

PRO FOOTBALL HALL OF FAME

TEACHER ACTIVITY GUIDE



RUNNING BACK JIM BROWN - HALL OF FAME CLASS OF 1971

CLEVELAND BROWNS

Team History



The Cleveland Browns were born in 1944 when Cleveland businessman Arthur B. McBride acquired a franchise in the new All-America Football Conference that would begin play in 1946. McBride's first act after acquiring the team was to hire Paul Brown, who had been a very successful high school, college and service coach, as coach and general manager.

The teams of the AAFC basically were of comparable quality to those of the NFL but, in the first 10 years of post-World War II pro football, the Cleveland Browns proved to be the best in either league. With such all-time greats as quarterback Otto Graham, fullback Marion Motley and tackle-kicker Lou Groza leading the way, Cleveland won all four AAFC championships and amassed a 52-4-3 winning record. When the AAFC folded after the 1949 season, many insisted a major reason was the Browns' dominance that eliminated any viable competition.

The AAFC-NFL settlement called for the Browns, San Francisco 49ers and Baltimore Colts to join the NFL. Many NFL diehards, still not convinced the Browns were for real, expected Cleveland to fail badly when they played against the established NFL teams. But the Browns quickly proved their domination was no fluke by opening the 1950 season with a stunning 35-10 victory over the defending NFL champion Philadelphia Eagles. Cleveland then won the NFL Eastern Conference championship for six straight years from 1950 to 1955 and NFL titles in 1950, 1954 and 1955.

The Browns won another divisional title in 1957, a year that saw the great running back from Syracuse, Jim Brown, join the team. In his nine-season career, Jim Brown rushed for 12,312 yards, a lifetime record that stood for more than 20 years. The Paul Brown era ended after the 1962 season and he was replaced by a former assistant, Blanton Collier. Collier gave the Browns their last NFL championship in 1964, when they defeated the Baltimore Colts, 27-0.

The Browns reached the post-season playoffs 22 times in their first 40 years in the NFL. In addition to their four NFL championships between 1950 and 1964, they won 11 NFL American/Eastern Conference championships, three NFL Century Division titles and AFC Central Division championships in 1971, 1980, 1985, 1986, 1987 and 1989.

In 1961, Arthur B. Modell purchased the Browns for a then-unheard-of price of \$4 million. From the start, he was recognized as one of the NFL's more progressive leaders. But Modell stunned the pro football world in 1995 when he announced that he would transfer his Cleveland franchise to Baltimore to begin play in 1996. The NFL quickly responded and, working with city officials, developed a unique solution that not only provided for a new state-of-the-art stadium, but guaranteed the return of pro football to Cleveland by no later than 1999.

The Browns returned to Cleveland in 1999 and drafted quarterback Tim Couch with the number one overall pick in the NFL Draft. After the draft in 1999, the Browns started the rebuilding process, culminating with a playoff appearance in 2002 - their only appearance since returning to Cleveland.

In 2020, new coach Kevin Stefanski led the team back to the playoffs and almost an AFC Championship appearance. In 2025, the Browns look to see enhanced Quarterback play with multiple options including rookies Dillon Gabriel and Shedeur Sanders.



CLEVELAND BROWNS

Canton, Ohio and the National Football League

Each year, approximately 250,000 fans from all over the world visit the Pro Football Hall of Fame in Canton, Ohio. The museum's guest register reveals that in a year's time, visitors come from all fifty states and from sixty to seventy foreign countries.

Many wonder why the Hall of Fame is located in this small northeast Ohio city. Often, museums are built in locations that have historical significance to their subject matter. The Pro Football Hall of Fame is no exception. Canton's ties to pro football began long before the Hall of Fame was built in 1963. On September 17, 1920, a meeting was held in an automobile showroom in downtown Canton. It was at this time that the American Professional Football Association was formed. Two years later, the league changed its name to the National Football League.

Today, fans follow teams like the Dallas Cowboys, San Francisco 49ers, and the Miami Dolphins. But, in 1920, none of those teams existed. Rather, the NFL had teams like the Columbus Panhandles, Dayton Triangles, Rochester Jeffersons, and the Canton Bulldogs.

The Canton Bulldogs were the first real pro football powerhouse. They won the NFL title in 1922 and 1923 making them the league's first two-time champion.

They were a strong team even before the NFL began because of their star player Jim Thorpe. Thorpe, a Native American Indian, was a tremendous athlete. Not only did he play pro football but he played pro baseball and won two gold medals in the 1912 Olympic Games. Even today, he is considered to be one of the world's greatest athletes of all time.

While the Bulldogs are no longer around, pro football remembers its early days in Canton, Ohio. Visitors, young and old, enjoy the story of pro football's history in the city where the NFL began!



The Legendary Jim Thorpe

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Who Was Jim Thorpe?



It seems that whenever stories are written about an all-time pro football great, Jim Thorpe's name comes up. Jim Thorpe was born in a one-room cabin in Prague, Oklahoma, on May 28, 1888. Though he had some Irish and French blood, he was mostly of Sac and Fox Indian heritage. In fact, his Indian name was Wa-Tho-Huk, which means Bright Path.

Though football was his first love, he gained his greatest fame as a track star, winning the decathlon and pentathlon events in the 1912 Olympics, held in Stockholm, Sweden. King Gustav V of Sweden told Thorpe as he presented him with his medals, "Sir, you are the greatest athlete in the world." But soon afterward, Thorpe was stripped of his records and medals when it was learned that he had played minor league baseball for money in 1911. In 1984 the Olympic Committee decided that this was an unfair interpretation of the then Olympic rules and restored his records and returned his medals to his family.

In 1915, Thorpe's great abilities and fame led Jack Cusack to offer him \$250 a game to play football for the Canton Bulldogs. While that may not sound like much, it was twice as much as most players were making back then. Even Cusack's friends warned him that he was paying Thorpe too much. Just the same, Thorpe was everything Cusack had hoped he would be -- a great player and a gate attraction. After missing the first two games of the 1916 season because he was playing pro baseball for the New York Giants, Thorpe joined the Canton squad. With Jim playing halfback, the Bulldogs were unofficial World Champions in 1916, 1917 and 1919. (The Bulldogs' championships are said to be unofficial since no organized pro league existed at the time.)

Many old-timers who actually played against Thorpe claimed he was the toughest man ever to play the game. Legend says that Jim would drop-kick a field goal from the 50-yard line, then turn and kick another 50-yarder in the opposite direction with perfect results--just to show off. Others say he could punt a ball the length of the field. Both are probably exaggerations. In any case, there is no doubt that Thorpe was a superb athlete. All accounts suggest he could run with speed and bruising power. He could pass and catch passes with the best. He could kick with accuracy and strength. And, of course, as players did back then, he played defense too.

By the time the NFL was organized in 1920, the thirty-two-year-old Thorpe, who was already past his athletic prime, was unanimously voted the league's charter president. However, he managed to play eight NFL seasons with six different teams and his gate appeal continued. Though at times he sparkled like the Thorpe of old, he never really excelled as much in the NFL as he had in his earlier career. In 1928, at the age of forty he finally called it quits. In 1950, the nation's press honored Thorpe by naming him the most outstanding athlete of the first fifty years of the twentieth century. In 1963, he was elected a charter member of the Pro Football Hall of Fame.

Source: Excerpt from The Official Pro Football Hall of Fame Answer Book by Joe Horrigan, Simon & Shuster Inc., 1990.

If you would like to know more about Jim Thorpe, a good book to read is Jim Thorpe by Bob Wheeler (University of Oklahoma Press, 1979).



Goals/Objectives:

Students will:

- Conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint displays and artifacts) to communicate their discoveries.
- Use a variety of technological and informational resources (e.g., video, displays, databases) to gather and synthesize information and to create and communicate knowledge.
- Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
- Use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and exchange of information).

Common Core Standards: RI- Key Ideas and Details, Integration of Knowledge and Ideas; W- Text Types and Purposes, Research to Build and Present Knowledge; SL- Presentation of Knowledge and Ideas

Methods/Procedures:

- Students will read the biographical sketch on Jim Brown (next page) as a class and discuss his role in history and the history of pro football.
- Students will compile a list of ten facts about Jim Brown from his bio.
- Students would then be given an assignment to research any Browns' player and gather ten facts or bits of information on them to share with the class. Students would be encouraged to access the Browns' official website: ClevelandBrowns.com.
- Students will write up their information in paragraph form (like the Jim Brown bio) and present the new facts and bits of information that they discovered about their chosen player.

UDL Examples

- Read all materials aloud to entire class
- Allow students to work in groups
- Allow students to create a poster or graphic with new facts and bits of information that they discovered about their chosen player

Materials:

- Jim Brown biography
- ClevelandBrowns.com

Assessment:

- Students will submit the informational essay/report on their chosen Browns' player.
- Students will deliver a formal presentation on their chosen player that will demonstrate a clear and distinctive perspective on the subject chosen and conveys relevant information and descriptive details.

CLEVELAND BROWNS

Jim Brown



Jim Brown was a superb craftsman whose primary job was to run with the football for the Cleveland Browns. For nine seasons, he did it better than any player before him. When he retired at the age of 30 at the peak of his career, he left behind a record book clogged with Jim Brown notations.



Brown was more than just a one-of-a-kind running back. He caught passes, returned kickoffs, and even threw three touchdown passes. His 12,312 rushing yards and 15,459 combined net yards put him in a then-class by himself. Jim was a unanimous first-team All-NFL pick eight times, 1957 through 1961, 1963-1965. He played in nine Pro Bowls in nine years and was the game's outstanding back three times. He closed out his career with a three-touchdown outburst in the 1966 Pro Bowl.

Brown was unanimously named the Rookie of the Year in 1957. He was recognized that season as the NFL's Most Valuable Player by many media organizations. In all, he earned league MVP honors four times (1957, 1958, 1963, and 1965). At Syracuse University, Brown was All-America in both football and lacrosse and a letterman in basketball. Jim selected football as his career sport, however, and thus became the Cleveland Browns' number 1 draft pick in 1957. Even though coach Paul Brown was traditionally reluctant to use rookies as regulars, Jim Brown was a regular and a star from day one.

In the summer of 1966, Jim stunned the sports world with his announcement that he was retiring. Fans still ponder what heights he might have reached had he stayed on the firing line a few more seasons. As exceptional as Brown's statistics were, his durability may have been even more amazing. Despite a constant pounding from defenses always stacked against him personally, he never missed a game in nine years.



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Tackling Football Math

Goals/Objectives:

Students will:

- Improve math skills by applying basic functions to the game of football.
- Learn basic football facts and game terms.
- Utilize statistics of NFL football players and teams for computing math problems.
- Research statistics of selected NFL football players and teams for use as alternative information in certain math problems.

Common Core Standards: Operations and Algebraic Thinking; Number Operations in Base Ten; Measurement and Data

Methods/Procedures:

- Students will complete the math worksheets provided on the following pages related to the game of football. They may work independently or with others. Feel free to make adaptations in players and teams to suit your students. Answers to the following worksheets are found in the back of this publication.
 - * Conversions in Football (CCS: Measurement and Data)
 - * Championship Thunder (CCS: Number Operations in Base Ten; Measurement and Data)

UDL Examples

- Allow all students to use conversion charts

Materials:

- Pencil
- Scrap paper for working problems
- Calculators if permitted
- Worksheets

Assessment:

- Students will be assessed on accuracy of responses.

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Conversions in Football



Directions: Complete the following problems, be sure to show all of your work on a separate sheet of paper.

1. During his career, Jim Brown rushed for 12,312 yards. How many feet is that? _____
2. In 2024 Jerome Ford rushed for a total of 565 yards. How many inches is that? _____
3. In 2024 Jameis Winston had 2,121 passing yards. How many miles is that? _____ Round to the nearest tenth. *(Hint: 1 mile = 1,760 yards)
4. In 2024 Jerry Jeudy led the Browns in receiving with 1,229 yards. How many feet is that? _____
5. The Browns have the ball on their own 25-yard line and they complete a 45-yard pass. They then lose 4 yards on the next play. What yard line are they now on? _____
6. Jerry Jeudy caught an 89 yard touchdown pass. How many inches did he run? _____ How many centimeters? _____ Hint: 1 inch = 2.54 centimeters
7. A football field measures 100 yards from goal line to goal line. A field is $53 \frac{1}{3}$ yards wide. Convert these measurements to feet. _____
8. If an NFL player weighs 303 pounds. How much does he weigh in ounces? _____
9. A game normally lasts 60 minutes. During a 17-game season, how many total minutes does one team play? _____
10. There are seven officials on the field for every NFL game. If 16 games are played each week, what is the total number of officials officiating throughout the NFL each week? _____



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Championship Thunder

Directions: Answer the following questions using the Cleveland Browns' roster on the following page.

1. Who was the oldest player on the team?
2. What number was Lou Groza?
3. How many flankers (FL) were there?
4. How many players had 10 or more years of NFL experience?
5. How many quarterbacks (QB) were listed?
6. Who was the only player to attend Morgan State University?
7. Who was the heaviest player on the team?
8. Who was the lightest player on the team?
9. What position did number 66 play?
10. Add up the total weight of all the running backs (HB/FB).

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Championship Thunder



Cleveland Browns 1964 NFL Championship Roster

CLEVELAND BROWNS' 1964 ALPHABETICAL ROSTER

No.	Name	Pos.	Hgt.	Wgt.	Age	NFL, Yrs. In	College
49	Beach, Walter	DB	6-0	185	29	2	Central Michigan
23	Benz, Larry	DB	5-11	185	23	2	Northwestern
64	Bettridge, Ed	LB	6-1	235	23	1	Bowling Green
83	Brewer, Johnny	E	6-4	235	27	4	Mississippi
32	Brown, Jim	FB	6-2	228	28	8	Syracuse
70	Brown, John	T	6-2	248	25	3	Syracuse
72	Bundra, Mike	DT	6-4	260	25	3	Southern California
22	Caylor, Lowell	DB	6-3	205	23	1	Miami (Ohio)
73	Clark, Monte	T-C	6-6	265	27	6	Southern California
86	Collins, Gary	FL	6-4	208	23	3	Maryland
50	Costello, Vince	LB	6-0	228	31	8	Ohio University
20	Fichtner, Ross	DB	6-0	185	25	5	Purdue
35	Fiss, Galen	LB	6-0	227	33	9	Kansas
24	Franklin, Bob	DB	5-11	182	27	5	Mississippi
80	Glass, Bill	DE	6-5	255	28	7	Baylor
48	Green, Ernie	HB	6-2	205	25	3	Louisville
76	Groza, Lou	PK	6-3	250	40	14	Ohio State
66	Hickerson, Gene	G	6-3	248	29	7	Mississippi
82	Houston, Jim	LB	6-3	240	26	5	Ohio State
87	Hutchinson, Tom	E	6-1	190	23	2	Kentucky
69	Kanicki, Jim	DT	6-4	270	22	2	Michigan State
44	Kelly, Leroy	HB	6-0	195	22	1	Morgan State
52	Lucci, Mike	LB	6-2	223	24	3	Tennessee
85	McNeil, Clifton	FL	6-2	185	24	1	Grambling
62	Memmelaaar, Dale	G	6-2	248	27	6	Wyoming
74	Modzelewski, Dick	DT	6-0	260	33	12	Maryland
56	Morrow, John	C	6-3	248	31	8	Michigan
11	Ninowski, Jim	QB	6-1	207	28	7	Michigan State
78	Parker, Frank	DT	6-5	255	24	3	Oklahoma State
30	Parrish, Bernie	DB	5-11	195	28	6	Florida
27	Roberts, Walter	FL	5-10	175	22	1	San Jose State
13	Ryan, Frank	QB	6-3	200	28	7	Rice
36	Scales, Charley	FB	5-11	215	26	5	Indiana
77	Schafrath, Dick	T	6-3	255	27	6	Ohio State
38	Sczurek, Stan	LB	5-11	230	25	2	Purdue
75	Shoals, Roger	T-G	6-4	255	25	2	Maryland
42	Warfield, Paul	FL	6-0	188	21	1	Ohio State
84	Wiggin, Paul	DE	6-3	245	29	8	Stanford
67	Williams, Sidney	DE	6-2	235	22	1	Southern University
60	Wooten, John	G	6-3	250	27	6	Colorado

Source: 1964 NFL
Championship Game Program



Goals/Objectives:

Students will:

- Explain how technology influences the quality of life.
- Discuss how decisions about the use of products can result in desirable or undesirable consequences.
- Use examples to predict and analyze.
- Recognize that science can only answer some questions and technology can only solve some human problems.
- Describe examples of scientific advances and emerging technologies and how they impact society.

National Standards: Science: 5-Science and Technology

Methods/Procedures:

- The students and teacher will compile a list of objects that accumulate from fans, players and workers at any NFL game.
- Students gather, if possible, concrete examples of listed items.
- Students determine which listed objects can be recycled.
- Through letters, calls, emails, and possibly personally, determine which stadiums recycle and what items they recycle.
- After compiling all three lists, using a mathematical formula, including amount of each product sold, students determine the weight of each recyclable item/team's game and or season through extrapolation.

UDL Examples

- Encourage all students to share their personal experiences with the Cleveland Browns.
- Discuss how the team has impacted the local community.
- Allow students to work with a partner and use technology to compile their lists.

Materials:

- Students and teacher created item list
- ProFootballHOF.com
- Scales for weighing objects

Assessment:

- Student created tables of items sold, recyclable items, items recycled and total poundage.
- Students will deliver a formal presentation on their findings.
- Teacher posts results and student findings (charts).

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How Much Can Be Recycled?



Huntington Bank Field

Items Sold	Item A	Item B	Item C	Item D
Game 1	Total Weight:	Total Weight:	Total Weight:	Total Weight:
Game 2	Total Weight:	Total Weight:	Total Weight:	Total Weight:
Game 3	Total Weight:	Total Weight:	Total Weight:	Total Weight:

Students may add items, delete items, add games, delete games depending on time constraints.



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From Humble Beginnings: The Story of the Browns

Goals/Objectives:

Students will:

- Understand the beginnings of football as we know it today.

National Standards: U.S. History: 11 - Era 7: The Emergence of Modern America (1890-1930); 12 - Era 8: The Great Depression and World War II (1929-1945); 13 - Era 9: Postwar United States (1945 to early 1970's); 14 - Era 10: Contemporary United States (1968 to the Present)

Methods/Procedures:

- Students will visit the Cleveland Browns' website: ClevelandBrowns.com and the Pro Football Hall of Fame's website: ProFootballHOF.com. A tour through these websites informs students how the Browns began, who were the early superstars, and who helped the Browns become what they are today. Students will take notes.
- If the class can take a field trip to Huntington Bank Field, students should take notes as they tour.
- Students will complete a one page report on the history of the Cleveland Browns from the research gathered.
- Students will then present this information (first game, first player drafted, etc.) to the class

UDL Examples

- Allow students to create a poster, infographic, or digital presentation instead of a written report

Materials:

- ClevelandBrowns.com
- ProFootballHOF.com
- Browns History on page 3

Assessment:

- Students will be able to verbally share with others more about the rich history of the Cleveland Browns.

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Browns' Team Travel



Goals/Objectives:

Students will:

- Improve geography skills using football team facts and locations.
- Use map skills with football facts.
- Explore data from NFL players and teams.

National Standards: Geography: 2-Places and Regions; 5-Environment and Society

Methods/Procedures:

- Have students complete the Browns' Team Travel worksheet

UDL Examples

- Read and describe all facts and worksheets to all students

Materials:

- Worksheet: Browns' Team Travel
- Maps, atlas, online resources
- 2025 Cleveland Browns' Schedule
- Writing utensils
- Paper or posterboard
- Pushpins and string

Assessment:

- Students will be assessed on accuracy of responses to worksheet: Browns' Team Travel



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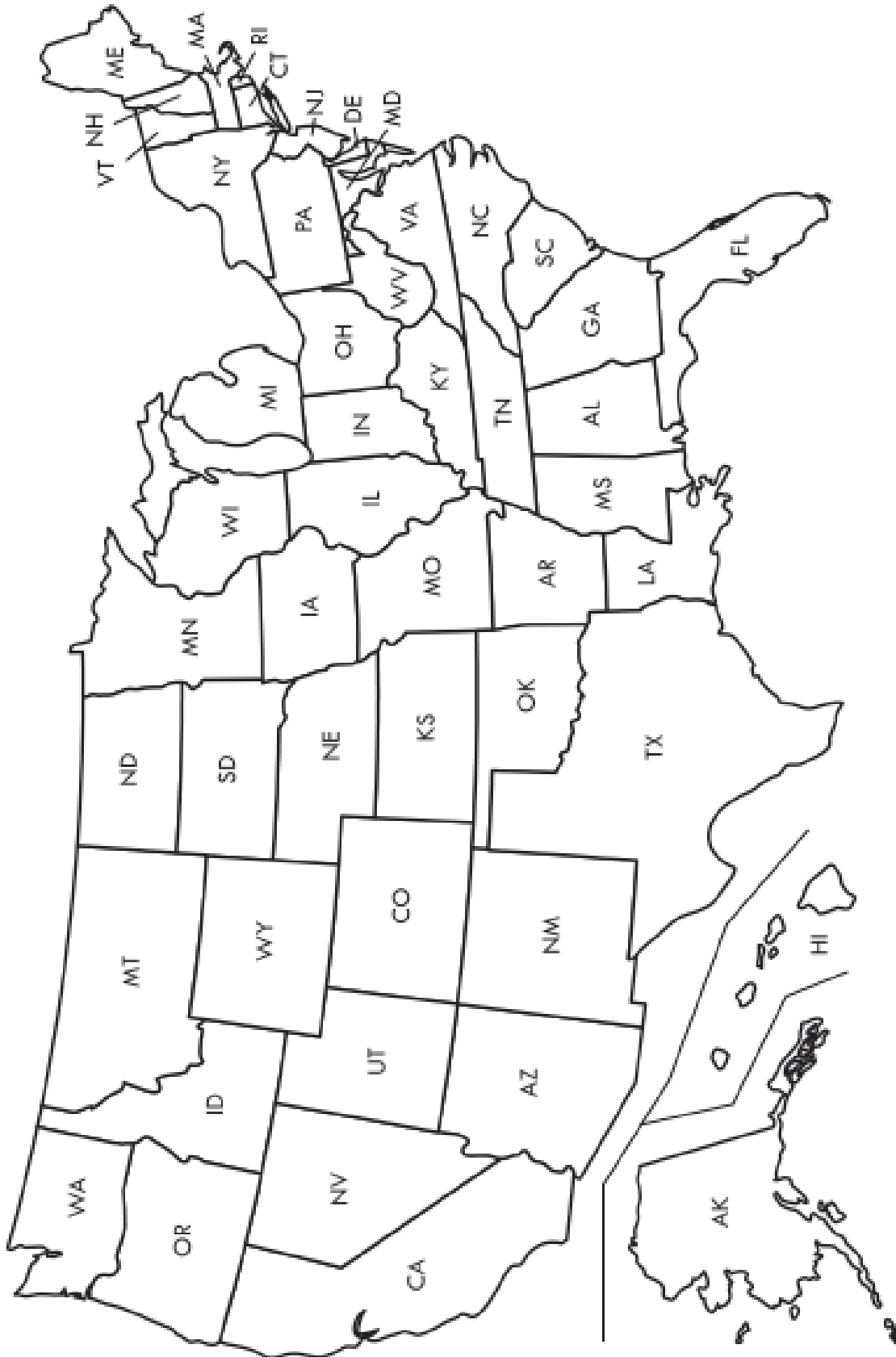
Browns' Team Travel

Directions: Using a blank United States map (next page) and a 2025 NFL schedule complete the following activities.

1. Label each individual state.
2. Label each NFL team in its correct city. On a separate piece of paper, list those states which do not have a NFL team.
3. Secure the map to a piece of cardboard to push pins through. Locate Cleveland, OH and mark it by attaching a string to a pin and placing the pin on Cleveland, OH.
4. Refer to a copy of the Browns' schedule for the current NFL season (ClevelandBrowns.com). Using the pins and string, locate and mark Cleveland's away games. How many away games do they play?
5. Determine and keep track of the direction your team traveled to play their away games.
6. Using an online map, determine how many miles the team traveled to each of their away games. How many total miles did the team travel throughout the season?
7. Determine if Cleveland, OH is in a different time zone than Canton, OH. What is the time difference? If the starting time of a game is 4:00 p.m. in Cleveland, OH what time is the game starting in Canton, OH?
8. Keep a log of the Browns win-loss record for the season plus the number of points they have scored during each game.
9. Did your team win more home or away games?
10. How many miles is it from Cleveland, OH to Santa Clara, CA, site of Super Bowl LX?

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Browns' Team Travel





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Career Exploration

Goals/Objectives:

Students will:

- Identify NFL careers.
- Conduct an exploratory interview to get an insider's view of a particular career.
- Investigate career opportunities that reflect their interests, abilities, and personality.
- Utilize various sources of career information.

National Standards: FACS: 1 - Career, Community, and Family Connections

Methods/Procedures:

- Have students complete the following career worksheets and activities provided on the following pages:
 - * Careers with the Browns
 - * Browns Career Matching
 - * Browns Career Future

UDL Examples

- Read all worksheets aloud to all students
- Allow students to work in pairs to complete the worksheets

Materials:

- Career worksheets and activity descriptions
- Career reference books including:
 - * Dictionary of Occupational Titles
 - * Occupational Outlook Handbook (OOH)
 - * Guide for Occupational Exploration
 - * Occupational Outlook Quarterly
- Computer program "Ohio Career Information System (OCIS)"
- Internet access to career/job/vocation sites (i.e. <http://stats.bls.gov>)

Assessment:

- Students will be assessed on performance and accuracy of responses.

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Careers with the Browns



Name: _____

There are hundreds of jobs in and around the Browns in addition to being an athlete. See if you can think of one job for each letter in the alphabet.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____
- J. _____
- K. _____
- L. _____
- M. _____
- N. _____
- O. _____
- P. _____
- Q. _____
- R. _____
- S. _____
- T. _____
- U. _____
- V. _____
- W. _____
- X. _____
- Y. _____
- Z. _____



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Browns Career Matching

Name: _____

Directions: Match the careers on the left with the correct definition on the right:

- | | |
|-----------------------------|---|
| _____ Players Agent | A. Good with computers and networking. Oversee all technology applications for teams. |
| _____ Game Official | B. Requires a keen eye, fast reflexes, stamina, self-control, and knowledge of rules and ability to make quick and correct decisions. |
| _____ Sports Photographer | C. Has a strong science background with an emphasis on anatomy and physical therapy for athletes. |
| _____ Sports Psychologist | D. Makes sure the stadiums and arenas are operable and safe for both players and fans. |
| _____ Facilities Manager | E. Participates in contract negotiations, arranges personal appearances and sets up endorsements for commercial products. |
| _____ Director of IT | F. Advises athletes on how to eat to perform their best. |
| _____ Official Statistician | G. Expert in mathematics, bookkeeping, statistics and operating a computer. |
| _____ Scout | H. Artist who uses a camera to capture the single action of an individual's successes as well as defeats. |
| _____ Athletic Trainer | I. Evaluates potential players as well as next week's opponents. |
| _____ Sports Nutritionist | J. Helps athletes cope with pressure. |

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Browns Career Future



Name: _____

The NFL can offer a ticket to fame and fortune. However, only a small percentage of people actually become professional athletes. Even those who do must some day retire and begin new careers Education is the key to the future.

Think about the types of NFL career possibilities that exist for a person with your interests, abilities, and personality. Project yourself into the future and choose one occupation that interests you. Answer the following questions using any resources available (parents, relatives, career mentors, teachers, guidance counselors, Internet and printed material).

- What education and training would I need?
- What skills and aptitude should I have?
- Is there an age requirement? If so, what is it?
- What would my work environment be like?
- What hours would I spend on the job?
- What is the starting salary?
- What are the opportunities for advancement in this line of work?
- What are the benefits of the career?
- What is the dress code?
- What specific duties would I perform?
- What are the advantages and disadvantages of the job?

Now that you know more about the career, is it still something you would like to pursue? Why or why not?



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Browns Jersey Design

Goals/Objectives:

Students will:

- Create an original frontal design for a jersey, employing color choices, fabric/clothing details and lettering design. This lesson focuses on use of contrast, center of interest and balance.

National Standards: Visual Art: 1-Understanding and applying media, techniques and processes

Methods/Procedures:

- Fold drawing paper in half, short sides together, to create a center line. This line will be used as guide when drawing the neckline and number.
- Using pencil and ruler, divide the paper vertically into fourths, using very light guidelines. These lines represent approximate areas where sleeves are sewn onto the sides of the body.
- Decide on the thickness of sleeves, drawing them to extend to the outside edges of the paper.
- Sketch the neckline – standard jerseys usually have v-necks, but use another shape if you like.
- Add detailing – clothing that must endure the rigors of a contact sport usually has double stitching for strength. This can be shown at the sleeves, bottom and any other area you choose.
- Determine a color pattern – borrow colors from the Browns or create your own combinations. No more than two or three colors are necessary. Highlights of black and white are often used on jerseys in conjunction with one or two other colors. Use your color pattern to create bands on the sleeves, neckline and other areas as desired. Colors should have good contrast that allows the design to be visible from a distance, especially the number(s).
- Use the fold line to help you center the number you chose. Examples of block letters are shown on the accompanying illustration, but be as creative as you'd like. Jersey numbers are often "shaded" with a second colors. Frequently, smaller numbers are sewn to the shoulders. From this viewpoint, only part of the shoulder numbers would be visible.
- Add a tag inside the neckline to show the size. Jerseys often have outside tags on the lower portion of the body that show the manufacturer's name. This would be an ideal are to sign your name or create a company with your initials. Add any other detail you would like.
- If desired, cut out your jersey and mount on a contrasting color.

UDL Examples

- Allow students to work with a partner
- Allow students to use technology to create/draw a jersey design

Materials:

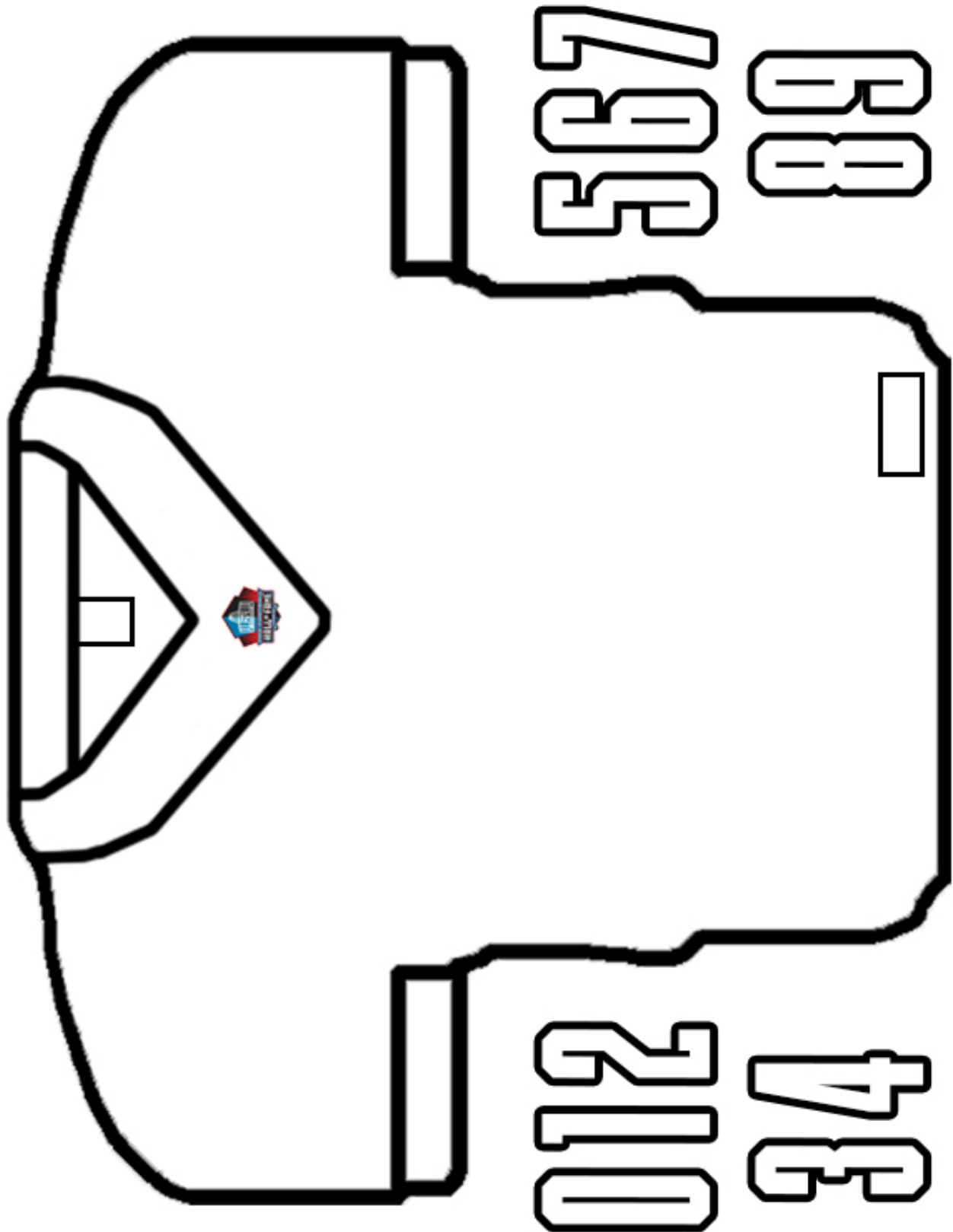
- White or manila drawing paper, 12" x 18" or 9" x 12"
- Drawing pencil/eraser
- Ruler or straightedge
- Colored pencils, markers, crayons or other coloring media

Assessment:

- Ask the student to write an advertisement for his/her jersey, describing the type of fabric that would be used, why the color choices are successful, the durability of the shirt, other details that were used, and the approximate price of the shirt.

CLEVELAND BROWNS

Browns Jersey Design





CLEVELAND BROWNS

The Internet and Football

Goals/Objectives:

Students will:

- Identify the Internet as a viable source for information and research.
- Identify key phrases and words in searching the Internet for football related information.
- Identify various and reliable Internet sites.
- Identify main points of article.
- Effectively analyze Internet sites

National Standards: Technology: 2-Issues; 3-Technology Productivity Tools; 4-Technology Communication Tools; 5- Technology Research Tools, 6-Technology Problem Solving

Methods/Procedures:

- Students complete the worksheets provided on the following pages in this section concentrating on one activity at a time.
- Teachers are encouraged to adjust, adapt, and alter activities to suit class needs.
- Answers are located in the back of this publication.
 - * ProFootballHOF.com
 - * ClevelandBrowns.com
 - * Additional Internet Sites
- Students would be encouraged to access the Hall's official site: ProFootballHOF.com. On this site students can examine articles to analyze and discuss.
- Students can present the information gathered from the lessons to the class.

UDL Examples

- Read aloud all worksheets to the class
- Allow students to work in pairs

Materials:

- Internet Activity Sheets
- ClevelandBrowns.com
- ProFootballHOF.com
- Access to the school and/or public library as well as a computer center

Assessment:

- Students will be assessed based upon completed worksheets and/or presentations



Name: _____

Directions: After finding your way to the Pro Football Hall of Fame website, find the answers to the following questions.

1. What are the three reasons the Pro Football Hall of Fame is located in Canton, Ohio?
 - A. _____
 - B. _____
 - C. _____

2. In the "Football History" section, find one story about the 1980's. Summarize the article below.

3. Under "NFL History and Stats," list two players talked about in "African Americans in Pro Football."
 - D. _____
 - E. _____

4. Who were the Enshrinees in the Class of 2025?
 - E. _____
 - F. _____
 - G. _____
 - H. _____

5. A jersey number has been worn by more Hall of Famers (14) than any other number. Which number is it? _____



Name: _____

Directions: After accessing the website ClevelandBrowns.com, find the answers to the following questions:

1. Who was the first head coach of the Cleveland Browns?

2. In what year were the Cleveland Browns founded?

3. How many games did the Browns win in their first season?

4. What Browns Hall of Famer, from the class of 1971, was drafted in the 1st round of 1957 draft?

5. Name three Browns inducted into the Pro Football Hall of Fame.
 - A.

 - B.

 - C.

6. Find one article on the site. Summarize that article below.



The following websites can be accessed for additional information for your students.

www.usatoday.com

www.espn.com

www.cbssports.com

www.sportsillustrated.com

www.nfl.com/superbowl



Goals/Objectives:

Students will:

- Correlate the fitness concepts of strength, agility, flexibility, and endurance to basic yet specific forms of exercise.

National Standards: Physical Education: 2-Movement Concepts, Principles, Strategies, and Tactics; 3-Physical Activity; 4-Physical Fitness; 6-Values Physical Activity

Methods/Procedures:

- Students will be asked to discuss and list basic exercises that can be done to improve one's muscular strength, agility, flexibility, and muscular endurance.
- Basic Exercise Examples
 - * Muscular Strength Push-ups, Sit-ups (Few Repetition), Chin-ups, Pull-ups, Squat thrust, Bench dips
 - * Agility Line jumps (forward, backward, side to side, scissors), One Foot hop
 - * Flexibility Standing toe touch, Standing V stretch, Butterfly, Seated toe touch, Seated V stretch, Inverted hurdles stretch
 - * Endurance Push-ups, Sit-ups, Chin-ups, Squat thrust, Bench dips, Walking, Jogging (slow, medium or fast) Jump rope (Many Repetitions)

Materials:

- Notepad/paper and pencil/pen
- Blackboard or Dry mark board
- Access to computer

Assessment:

- Students will be assessed on their participation in activities.

CLEVELAND BROWNS

Answer Key



Conversions in Football

1. 36,936 feet
2. 20,340 inches
3. 1.2 miles
4. 3,687 feet
5. 34 yard line of opposing team
6. 3,204 inches, 8138.16 centimeters
7. 300 feet long, 160 feet wide
8. 4,848 ounces
9. 1,020 minutes
10. 112 officials

1964 NFL Championship Roster

1. Lou Groza
2. 76
3. 5
4. 4
5. 2
6. Leroy Kelly
7. Jim Kanicki - 270 lbs.
8. Walter Roberts - 175 lbs.
9. Guard
10. 843 lbs.

Careers with the Browns

Possible Answers

- A = Agent
B = Broadcaster
C = Coach
D = Doctor
E = Equipment Manager
F = Field Judge
G = Groundskeeper
H = Head Linesman
I = Intern
J = Journalist
K = Kinesiologist
L = Lawyer
M = Mascot
N = Nutritionist
O = Owner
P = Photographer
Q = Quarterback Coach
R = Referee
S = Scout

- T = Trainer
U = Umpire
V = Vendor
W = Writer
X = X-Ray Technician
Y = Yoga Instructor
Z = Zeppelin Driver

Browns Career Matching

- E- Players Agent
B- Game Official
H- Sports Photographer
J- Sports Psychologist
D- Facilities Manager
A- Sports Promoter
G- Official Statistician
I- Scout
C- Athletic Trainer
F- Sports Nutritionist

ClevelandBrowns.com

1. Paul Brown
2. 1946
3. 12
4. Jim Brown
5. Students Choice
6. Student's choice

ProFootballHOF.com

1. A. The American Professional Football Association, was founded in Canton in 1920.
B. The Canton Bulldogs were an early day pro football power. First two-time champion of the NFL. Jim Thorpe played for Bulldogs.
C. Canton citizens launched a determined and organized campaign in the 1960's to earn the site.
2. Answer varies
3. Answer varies
4. Jared Allen, Eric Allen, Sterling Sharpe, Antonio Gates
5. 81

BROWNS

