ “Olympic Fanfare.” What kind of music is this? What emotions does it generate? Joy? Sadness? Excitement? Foreboding? At what type of events might this music be used?

Have students locate the FANFARE column of **SPORTS**. Given their conclusions about the nature and purpose of “fanfares,” what type of information would they expect to find in this column? Students should anticipate that the column carries news of “beginnings” or of accomplishments. Have students read through the column to confirm their predictions. Which items report beginnings? Which report accomplishments?

Work with students to brainstorm a list of exciting beginnings or accomplishments represented within the class membership. These need not be sports-related. The list might include new after-school jobs, a high mark on a recent test, acceptance into a college, election to a student body office, a new brother or sister.

Extension: The class or small groups could develop the brainstormed items into articles to create a class FANFARE column.

3

“Vernacular” is the language or dialect native to a region. It is also the language or expression of a group. So there is a vernacular of the tennis group, the soccer group and a vernacular that is native to other sports.

“Jargon” is confused and unintelligible language. It can be very technical and sophisticated, but cannot be easily understood by the outsider. For example, computer experts are said to speak a jargon, but to each other, the words are clear expressions. So what is common, or vernacular, to the golfer, can be jargon to one who doesn’t know a tee from a putter.

Explain these distinctions to students. Then use the following examples of jargon or sports terminology in **SPORTS** news stories.

“Holdsclaw (24 points) and Stacey Dales-Schuman led the charge, and Dales-Schuman, for one, feels the Mystics are still in position to contend during the second half of the season.”

— “Mystics Get Back Into the Sting of Things,” July 18, 2003

Using the above paragraph as an example of what they are to do. What does “led the charge,” “position to contend” and “second half of the season” mean? What sport are they playing?

Here is another example:

“In a match that capped a drama-filled third round—five of the eight matches were undecided after 17 holes—Sung birdied the 17th to even the match then made a par on No. 18 as Texter’s par putt rolled past the hole, helping the medalist avoid the upset with a 1-up victory.”

— “Sung Meets Match, Prevails,” July 25, 2003

Define “match,” “round,” “birdied” and “par putt.” What sport is played?

Give them the “Jargon in Plain English” reproducible to complete. If students have trouble with the terms, see if context clues can assist them. Students will need to write answers on their own paper.

Name _____

Jargon in Plain English

“Vernacular” is the language or dialect native to a region. It is also the language or expression of a group. So there is a vernacular of the tennis group, the soccer group and a vernacular that is native to other sports. See if you can be a translator of what appears to be sports jargon.

Read the following paragraphs from the Sports section of The Washington Post. For each example, (a) tell what sport is played, (b) select two terms to define or explain, and (c) rewrite the paragraph using a vocabulary that someone who does not know the sport will understand.

Example One

Bonds led off the bottom of the ninth inning with his 646th career homer only moments after making a spectacular, run-saving throw to give the San Francisco Giants their eighth straight win, 3-2 over the visiting Arizona Diamondbacks yesterday.

— “Bonds Wraps Up Birthday Victory,” AP, July 25, 2003

Example Two

It was sudden. The same suddenness that has marked Dempsey’s meteoric style. But a few moments of the seventh round had passed. Dempsey hit Tunney in the jaw with a short right hook. Tunney countered with a right jab to Dempsey’s head and danced back into Dempsey’s corner. And Dempsey pursued him. Dempsey sent a hard left hook to Tunney’s jaw. Tunney winced and the grimace was still on his face, when with that quickness of attack that he has always been able to summon, Dempsey raised his right hand a few short inches, delivered the fist to the side of Tunney’s jaw, and Tunney dropped.

— “Tunney vs. Dempsey,” Shirley Povich, September 22, 1927

Example Three

She [Jenny Thompson] secured the first U.S. gold medal of the meet and in the process claimed a record-tying 10th world medal by overtaking two other swimmers with a powerful and blazing anchor leg in the 400 freestyle relay that clocked in as the fifth-fastest relay split ever.

— “Thompson at It Again,” Amy Shipley, July 21, 2003

Example Four

The Redskins’ defense provided the tie-breaking touchdown in the third quarter, when defensive end Bruce Smith sacked Cowboys quarterback Chad Hutchinson and forced a fumble and linebacker LaVar Arrington dove on the ball in the end zone. Still, the Redskins almost lost. They committed five turnovers, and cost themselves three touchdowns — two that they didn’t get and one that they handed the Cowboys — with gaffes.

— “Amid Farewell, Welcome Relief,” Mark Maske, Dec. 30, 2002

Example Five

Kelly’s adventure began this morning in the wind and rain with a wayward drive into the left rough, and it got uglier with each swing of his club. He hit a lob wedge 15 feet into the same tough stuff. He tried to pitch sideways into the fairway on his third shot, but it went all the way across to the right rough, and then it got worse. ...

He finally called an unplayable lie and was given line of sight relief and a one-shot penalty. His ninth shot was a 6-iron from 191 yards that missed the green. He chipped to 30 feet, then made that putt to mock applause from the gallery.

— “Kelly’s Rocky Road: 11 on His First Hole,” Leonard Shapiro, July 18, 2003

How “Fan”tastic

GENERAL PROCEDURE

Generate a conversation about sports. Why are sports important? Do sports have a role in society? Why are some sports (soccer, for example) more popular in other parts of the world?

What does it take to be considered a fan? Does one have to attend sporting events, know statistics, recite the athletes’ life histories or just enjoy reading the **SPORTS** pages?

When is sports taken too seriously? Should fans be controlled so they don’t become like the hooligan soccer fans in England? Or cause harm as when the Columbian soccer player was killed after the 1994 World Cup.

Have students scan the **SPORTS** section to prepare for the following exercises. These exercises can be extended over a period of time and can be done individually or in groups.

1 Lead students in a discussion that focuses on the audience for which the **SPORTS** section is intended. Obviously, this part of the paper is meant for readers who, to one degree or another, are interested in sports. What about the person who has little or no interest in sports? What might attract this person to the **SPORTS** section? How could some interest be kindled in a non-sports-oriented person?

Have students brainstorm some persuasive strategies. Students should use the entire **SPORTS** section to generate and/or illustrate a strategy; include copies of Monday Morning from Monday’s Post. What parts of this 2003 addition to **SPORTS** meets this criteria? A few examples follow.

- Some “non-sportspersons” might be interested in the mathematics of sports (current statistics, comparisons with sports greats). What part(s) of this section would interest them?
- Others might be looking for ideas for gifts to give their “sports fanatic” friends or family members. What part(s) of the **SPORTS** section would they find interesting?
- Yet other readers of the **MAIN NEWS** section might be interested in how some news events reverberate within the sports field. Are there articles which illustrate this?
- Some readers like to read the comics, the writings of satirical columnists and other humorous text. Is there something in this section for them?

Academic Content Standards and Skills

Maryland
Reading/English Language Arts, Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Virginia
English, Grade 9, The student will develop narrative, expository and informational writings to inform, explain, analyze or entertain. Plan and organize writing to address a specific audience and purpose.

Washington, D.C.
Reading/English Language Arts, Language as Meaning Making, Students comprehend and compose a wide range of written, oral and visual texts in the process of making meaning.

Fundamental Aim:
Reinforce Developing Positive Attitudes and Personal Interests

Sub-skill Reinforcement:
Locating information, identifying, evaluating, analyzing, decision making, critical thinking

2 Have students choose a sports personality or team from a reading of one or more editions of the **SPORTS** section. They are to imagine that they are working as an agent representing this person or team. Their responsibility is to enhance their client’s visibility and image.

Students should use the next two weeks’ editions of the **SPORTS** section as well as any other resources to gather information, illustrations and statistics about their client. Their promotional campaign is to center on the development of a brochure, poster series or other advertisement device. Students determine if it is for a TV or radio spot, music video or sports talk show appearance which features their client in a positive, exciting light.

Extension: Should the agent representing an athlete or team get to know the sports writers? Are sports writers objective writers or are they cheerleaders for the home team and local athletes?

3 Discuss ethics in sports. This may be a more philosophical discussion but it is an important one. Both fans and hopeful, wanna-be professional athletes need to consider these issues. Read the **SPORTS** columnists for their viewpoints.

- Role of public figures vs. private figures – are athletes public figures? If they receive a traffic ticket or are involved in disorderly conduct is it the public’s right to know? Does newspaper coverage of this behavior tarnish an athlete’s reputation in the minds of fans?
- Should athletes be involved in social causes? Use their celebrity to gain supporters?
- Should athletes endorse products that are very expensive? When crimes take place to get some of these items, should the athletes who endorse the products speak up?
- Are athletes above the law?
- Do athletes “owe” their fans good behavior on and off the playing field?

A resource to use to stimulate discussion is “The Athlete as Role Model: Sportsmanship and the Extent to Which Athletes Must Speak.” Athletes as role models or not, as spokespersons or not, as good citizens or not — all are considered in this article with activities. Many examples are provided. In addition, a copy of Sally Jenkins’ column “Life, Liberty and the Pursuit of Nothingness,” is included. In it she presents an argument for athletes taking a stand on issues. Go to www.washpost.com/nie. Click on Lesson Plans. Select and download *INSIDE Journalism: The Sports Page*.



You have just reviewed and used suggested activities from one section of an online manual provided by The Washington Post's INSIDE program. Each section of the daily Post is introduced and examined from the perspective of using it as a teaching tool and resource. Online lessons are found at www.washpost.com/nie. The sections for which activities are provided are:

- A Main News
- B Metro
- C Style
- CC KidsPost
- D Sports
- E Business
- EE Washington Business
- F Health
- G Food
- H Home
- I Extra
- J Weekend

An index to the manual and to other Post online guides are found in INSIDE Index.

The Post's Educational Services, a Newspaper In Education affiliate, serves schools in Maryland, Virginia and Washington, D.C. For more information about resources available to you and your students, contact the following:

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