

SLBA EGGHGNH7 & HSI7GN3 ENGLISH & LANGUAGE ARTS



PRO FOOTBALL HALL OF FAME YOUTH AND EDUCATION



PRO FOOTBALL HALL OF FAME

ENGLISH & LANGUAGE ARTS

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Goals/Objectives:

Students will:

- Research African Americans in the National Football League through the process of gathering, synthesizing, and organizing that information into a presentable format using the Internet
- Develop an understanding of how to analyze and critique visual images, messages and meanings
- Effectively analyze media messages involving African Americans and pro football
- Interpret ideas, evaluate purposes and effects of varying print media; evaluate how media forms influence and inform; analyze techniques used in mass media; compare and contrast various articles on the internet using reputable websites
- Use written language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and exchange of information)

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)

Methods/Procedures:

- Students will first complete a research project involving famous African Americans involved in the NFL. The research can involve players, coaches and other auxiliary members of the NFL, which will be listed on the board.
- As a beginning activity, students will be asked to brainstorm a list of African Americans in the NFL, which will be listed on the board.
- Next, the students will be instructed on the appropriate way to use the Internet for research and how to find and use reputable sources.
- Finally, the students will each choose a player from the list on which to complete a report or presentation. They can find valuable information at these reputable websites:
 - * ProFootballHOF.com
 - * NFL.com
- Students would be encouraged to access the Hall's official site: ProFootballHOF.com. On this site students can examine photographs to analyze, discuss and import for use in their reports and/or presentations.
- Students will quickly be able to judge whether or not there is enough available information on the chosen player to adequately write a report or compile a visual presentation.
- If the individual chosen lacks adequate documentation available, the student may go to the class compiled list to choose another.
- Students will search for additional information on their subject to enhance their presentation.



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A Proud Heritage: African Americans and Pro Football

Materials:

- Search Engine List
- Website List
- Access to the Internet
- Class compiled list of African Americans in the NFL
- Access to HOF's website at ProFootballHOF.com
- Access to the school and/or public library

Assessment:

- Students will submit their research in report form or in a PowerPoint or Prezi presentation.
- Students will deliver formal presentations on their individuals.
- Reports and/or presentations will be assessed via a teacher-created rubric.

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African American Football Pioneers



Goals/Objectives:

Students will:

- Help each other understand the contributions of African American football pioneers.
- Use the internet as a tool for finding and gathering information.
- Use information gathered to write a biographical report and/or give an oral presentation about chosen African American football pioneer.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)

Methods/Procedures:

- Students will go to the Pro Football Hall of Fame website at ProFootballHOF.com. Click on the "Football History" tab and then the "NFL History and Stats" on the drop-down menu and locate the story called "African Americans in Pro Football."
- Scanning the list of "Firsts" by African Americans in Pro Football, students should select one man upon which to complete further research.
- Students should then begin searching for information about their chosen African American football pioneer.
- Teacher should instruct students to examine the social and historical time period in which these men lived and worked. Teacher should also advise students to not only focus on the man's contributions to football, but also his contributions in other areas of his life. For example, the first African American head coach, Fritz Pollard, also became a successful entrepreneur.
- Students should take detailed notes about the man they have chosen. (To prevent plagiarism, teacher can require students to provide a print out of all sources used. Depending on the grade level, students could even be required to complete a Works Cited Page and use MLA or APA documentation within the text of the essay.)
- Using the information gathered, students will write a biographical essay (or prepare an oral report) about their chosen football pioneer.
- Students will revise the essay with peer-editing help.
- Students will conference with the teacher for a final revision.
- Students will prepare a final copy for publication and presentation to the class.
- Students will share their biographies with each other. Students will be instructed to look for displays if on a field trip to the Pro Football Hall of Fame or on ProFootballHOF.com to find information about these pioneers or search for additional pioneers to add to their list (teacher could require all students to identify 5 additional pioneers.)
- The class can then discuss the significance of football in terms of advancing racial equality in our country. The class can also discuss football's role in helping athletes accomplish other goals in their lives (such as Fritz Pollard, who became a successful African American businessman after he left football.)



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African American Football

Pioneers

Materials:

- Computer
- Access to the Internet
- Access to ProFootballHOF.com
- Paper
- Pen/Pencil

Assessment:

- Students will receive feedback from their peers regarding effectiveness of their biographies and/or presentations.
- Teacher can also assess student learning during the class discussion.

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All About Grammar



Goals/Objectives:

Students will:

- Identify words used as the eight parts of speech.
- Identify phrases and clauses in sentences.
- Observe capitalization and punctuation rules when used with direct quotations.

Common Core Standards: Language (CCSS.ELA-LITERACY.L.[grade level].1-3)

Methods/Procedures:

- Each student (or group) selects a sports article, cuts or prints it out and then reads silently or aloud.
- Students identify nouns, pronouns, action verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, using a highlighter to mark them. If a group is used, individuals may be assigned to search for different parts of speech.
- Students will identify and mark the required number of prepositional phrases, adjective clauses, adverb clauses, and/or noun clauses used in the article.
- Students could also be asked to look for use of puns, alliteration, similes, metaphors, and personification. These can be entered in the "other" section on the activity sheet.

Materials:

- Sports section of newspapers and/or magazines
- Scissors
- Highlighting pens
- Scrap paper
- Grammar Plays worksheet (See next page)

Assessment:

- Grades can be assigned for completed worksheets; points may vary for easy to difficult items. Bonus points could be used for the "other" section.



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Grammar Plays

Find the following parts of speech, phrases, clauses, and other figures of speech (simile, metaphor, personification, pun, alliteration) used in your article. Try to use the football related words first.

Nouns:

Pronouns: (with their antecedents)

Adjectives:

Adverbs:

Verbs: (action)

Prepositions: (in their phrases)

Conjunctions:

Interjections:

Clauses: (mark AC for adjective clause, AVC for adverb, and NC for noun)

Other:

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Analyzing Media Messages



Goals/Objectives:

Students will:

- Develop an understanding of how to analyze and critique visual images, messages and meanings.
- Effectively analyze media messages involving pro football.
- Interpret ideas, evaluate purposes and the effects of varying media; evaluate how media forms influence and inform, analyze techniques used in mass media; compare and contrast film with print version of a story.
- Use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and exchange of information).

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)

Methods/Procedures:

- Students should first examine the term “mass media” and discuss how its definition (“a form of communication that is widely available to many people”) relates and plays a major role not only in professional football, but also in all aspects of everyone’s life.
- As a beginning activity, students will respond to a writing prompt that asks them to describe their favorite football advertisement. Students will then share their descriptions and explain why they made their selections. Teachers will explain how verbal and visual messages are created to support a particular point of view. The teacher will then show examples of how facts and opinions are carefully blended to persuade readers and viewers to agree with a particular point of view.
- Teacher lists the key questions students ask with each sport’s advertisement and visual:
 - What message is this visual (photo, cartoon, television program, or advertisement) trying to send to viewers?
 - What do I know about this subject?
 - What techniques were used to present the information from a specific point of view?
 - How can I use what I already know to judge whether this message is fair or unfair, reality or fantasy, and based on facts or opinions?
 - What other sources might I use to find other viewpoints that I trust on this subject? (i.e. parent, teacher, reliable source)
- After discussing these questions in relation to the sample ads/images shown by the teacher, students will apply them to photos/ads of their own choice. To do this, students should visit any sports website or look through any sports magazine to select an image. Students should print the image and be prepared to share with class along with an analysis of the image’s message(s).
- Students would be encouraged to access the Hall’s official site: ProFootballHOF.com. On this site, students can examine photographs to analyze and discuss.
- Students will examine the photographs on display or on ProFootballHOF.com, apply the previously mentioned questions to bring back their gleaned information to discuss and compare.
- Students will then take/find their own photo and analyze the selected picture.



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Analyzing Media Messages

Materials:

- Key questions on white board and/or SMART Board
- Key questions in print form to each student
- Access to the Internet
- Access to the Hall of Fame's website at ProFootballHOF.com
- Photos from newspapers or periodicals

Assessment:

- Students will submit their assessment of their chosen photo from the Hall of Fame or on ProFootballHOF.com.
- Students will each choose one exhibit or visual that they photographed or found on ProFootballHOF.com. Each student will explain the message he/she hopes the photo imparts to the class. Prior to the student's revelation of the message he/she wishes to impart, the class will individually write down what they think the photo imparts to the viewer.
- Students will deliver a formal presentation on their chosen photo(s) that will demonstrate a clear understanding of the key questions and how they can help analyze and evaluate the message(s) the pictures evoke.
- The teacher will also display each student's photo.

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Analyzing Poetry



Goals/Objectives:

Students will:

- Be introduced to and be able to identify the integral parts of a poem: content, structure, figurative language, sound devices, and symbolism.
- Be introduced to taking notes on a poem to be analyzed.
- Write a lyric poem.
- Write a free verse poem.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Reading Foundational Skills** (CCSS.ELA-LITERACY.RF.[grade level].4) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)

Methods/Procedures:

- Students will first complete a series of exercises involving examination and interpretation of numerous poems chosen by the teacher and classmates.
- As a beginning activity, students will be asked to read the article written about Bob Kalsu, one of two pro football players to die in Vietnam. Teacher and students will discuss details of the article to come to an understanding of the man and his life.
- Secondly, the instructor will make copies of a poem written by Bob Kalsu, Jr, about the death of his father during the Vietnam War entitled "Why God." Students will be given time to express their thoughts about what the author was trying to say in this poem.
- Next, the class will be provided with the definitions of lyric poems (poems that deal with feelings and emotions) and narrative poems (poems that tell a story). Students should come to the understanding that the "Why God" poem is a lyric.
- Finally, students should understand that some poems use end rhyme while others are free verse, or poems that do not use a regular end rhyme pattern. Students will come to the understanding that a free verse and lyric poem is made up of unrhymed words that are emotionally powerful.
- Students should think of an event or topic that evokes powerful feelings and emotions within them. Then, considering the information learned about Bob Kalsu and the poem written by his son as an example of an emotionally-charged topic, write a lyric poem of their own.

Materials:

- Newspaper article about Bob Kalsu
- Access to the Internet
- Access to HOF's website at ProFootballHOF.com
- Paper and writing tool

Assessment:

- Poems will be displayed in classroom and/or compiled in booklet form
- Students will deliver a formal presentation or reading of their poem.



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Analyzing Poetry

Kalsu's Story Touching and Tragic

Buddy Thomas

Senior sports editor/columnist, South Coast Today

Bob Kalsu never reached All-Pro status in the National Football League. Probably because he didn't play long enough. But the big lineman from the University of Oklahoma was voted the team's top rookie in his first and only season with the Buffalo Bills. That was back in 1968 when the American Football League was on the threshold of a merger with the rival NFL, and the 1-12-1 Bills were hoping to re-discover the glory days of middecade.



I was two years removed from Vietnam at the time and still trying to re-adjust to civilian life. Part of that re-adjustment centered around watching professional football, trying to convince myself that the AFL was not just a cheap imitation of the real thing (NFL). A year later I finally became convinced when the Jets beat my beloved Colts in Super Bowl III. But I had never even heard of Bob Kalsu until sometime last week, when I saw his story on television. I can't remember the exact night it was shown. It was mid- to late-week, I think. But I do know it was on the early version of ESPN's Sportscenter. It probably was meant to be a filler piece. You know, one of those five-minute mini-features that help fill the hour-long time slot when off-nights, Mother Nature or a combination of both leave the scoreboard virtually empty. What it became was, quite simply, the most heart-rendering piece I've ever seen.

It was a story of life, love and devotion interrupted by an untimely death. Bob Kalsu played the lead role.

On July 21, 1970, the Bills' lineman became the only professional football player to be killed in Vietnam. (Note: In 2001, after this article was written, it was discovered that another NFL player - Don Steinbrunner - who played for the Cleveland Browns in the 1950s was also killed in Vietnam). Details of his death came from the lips of a teary-eyed former soldier who saw Lieutenant Kalsu fall while helping defend something called Ripcord Base on an isolated jungle mountaintop near the Ashau Valley. All through his high school and college days, football was a big part of Kalsu's life. So was the ROTC — Reserved Officers Training Corp. But the biggest part of Kalsu's life was his sweetheart, Jan, who he married the day after his final college game in the Orange Bowl. The Bills selected him in the eighth round of the '68 college draft — after such not-so-notables as Pete Richardson, a defensive back from Dayton, running back Max Anderson of Arizona State and Mike McBath, a defensive end from Penn State. With the exception of first-round selection Haven Moses of San Diego State, the Buffalo draft list read like a roll call from the Society of Unknown Nobodies.

But Kalsu quickly became somebody in his first AFL season by earning the team's Rookie of the Year award with his stellar play at guard. Sadly it would be his final season of football. His wife had recently given birth to a daughter, Jill, and the future appeared bright. But following the '68 season, Kalsu began fulfilling his ROTC obligation with the United States Army and in November 1969, he received his orders to go to Vietnam. He probably could have used politics to remain at home, but Kalsu

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Analyzing Poetry



said no. After six months in Vietnam, 1st Lieutenant Bob Kalsu left his 11th Artillery unit of the 101st Airborne Division for a week of R&R in Hawaii. There he was reunited with Jan, who was now pregnant with their second child. Most of this information was recorded in newspaper articles — articles I never knew existed before watching last week’s riveting television piece. But while the written words put a lump in my throat, the spoken words induced tears that flowed freely from my eyes. I sobbed when Jan told of the day she received word of her husband’s death as she lay in her hospital bed after giving birth to her son, Bob Jr.

I sniffled when the young Bob revealed he had heard his father’s voice asking him to have the first dance with his sister on her wedding day. And I cried when Bob Jr. relayed how he saw his father sitting and smiling as he and Jill moved gracefully about the dance floor. But when all was said and done, I probably felt worse about myself for never having known Bob Kalsu had even existed.

Why God

A poem written by Bob Kalsu, Jr.

Why did you do it
Why did he die
You didn’t even give him time
To tell his own son “hi”

Why is there war
What does it show
Why us Lord
Why did he go

Why him Lord
He was such a good Christian
Why was it him
That you gave such a short mission

Why my father God
What did he ever do
You didn’t even give him time
To tell his own son “I love you.”

There are so many others
Why did it have to be him
Why did he leave
Why wasn’t it them

The love he showed for others
Could have been for me too

Why him God
Was he just for you

It hurts many others
Not just me
I guess I’ll never understand
I guess I’ll never see

Why my father God
What did he ever do
You didn’t even give him time
To tell his own son “I love you.”



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Breaking the Color Barrier: The Kansas Comet's Roommate

Goals/Objectives:

Students will:

- Create, critique and discuss print and nonprint texts.
- Conduct research on issues and interests by generating ideas and questions and by posing problems. Use a variety of technological and informational resources (i.e. 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 (i.e. for learning, enjoyment, persuasion and exchange of information).

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Reading Foundational Skills** (CCSS.ELA-LITERACY.RF.[grade level].4) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)

Methods/Procedures:

- Students will read Brian's Song in either the play or novel version as a class and discuss the two protagonists (Gale Sayers, Brian Piccolo) and their relationship in detail. Individually, students will list ways in which Gale and Brian were similar and ways in which they were different.
- Students, as a class, will compile a list of similarities and differences for Gale and Brian. The list should be placed on a chart that can be posted in the classroom.
- Students will then view excerpts from the original Emmy-winning TV broadcast of "Brian's Song" starring James Caan and Billy Dee Williams. Students will be shown the specific video scene where Gale is called into Coach George Halas's office and asked if he can handle rooming with Brian and all the public outrage that will result from the first black/white rooming arrangement. This scene is approximately 30 minutes into the video.
- Students will research this or any other color barrier any African American Hall of Famer broke and gather the facts or bits of information to share with the class. Students are encouraged to access the Hall's official site: ProFootballHOF.com.
- If the class can take a field trip to the Hall of Fame, students will gather more information on Gale Sayers for their stories. Students will assume the role of a reporter or newscaster for one of the major newspapers or networks and write a story about what Gale must have experienced when he agreed to room with Brian Piccolo.
- Students may also write from Brian's perspective.

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Breaking the Color Barrier: The Kansas Comet's Roommate



Materials:

- Brian's Song (Novel version - Author, William Blinn, Bantam Books)
- Video of "Brian's Song" (Columbia Pictures)
- Access to the Internet
- Access to HOF's website at ProFootballHOF.com

Assessment:

- Students will individually compile and submit a list of the similarities of and differences between Gale and Brian.
- As a class, students will compile a similarities and differences list of Gale and Brian and post this in the classroom.
- Students will submit a news release on the first black and white roommates on the in the entire National Football League and on the Chicago Bears team.



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Descriptive Writing

Goals/Objectives:

Students will:

- Produce descriptive essays and test the merit of the description by asking other students to match descriptions with photos.
- Understand the need for detail in descriptive essays.
- Write for one's peers (a specific audience).

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Language** (CCSS.ELA-LITERACY.L.[grade level].1-3)

Methods/Procedures:

- On a field trip to the Pro Football Hall of Fame, students view exhibits. Then, each student must find one exhibit on which to write a short descriptive essay.
- Once students have selected an exhibit, they must use a smartphone to take photos and then email them to the teacher
- Students should take detailed notes about the exhibit they have chosen, using descriptive words and phrases.
- Using the information gathered, students will write a descriptive essay about their chosen exhibit. (This can be completed the next day in a computer lab - or with Chromebooks or iPads – to add a technology component to the lesson.)
- Students will revise the essay with peer-editing help.
- Students will conference with the teacher for a final revision.
- Students will prepare a final copy for publication and presentation to other class periods.
- For 6th - 12th grade groups: Each class period will number essays for their class and assign letters to each photo display.
- The next day, each class period must try to match the correct descriptive essay with the appropriate photo for each of the other classes.
- Students not able to tour can use ProFootballHOF.com to complete the activity for the Hall of Fame.

Materials:

- Notebooks, notepads/paper & writing implements
- Cameras, printing, and/or the use of a SmartBoard or projector

Assessment:

- Students will receive feedback from their peers regarding effectiveness of description (based on the ease with which readers could determine the display being described in the essay). The teacher will use a rubric to score each essay.

Alternate Activity:

- Photocopy essays from the first activity. Use the essays with a different group of students touring the Hall of Fame and turn it into a scavenger hunt.
- Group or team students. Hand each group 15-20 essays (make sure the number of essays given to each group is equal). The first group to correctly find and identify all displays being described in their stack of essays wins the scavenger hunt.

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Essential Question: What is Football's Role in American Culture?



Goals/Objectives:

Students will:

- Conduct research regarding football's impact on American culture.
- Write an informative and persuasive essay or present a speech which attempts to answer the question "What is football's role in American culture?" using data/research to back up the writer's/speaker's claims.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5) // **Language** (CCSS.ELA-LITERACY.L.[grade level].1-3)

Methods/Procedures:

- The class examines the artifacts within the Pro Football Hall of Fame via a virtual tour or an actual field trip.
- After the tour, in groups of 3-4, students will discuss why the Pro Football Hall of Fame is a museum and how it is similar to and different from other museums.
- Brainstorm a list of key research questions. For example, guide students to think of all the ways football affects our society in terms of entertainment, sports and recreation, and the economy. Remind students that "football" includes not only professional teams, but youth, high school and college. Guide them to start by looking at pricing information for equipment and remind them that every time parents buy footballs or mouth guards, etc., several companies are making money (the company who manufactured the product as well as the company who sold it—and even the companies that provided the raw materials to the manufacturer, etc.). And, in the case of high school, college and professional football games, remind students of all the vendors who are there to provide services and make money as well as the many coaches, trainers, announcers, etc., that are employed to help guide a team.
- After students have come up with a list of key research questions which help them formulate an opinion on football's impact on American culture, then divide the research tasks among group members and begin investigating (or students can work independently from here.)
- Once facts and figures are gathered, students should again share their findings to see if there are any gaps (i.e. did one group overlook a key component that another group considered?)
- Then begin formulating arguments to support the answer to the essential question of football's impact on American culture/society.
- Write an essay or speech and present to the agreed upon audience (i.e. classmates, teacher, etc.)

Materials:

- Visit to the Pro Football Hall of Fame (either field trip or virtual tour)
- Computers with Internet capabilities, paper

Assessment:

- Teacher created rubric for final project



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Emlen Tunnell, Pro Football's First African American Hall of Famer

Goals/Objectives:

Students will:

- Conduct research on issues and interests by generating ideas and questions and by posing problems. Use a variety of technological and informational resources (i.e. 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 (i.e. for learning, enjoyment, persuasion and exchange of information.)

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)

Methods/Procedures:

- Students will read the biographical sketch on Emlen Tunnell (next page) as a class and discuss his role in black history and the history of pro football.
- Students will compile a list of questions that they would ask Emlen Tunnell if he were alive and available at the Hall of Fame the day of the visit. The questions can be on Emlen Tunnell and also on the role that African Americans played in professional football.
- If each student were allowed to ask three questions from his/her list, which three would he/she ask? Students should star those three questions.
- Students will select an African American Hall of Famer upon which to gather eight to ten facts to share with the class. Students are encouraged to access the Hall's official website: ProFootballHOF.com.
- Students will gather more information on their chosen individual that they previously did not know.
- Students will then write the information in paragraph form and present any new facts or bits of information that they discovered.

Materials:

- Emlen Tunnell biography (ELA17)
- Access to the Internet
- Access to HOF's website at ProFootballHOF.com

Assessment:

- Students will submit the informational essay/reports on their chosen African American Hall of Famer.
- Students will deliver formal presentations on their chosen African American Hall of Famer that will demonstrate a clear and distinctive perspective on the subject chosen and convey relevant information and descriptive details.

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Emlen Tunnell



Even though football has moved into the premiere spot for many Americans, the name of the first black athlete to be inducted into the Pro Football Hall of Fame remains known only to a select few. Yet, those few who know of him, know that it is a remarkable story of faith, courage, determination and success.

Emlen Tunnell was born on March 25, 1925, in a small town in Pennsylvania named Bryn Mahr. When Emlen graduated from Radnor High School, he chose to attend the University of Toledo. His career veered off course when he suffered a broken neck in 1942. Although he had to wear a neck brace for one year, Emlen still tried to enlist in the Navy and Army. Even though his injuries made him ineligible for enlistment for the Army and Navy, he persisted and joined the U.S. Coast Guard.



Upon his discharge in 1946 following the end of WWII, Emlen enrolled at the University of Iowa. The Hawkeyes' coach, Eddie Anderson, was impressed with his skill and Emlen soon rose to become Iowa's most important defensive players. Emlen wanted to play more on offense, but an eye injury forced him to drop out of college his senior year.

Undaunted, Emlen hitch-hiked 150 miles to the offices of the New York Giants. It was 1948 and the Giants had never hired an African American. In fact, Coach Steve Owen had never heard of Emlen Tunnell. Because of his determination, the Giants allowed Emlen to try out and were so impressed, they hired him for \$5,000 and a \$1,000 sign-on bonus. At this time, there were other African Americans in the National Football League, but none playing for the Giants.

Emlen had a special quality about him that made everyone immediately like him. Even with his great personality, if Emlen had not strived and succeeded, the Giants would not have kept him on their roster. In his first game against the Green Bay Packers, Emlen intercepted four passes, an incredible feat for someone playing defense. Emlen never stopped striving to play offense. Coach Owen realized Emlen's potential. Emlen had a knack at "reading" his opponents and getting where he needed to be to make that tackle or interception. Frank Gifford was one of Emlen's teammates at the time and was quoted as saying, "At first I thought he was just lucky. I realized later that he was just great."

Tunnell had excellent hands, great speed, toughness, and elusiveness and soon became the NFL's top kick returner. To Emlen's credit, he played in 158 consecutive games in the NFL. Quickly, Emlen became known as the Giants' offense on defense. In 1951, Emlen scored three touchdowns on punt returns and a fourth on a kickoff return. In 1952, his runbacks of interceptions and kicks totaled 924 yards. This was thirty more yards than the league's rushing leader that year. He was a star on the 1956 Giants' NFL Championship team, the 1958 Giants' Eastern Division team and when he went to Green Bay later in his career, he helped Coach Vince Lombardi win a division championship in 1960 and a championship in 1961.

Emlen did not rest after he retired. He served as an assistant coach from 1962-1973 for the Giants. Emlen was inducted into the Pro Football Hall of Fame in 1967. While serving as New York's assistant director of pro personnel in 1974, Emlen suffered a fatal heart attack. Emlen Tunnell had a lot of firsts in his career and it is hard to imagine that his name isn't one of the first names one thinks of when he/she thinks of Hall of Fame inductees. Maybe this too will change as we all learn more about who actually was inducted and why they were chosen above the others.



ENGLISH LANGUAGE ARTS

Football - #MoreThanAGame

Goals/Objectives:

Students will:

- Read Something for Joey by Richard E. Peck.
- Read to gain background knowledge of the game of football.
- Read for understanding.
- Gather information about leukemia to be used later in the unit.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Reading Foundational Skills** (CCSS.ELA-LITERACY.RF.[grade level].4) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9)

Methods/Procedures:

- Students will read silently, orally, individually, with partners, and as a group with the teacher.
- Students will keep and/or develop their own vocabulary list throughout the book.
- Students will answer comprehension questions for each chapter.
- Students will write a summary of the book. The summary must include pertinent information such as main characters, settings, important details, and be in chronological order.
- At the end of the book, students will watch the video, "Something for Joey", and compare the print and visual media.
- Students will write a paragraph identifying similarities between the book and movie. Then students will write a second paragraph noting the differences between the print and visual media. In a third paragraph, students will explore possible reasons for the differences, considering the media.

Materials:

- Copies of Something for Joey
- Copy of the video, "Something for Joey"
- Comprehension questions

Assessment:

- The summary must include pertinent information such as main characters, settings, and important details in chronological order.
- Reading check quizzes and/or a unit test.
- Essay will be assessed via a teacher-created rubric.

ENGLISH LANGUAGE ARTS

Football Chain Story



Goals/Objectives:

Students will:

- Create a story using group cooperation.
- Edit and proofread in a group.

Common Core Standards: Writing (CCSS.ELA-LITERACY.W.[grade level].1-9)

Methods/Procedures:

- Class studies Gridiron Terminology (FF3) and Football Facts (FF7).
- In groups of four, each group is given a photograph of an interesting football scene or situation.
- When music begins, the first student begins to write a narrative prompted by the photograph. During the writing process, the student should attempt to use gridiron terms.
- After a few minutes, the music is stopped and the story that student one began is read by student two.
- The music is turned back on, and student two picks up the story where student one left off.
- This procedure continues around the group until all have had a turn. The last student in the group should attempt to end the tale.

Materials:

- Photographs (clipped from popular sports magazines)
- Blank paper attached to photographs
- Pens
- Music (College Fight Songs)
- Greatest College Fight songs, Touchdown USA!: Big Ten Marches (CDs)

Assessment:

- Each student in the group reads aloud to the class the part of the story he or she has written. The group will edit the story using specific terminology to replace general description used by less football-proficient students. Grades can be assigned to proofread and finish papers.



ENGLISH LANGUAGE ARTS

Football Expressions in Everyday Language

Goals/Objectives:

Students will:

- Study idiomatic expressions with examples.
- Find ordinary sports terms that have been incorporated into the everyday language expressions.
- Construct complete sentences to show these sports terms expressions.

Common Core Standards: Language (CCSS.ELA-LITERACY.L.[grade level].1-3)

Methods/Procedures:

- To begin this lesson, the teacher will write one of the suggested football terms on the board. Students will suggest a sentence to write that will use this term in an everyday expression.
- For example, "tackle" is written on the board. A sample sentence, might be "I guess I will have to tackle the laundry by myself since Mom's not here to help me."
- After five minutes of the students' brainstorming, the instructor will distribute a handout of fifteen terms for which the students will construct sentences. They will be encouraged to think of other terms not on the list.

Materials:

- The handout entitled "Let's Talk Sports" (Next Page)
- Pen/Pencil
- Access to computers
- Access to the Internet

Assessment:

- Designated points will be given for each completed sentence plus extra points for new terms or expressions used as common everyday vocabulary.

ENGLISH LANGUAGE ARTS

Let's Talk Sports



Directions: Create a sentence using each of the following phrases.

1. to play the field
2. to ask what's the score
3. to give someone a play-by-play account
4. to kickoff a campaign
5. to tackle a job, chore
6. to go the whole nine yards
7. to take the ball and run with it
8. to intercept (a note)
9. to be a defensive driver
10. to be on the offensive
11. to toe the line
12. to have a game plan
13. to make the call
14. to be out of bounds
15. to have to punt
16. to go for the extra-points
17. to huddle together



ENGLISH LANGUAGE ARTS

History-Based Poetry

Goals/Objectives:

Students will:

- Help each other get in touch with human spirit while studying history.
- Read print text to build understanding and acquire new information.
- Adjust their use of written language to communicate effectively for purpose.
- Create print text.
- Use technology to create a final written product.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)

Methods/Procedures:

- Students will take a virtual tour of the Pro Football Hall of Fame on ProFootballHOF.com. Students may also visit the Hall on a Field Trip with their school. Students choose a person on the website for whom there is biographical information. (This may be limited to a specific time period, if the teacher wishes.)
- Students list factual information about the person.
- Students attempt to imagine what life was like for that person at that time in history (previously sharing facts about historical events/periods would be helpful or having students additionally research that period would add an extra step to this.)
- Students produce a biographical poem using a poem template. Students can be instructed to add a picture to the poem for a classroom display.
- Students orally share poetry with the class.

Materials:

- Notebooks
- Templates
- Microsoft Word (or some like-program)

Assessment:

- Teacher-created rubric emphasizing purpose, ideas, organization, style, and mechanics.



Poetry Template

This may be adjusted as needed.

Writer should assume the voice of the historic figure.

I am (two special characteristics you have)
I wonder (something you are curious about)
I see (an imaginary or real sight)
I want (an actual desire)
I am (repeat first line).
I pretend (something you pretend to do)
I feel (a feeling that is something imaginary or real)
I worry (something that bothers you)
I cry (something that makes you sad)
I am (repeat first line).
I understand (something you know to be true)
I say (something you believe in)
I dream (something you dream about)
I hope (something you actually hope for)
I am (repeat first line).

There are a number of other biographical poetry templates that could be used for this activity.



ENGLISH LANGUAGE ARTS

Newspaper Articles: What Are They Saying About Us?

Goals/Objectives:

Students will:

- Identify the various sections of a newspaper with special note of the section termed sports.
- Identify key phrases and words in article titles and article.
- Identify theme of article.
- Identify main points of article.
- Effectively analyze media messages in newspaper articles involving African Americans and pro football.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)

Methods/Procedures:

- Students will first complete a series of exercises involving examination and interpretation of numerous articles in newspapers involving African Americans.
- As a beginning activity, students will be asked to gather newspaper articles that mention and deal with African American pro football players. Students are asked to especially note if any players are identified as African Americans.
- Secondly, the instructor will make copies or transparencies of several articles that lend themselves to an easy identification of themes, main points and key words and phrases. The instructor will use at least one article as an example of what students are to do and how they are to accomplish the lesson's goal of discovering themes, main points and key words and phrases.
- Next, the class will be provided with one article to individually identify the theme, main points and key words. After this is complete, the instructor will lead a class discussion of this article to arrive at a consensus.
- Finally, the students will be given their own articles to identify theme, main points and key words to present to the class.
- Students are encouraged to access the Hall's official site: ProFootballHOF.com. On this site students can examine articles to analyze, discuss and import for use in their presentations and discussion.
- Students will search for newspaper articles used in displays and exhibits. Students may gather information to add to their presentations.

Materials:

- Teacher compiled articles
- Newspapers of various cities
- Access to the Internet
- Access to Hall's website at ProFootballHOF.com
- Newspaper Review Sheet (Next Page)

Assessment:

- Teacher created rubric for student use and evaluation of articles.
- Students will deliver a formal presentation on their news articles.
- Teacher posts news articles and student analyzes.

ENGLISH LANGUAGE ARTS

Newspaper Articles: What Are They Saying About Us?



Newspaper Review

Article Title:

Author (If Given):

Player (s) Mentioned:

Theme (Message):

Main Points:

Key Words:

Article or copy should be attached to the back of this sheet



ENGLISH LANGUAGE ARTS

Select Next Year's Class

Goals/Objectives:

Students will:

- Conduct research and compile statistics on current and former NFL Legends.
- Select one player, based on their findings, to endorse for enshrinement into next year's class.
- Write a persuasive speech or essay, highlighting the reasons why their chosen player should be inducted into the Hall of Fame.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Speaking and Listening** (CCSS.ELA-LITERACY.SL.[grade level].1-2,5)

Methods/Procedures:

- Students will visit the Pro Football Hall of Fame website at ProFootballHOF.com as well as NFL team websites, searching for statistics on players.
- Students will then select one player/person whose stats are good enough (in the student's opinion) to warrant induction into the HOF.
- After examining models of persuasive essays/speeches, students will write a rough draft essay/speech, using the data collected as "evidence" to strengthen their argument.
- Peer and/or teacher editing to tighten arguments and smooth out the writing.
- Present arguments to the class and then have the class vote on the player/person whom they believe, after hearing all the evidence, should be included in next year's HOF class.

Materials:

- Access to computers
- Access to the Internet
- Paper
- Pen/Pencil

Assessment:

- Students will receive feedback from their peers regarding the effectiveness of their persuasive essays/speeches.
- Teacher should create a rubric and ask students to use the rubric as a tool during the revision stage self-assessment.

Extension:

- Teachers can have students mail their letters to the Hall of Fame to nominate their NFL Legend for enshrinement into the Pro Football Hall of Fame.

Pro Football Hall of Fame
Attn: Nominations
2121 George Halas Dr.
Canton, Ohio 44708

ENGLISH LANGUAGE ARTS

Writing, Football and You



Goals/Objectives:

Students will:

- Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages, or ideas.
- Edit to improve sentence fluency, grammar and usage.
- Apply tools to judge the quality of writing.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Language** (CCSS.ELA-LITERACY.L.[grade level].1-3)

Methods/Procedures:

- Using the sports sections from various newspapers, student will examine the type, style and subject matter dealt with in several publications, being aware of journalistic principles.
- As a beginning activity, all students will read the same article chosen by the teacher. The article will be representative of the 'typical' football themed piece of writing found on a weekly if not daily basis in the local newspaper.
- After reading the article as a class, the teacher will list on the board what students identify as the theme of the article. "What was the author's purpose in writing this article?"
- Second, the teacher will list the main points students identify from the football news article.
- Vocabulary that is vital to an understanding of the article will be listed on the board and students, as a class, will come to a consensus as to a definition for each vocabulary word.
- The teacher will next pass out a writing prompt, specifically chosen. Themes can range from, player conduct, salary, fitness, player and coach relationships, role modeling, rivalries and media relations.
- After a brief discussion on the prompt and requirements, students will respond to the prompt and be prepared to read their responses to the class.
- Students will submit their newspaper articles based on prompts given by instructor.
- Students will choose one "headline" to write an article.
- Students will deliver a formal presentation on their chosen articles and/or prompts.
- The teacher will also display each student's articles

Materials:

- Newspaper articles
- Writing Prompts
- Headlines
- Access to the Internet
- Access to HOF's website at ProFootballHOF.com

Assessment:

- Students' work will be assessed via a teacher-created rubric.



ENGLISH LANGUAGE ARTS

Travel Brochure

Goals/Objectives:

Students will:

- Read printed text to build understanding and acquire new information.
- Adjust their use of written language to communicate effectively for purpose.
- Create print and non-print elements.
- Use a variety of technological resources.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9)

Methods/Procedures:

- On a field trip to the Pro Football Hall of Fame or using ProFootballHOF.com, students gather data about the Hall, including photos, if the resources are available.
- Students select data for inclusion in a travel brochure.
- Using suitable technology, students produce a tri-fold brochure to highlight items of interest at the Pro Football Hall of Fame. They are to include photos and graphics.
- Students share completed brochures orally with the class and then by classroom or school display.

Materials:

- Notebooks
- Digital cameras, Smartphone cameras
- Software such as Microsoft Word, PowerPoint, PRezi and Publisher

Assessment:

- Teacher-created rubric for design elements.

ENGLISH LANGUAGE ARTS

Travel Brochure



RUBRIC

Name: _____

The brochure should have the following elements of design:

	Possible	Your Score:
Text	10	
Highlights	10	
Pictures, minimum of two	5	
Graphics, minimum of two	5	
Travel directions	5	
Total	35	

In addition, the brochures should be:

Organized	10	
Creative	5	
Free of Errors	5	
Total	20	
Combined Score	55	/55

Comments:



ENGLISH LANGUAGE ARTS

Travel Review

Goals/Objectives:

Students will:

- Read printed text to build understanding of texts and to acquire new information.
- Adjust their use of written language to communicate effectively with a variety of audiences and for different purposes.
- Conduct research by gathering data.
- Demonstrate knowledge of language structure and conventions.
- Use technology to create a final written product.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9) // **Language** (CCSS.ELA-LITERACY.L.[grade level].1-3)

Methods/Procedures:

- On a field trip to the Pro Football Hall of Fame or using ProFootballHOF.com, students will take notes on the Hall's exhibits.
- Students list details of interesting exhibits in their journals.
- Students list details of operation.
- Students study models of travel reviews from such sources as Ohio Magazine.
- Using the information gathered from the field trip, students write their own travel reviews on the Pro Football Hall of Fame, including hours of operation, etc.
- Because the review must fit within the constraints of a magazine, it is limited to 200 words. Students must revise and edit for length.
- Students should be aware of audience and purpose.
- Students use word processing software to complete the reviews.
- Students orally share their review with the class.

Materials:

- Journals and notebook paper
- Travel review models
- Word processing software

Assessment:

- Teacher-created rubric
- Oral assessment

ENGLISH LANGUAGE ARTS

Travel Review



RUBRIC

Name: _____

THE NUMBER THAT IS CIRCLED BEST DESCRIBES THE POSITION OF YOUR PAPER ON THE FOLLOWING SCALE:

GENERAL MERIT

1. Quality of ideas	5	4	3	2	1	0	
Are your ideas original?							
Are there enough ideas?							
2. Development of ideas	5	4	3	2	1	0	
Have you met the PURPOSE ?							
Have you considered the audience?							
3. Organization	5	4	3	2	1	0	
Is there an intro and conclusion?							
Are there smooth transitions?							
4. Style, Flavor, Individuality	5	4	3	2	1	0	
Is there varied sentence structure?							
Are you using figurative language?							
5. Wording	5	4	3	2	1	0	
Is the vocabulary mature?							
Are you avoiding YOU ?							

Total: /25

MECHANICS

1. Grammar, Sentence Structure	5	4	3	2	1	0	
2. Punctuation, Capitalization	5	4	3	2	1	0	
3. Spelling	5	4	3	2	1	0	

Total: /15

Grand Total: /40

SUGGESTED SCALE FOR GRAND TOTAL:

5(A)	4(B)	3(C)	2(D)	1(F)
40=100%	35=92%	29=83%	22=73%	15=63%
39=98%	34=91%	28=82%	21=71%	14=62%
38=97%	33=89%	27=80%	20=70%	13=60%
37=95%	32=88%	26=79%	19=69%	12=59%
36=94%	31=86%	25=77%	18=68%	11=57%
	30=85%	24=76%	17=66%	
		23=74%	16=65%	



ENGLISH LANGUAGE ARTS

Literacy and America's Game

Goals/Objectives:

Students will:

- Improve language arts skills (reading, writing, speaking, listening, research) by applying them to high interest material.

Common Core Standards: Reading Informational Text (CCSS.ELA-LITERACY.RI.[grade level].1-3, 5-9) // **Writing** (CCSS.ELA-LITERACY.W.[grade level].1-9)

Methods/Procedures:

- Have students complete the language arts activities and worksheets provided on the following pages related to football. They may work independently or with others.
 - * Fact vs. Opinion
 - * Fan Support
 - * Football Mix-Up
 - * Sports Findings
 - * "The Athlete"
 - * Sports Journal Writing
 - * Alphabet Football
 - * Be a Hall of Fame Reader
 - * Miscellaneous Language Arts Activities
 - * Book List
- Adaptations to suit your students' needs may be made to any of the activities/worksheets.
- Answers to worksheets can be found in the back of this booklet.

Materials:

- Paper
- Pen/Pencil
- Worksheets
- Access to Computers and the Internet
- Access to newspapers and magazines
- Art supplies (markers, crayons, construction paper, etc.)

Assessment:

- Teacher can observe during completion of the worksheets.
- Teacher can have students self-assess when the class goes over the activity together.
- Teacher can collect worksheets when students are finished and assess their progress.
- Teacher can use rubric for writing assignments, oral reports/presentation, displays, etc.
- Teacher can encourage peer assessment for writing assignments, oral reports or displays.



FACT: Something that has actually happened or that is really true and can be proved.
(Jerry Rice is the NFL's all-time leading receiver.)

OPINION: A belief, conclusion or judgment not supported by proof.
(Jerry Rice is the best receiver of all time.)

Choose an article from the sports section of a newspaper or magazine. Using the two definitions above as a guide, read the story and list the following information:

Headline of the story:

Name and date of the newspaper or magazine:

Who wrote the story:

Write some sentences that are FACTS:

Write some sentences that are OPINIONS:

Do you agree or disagree with the writer's opinions? Explain why or why not.

Write a story using all FACTS and NO OPINIONS about your favorite team's upcoming season. Tell why your team is going to make it to the Super Bowl.



ENGLISH LANGUAGE ARTS

Fan Support

Directions: Poll after poll proves that football is America's # 1 sport to watch. Take a survey in your school and see which sport your school calls Number 1. Start small by surveying the class, then by grades. Have a representative from each grade assist with compiling the data.

You can add other items to your survey, such as:

Favorite Player
Favorite Sport to Play
Favorite Sports Team

Sample student survey:

What is your favorite sport to watch?

(Circle only one)

Baseball

Basketball

Football

Hockey

Softball

Golf

Tennis

Soccer

Volleyball

Who is your favorite professional athlete?

What is your favorite sport to play?

What sports team is your favorite?

When all the results have been tallied, you can create a graph and poster displaying the results of your survey. Everyone will know your school's favorite sport to watch.



Using the team names to the right, match these with the clues about the 32 NFL teams. The names are only used once. Good Luck!

- | | |
|--|------------|
| 1. Fe Fi Fo Fum _____ | Lions |
| 2. Seven Squared _____ | Colts |
| 3. I Love Honey _____ | Cowboys |
| 4. A 747 _____ | Bengals |
| 5. Member of the Cat Family _____ | Broncos |
| 6. Various Ironworkers _____ | Saints |
| 7. Black Bird _____ | Vikings |
| 8. I.O.U.s _____ | Ravens |
| 9. Helpers to Relocate _____ | Giants |
| 10. Roman Numeral Six Rulers _____ | Dolphins |
| 11. They Won Their Independence in 1836... Y'all _____ | Texans |
| 12. Stars and Stripes Forever _____ | Patriots |
| 13. A Man of Strength and Power _____ | Bears |
| 14. Our Friends in the Ocean _____ | Cardinals |
| 15. Opposite of Goat _____ | Steelers |
| 16. Class of Boy Scouts _____ | 49ers |
| 17. Wild Wild West _____ | Buccaneers |
| 18. Fundamental Rules _____ | Chiefs |
| 19. The Pink Detective _____ | Jaguars |
| 20. Credit Card Users _____ | Rams |
| 21. Indian Leaders _____ | Seahawks |
| 22. Color of Dirt or Mud _____ | Jets |
| 23. King of the Beasts _____ | Commanders |
| 24. The Cost of Corn is \$1 _____ | Raiders |
| 25. Ocean Going Bird _____ | Browns |
| 26. Military Leaders _____ | Chargers |
| 27. Luxury Car _____ | Falcons |
| 28. Louis Armstrong's Song "Saints" _____ | Eagles |
| 29. Baby Horse _____ | Titans |
| 30. Rodeo Horses _____ | Bills |
| 31. Rhymes with "Later!" _____ | Packers |
| 32. What Team Is Missing? _____ | Panthers |



ENGLISH LANGUAGE ARTS

Sports Findings

Choose a sports article from a newspaper or magazine. After you have read the article, go back and underline all the subjects in GREEN, underline all the verbs in BLUE and circle all the descriptive words in RED.

Using the same article, complete the following:

1. List as many compound words that you can find.
EXAMPLE: Football = foot + ball
2. List all the contractions you can find.
EXAMPLE: Shouldn't = should + not
3. List all the words that have a prefix.
EXAMPLE: Unbeaten = un + beaten
4. List all the four syllable words.
EXAMPLE: Promotional = pro/mo/tion/al
Can you find any five syllable words?
5. How many homonyms can you find? Remember a homonym is a word that sounds like another word but is spelled differently.
EXAMPLE: piece and peace
6. Write down all the abbreviations in the article.
EXAMPLE: TD = touchdown
7. List ten action verbs. Use those verbs to write ten sentences.
Underline the action verb in each sentence.
EXAMPLE: Jim threw the ball to the receiver.
8. Answer these questions based on the information obtained in the article.
WHO, WHAT, WHEN, WHERE, WHY and HOW.

ENGLISH LANGUAGE ARTS

"The Athlete"



Pretend you are a professional athlete. Write a story about yourself and the sport you play. Be sure to include:

What is it like to be admired by thousands of fans?

What does it feel like when you are surrounded by fans who want your autograph?

How do you personally prepare for each game or event?

When would you be too old to participate in the sport?

What job or career would you like to pursue when you can no longer play?

What has been your greatest accomplishment professionally?

How do you handle defeat?

Add anything else you would like to include.



ENGLISH LANGUAGE ARTS

Sports Journal Writing

Directions: Keep a journal about your favorite sports and the sports you participate in. Below are some suggestions for writing topics.

- If you had the opportunity to change one thing in the game of football today, what would it be?
- Do girls get the same opportunities to play sports that boys get?
- If you could meet any professional athlete, who would it be and why?
- What sport do you believe is the safest to play?
- Should a referee be fined for making bad calls?
- Should there be a limit on how much money an athlete may make?
- Do you think kids look up to athletes too much?
- I like or dislike football because...
- Should cheerleading be a professional sport?
- Should the NFL allow touchdown celebrations?
- Do sports heroes have an obligation to maintain high moral standards?
- If you could, what would you change about pro sports?
- What is your favorite sport and why?
- My favorite professional sports team is...
- The funniest thing that ever happened to me while playing a sport was...
- Do you have to finish first to be a winner?

ENGLISH LANGUAGE ARTS

Alphabet Football



Directions: Think of words that begin with each letter of the alphabet that relate to the topic of football. Use these words to complete as many spaces as you can.

A is for _____

B is for _____

C is for _____

D is for _____

E is for _____

F is for _____

G is for _____

H is for _____

I is for _____

J is for _____

K is for _____

L is for _____

M is for _____

N is for _____

O is for _____

P is for _____

Q is for _____

R is for _____

S is for _____

T is for _____

U is for _____

V is for _____

W is for _____

X is for _____

Y is for _____

Z is for _____

ENGLISH LANGUAGE ARTS

Miscellaneous Activities



Teachers: The following are classroom activities for you and your students to enjoy. Feel free to adapt or copy these ideas to suit your classroom.

MAKE A BOOK: Duplicate a football pattern as a book cover. Trace and cut out football shaped paper for the pages. Students can use this for journal entries, creative writing, or writing their own football story.

FOOTBALLS EVERYWHERE: Cut out different sized footballs out of different color posterboards. Mix them up and have the students categorize them by size and colors.

TEAM MASCOTS: Make a list of the team mascots that are animals. Have students choose one animal and find out ten facts about that animal. Make a class book including the ten facts on each animal. Have the students illustrate their pages and sign their names. After the book is finished, donate it to the school library.

FOOTBALL TRIVIA: As students read interesting football facts in books, newspapers, or magazines, have them record each fact on a 3 x 5 card; question on one side, answer on the other. Decorate a shoe box for completed trivia cards and have students contribute to the box throughout the football season or unit. Teams consisting of one to three players can take turns drawing a card and quizzing an opposing team member. A point is scored for each correct response. The first team to reach the designated number of points wins!

PROFESSIONAL PLAYER: Research and do a report on a professional football player. He may be retired or currently playing. Give an oral presentation about your player (without using his name) to the class and see if anyone can guess who he is.

LETTER WRITING: Have students write to their favorite players in care of their current team (see addresses in Football Facts and Figures on pages FF4-FF5). Have the students proofread each other's letters, correct any mistakes, and type or rewrite the letters in their best handwriting. Mail them and see how many responses are returned.

FOOTBALL IN 2050: Design a short story about the sport of football in the year 2050. What will players wear? What will the rules be like? Fact or fiction!

TRADING CARDS: Share football, baseball, basketball, hockey, and other sports cards with students or have students bring in some of their own cards. Trading cards tell information about players, not just statistics. After discussing the cards and information found on them, have students design their own trading cards on tagboard. Write an autobiography on one side. On the other side have students draw pictures of themselves engaged in an activity they enjoy. It does not have to be sports. Display them around the room or make copies so the students can trade their cards and find out about their classmates. They could be collector's items one day!



ENGLISH LANGUAGE ARTS

Miscellaneous Activities

F = FOOTBALL: Introduce the letter “F” to the students by showing them the written word “FOOTBALL” and helping them identify that it begins with an “F.” Identify students in your class who have names beginning with “F.” Have students name other things, objects that begin with “F.” Cut a large football shape out of paper, see page 27 of the Visual Art section, and write the letter “F” on it. Have the students tear or cut out magazine pictures of things that begin with the letter “F” and attach them to the football shape.

PLAYER OF THE WEEK: The students will create a bulletin board that focuses on one professional athlete each week. Discuss qualities beyond athletic ability that make that person someone you want on your team. Sports biographies, newspapers, magazines and interviews will supply students with needed information. Discuss current events in sports related to players and topics from articles.

PENNANTS: Using the reproducible pennant design on page 28 in the Visual Art section have students become designers. Have students create a pennant for their favorite sports team or invent a new team. Use felt and other fabric scraps - be creative. Make it bright and colorful, something that stands out so people will take a closer look at your product. Display creations throughout the classroom.

BULLETIN BOARDS: Design a bulletin board titled “Let’s Read about Sports.” Have students display sports articles from newspapers and magazines. A brief oral or written report can be presented before the articles are displayed.

**The Hall of Fame welcomes any suggestions for classroom activities.
Please share your thoughts and ideas by contacting the
Educational Programs Staff at
Education@ProFootballHOF.com.**

Player Scramble



Quarterbacks often have to scramble away from defenders. Your job in this puzzle is to unscramble. The words on the left of the page are scrambled names of 10 NFL teams. The words on the right side are scrambled names of 10 NFL quarterbacks. Unscramble the names and write them in the space above each one. Then, draw a line between each quarterback and his team.

1. SONUOTH SNEXTA

A. LJEAN SRHTU

2. PANAOLSNDII TOCLS

B. DYJNEA SLEDANI

3. OLS GEESLNA GRARCHSE

C. TANYHNO RRCONDHAIS

4. RTTDOIE SLINO

D. MLAAR KJNSAOC

5. FBAFUOL LBISL

E. JC DRSOUT

6. HIPALDPLEIAH GEESAL

F. SJHO LLNEA

7. IAWTGHSNNO MMDRSEOCNA

G. RJNADO EOVL

8. OMEBLAITR ESNVAR

H. TPCAKRI HMAMSOE

9. EGREN AYB CAPSKER

I. DRAEJ FGOV

10. SNKAA TCYI IFEHCS

J. TUSINJ BRRHEET



ENGLISH LANGUAGE ARTS

Word Blitz

Change one letter in each word to create a football term. Write the football term on the spaces by the original word (the first one has been done for you).

Write the circled letters on the first row of spaces below.

On the second line, unscramble the letters to spell the name of the nation's most popular sport.

1. Cuddle HUDDLE

2. Sick _____

3. Tumble _____

4. Couch _____

5. Term _____

6. Mall _____

7. Shore _____

ENGLISH LANGUAGE ARTS

All in the AFC



See if you can locate the 16 teams in the American Football Conference. The names appear forward, backward, up, down, or diagonal. How many can you find? The names are listed below.

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

AFC North	AFC South	AFC East	AFC West
BENGALS	COLTS	BILLS	BRONCOS
BROWNS	JAGUARS	DOLPHINS	CHARGERS
RAVENS	TEXANS	JETS	CHIEFS
STEELERS	TITANS	PATRIOTS	RAIDERS



ENGLISH LANGUAGE ARTS

Quarterback Wordsack

There are over 100 words that can be made from the letters that spell **QUARTERBACK**.

See how many different words you can find and list them below.

QUARTERBACK

ENGLISH LANGUAGE ARTS

Book List



Balzer, Howard. *Kurt Warner: The Quarterback*. Australia: GHB, 2000.

Ben Roethlisberger: Gifted and Giving Football Star. Chicago: Enslow, 2010.

Bettis, Jerome, and Gene Wojciechowski. *The Bus: My Life In and Out of a Helmet*. New York: Doubleday, 2007.

Bruchac, Joseph. *Jim Thorpe: Original All-American*. New York: Dial, 2006.

Buckman, Virginia. *Football Stars / (High Interest Books-Greatest Sports Heroes)*. New York: Children's Press, 2007.

Burwell, Bryan. *Madden: A Biography*. Chicago, IL: Triumph, 2011.

Coenen, Craig R. *From Sandlots to the Super Bowl: The National Football League, 1920-1967*. Knoxville, TN: University of Tennessee Press, 2005.

Conner, James, and Tiffany Yecke Brooks. *Fear Is a Choice: Tackling Life's Challenges with Dignity, Faith, and Determination*. Harper, 2020.

Danyluk, Tom. *The Super '70s: Memories from Pro Football's Greatest Era*. Chicago: Mad Uke Publishers, 2005.

Doeden, Matt. *Sports Heroes and Legends Series: Tom Brady*. Minneapolis, MN: Lerner, 2009

Dungy, Tony, and Nathan Whitaker. *Quiet Strength: A Memoir*. Carol Stream, IL: Tyndale House, 2007.

Dungy, Tony, and Nathan Whitaker. *Uncommon: Finding Your Path to Significance*. Carol Stream, IL: Tyndale House, 2009.

Donnelly, Karen. *Deacon Jones*. New York: Rosen Central, 2003.

Dunn, Warrick, and Don Yaeger. *Running for My Life: My Journey in the Game of Football and Beyond*. New York: HarperEntertainment, 2008.

Elfin, David. *Unofficial Washington Redskins Book of Lists*. Rochester, NY: American Sports Media, 2002.

Ellenport, Craig. *LaDainian Tomlinson: All Pro On and Off the Field*. Chicago: Enslow, 2006.

Fleder, Rob, ed. *The Football Book*. New York: Sports Illustrated Books, 2005.

Freedman, Lew. *Game of My Life: Chicago Bears*. Champaign, IL: Sports Publishing, 2006.

Galus, Carrie. *Sports Heroes and Legends Series: Jim Thorpe*. Minneapolis, MN: Lerner, 2008.



ENGLISH LANGUAGE ARTS Book list

- Gallagher, Aileen. *Walter Payton*. New York: Rosen Central, 2003.
- Grossi, Tony. *Tales from the Browns Sideline*. Champaign, IL: Sports Publishing, 2004.
- Horrigan, Joe. *NFL Century: the One-Hundred-Year Rise of Americas Greatest Sports League*. Crown, 2019.
- Hulm, David. *Fran Tarkenton*. New York: Rosen Central, 2003.
- Kramer, J., Schaap, D., & Pruden, J. *Instant Replay: The Green Bay Diary of Jerry Kramer*. New York, NY: World Pub. 1968.
- Lewis, Michael. *The Blind Side: Evolution of a Game*. New York: W.W. Norton, 2006.
- Lewis, Ray, and Daniel Paisner. *I Feel Like Going On: Life, Game and Glory*. New York: Touchstone, 2015.
- Marino, Dan. *Path to Glory: Dan Marino's Hall of Fame Enshrinement*. Miami: Dolphin/Curtis Publishing, 2005.
- Marino, Dan, et al. *Dan Marino: My Life in Football*. Chicago: Triumph Books, 2005.
- McGrane, Bill. *All Rise: The Remarkable Journey of Alan Page*. Chicago, IL: Triumph, 2010.
- Mersch, Christine and Jack Klumpe. *Cincinnati Bengals History (Images of Sports)*. Chicago: Arcadia Publishing, 2006.
- Needham, Tom. *Tiki Barber: All-Pro On and Off the Field*. Chicago: Enslow, 2007.
- Nelson, Sharlene P. *Brett Favre*. Mankato, MN: Capstone Books, 2000.
- Oher, Michael, and Don Yaeger. *I Beat the Odds: From Homelessness, To the Blind Side, and Beyond*. New York: Gotham, 2011.
- O'Shej, Tim. *The Chicago Bears Football Team*. Hillside, NJ: Enslow, 2001.
- Owens, Thomas S. *Football Stadiums*. Minneapolis, MN: Lerner, 2001.
- Paolantonio, S. *Philly Special: On the Road to Victory with the Philadelphia Eagles*. Triumph Books. 2018.
- Peyton Manning: Rising Son*. Minneapolis, MN: Lerner, 2000.
- Polzer, Tim. *Peyton Manning: Leader On and Off the Field*. Chicago: Enslow, 2006.
- Ramen, Fred. *Joe Montana (Football Hall of Famers)*. New York, Rosen Publishing Group, 2002.

ENGLISH LANGUAGE ARTS

Book List



Randy Moss: First in Flight. Minneapolis, MN: Lerner, 2000.

Rappaport, Ken. *Super Sports Star Jerome Bettis.* Chicago: Enslow, 2003.

Rekela, George R. *Brett Favre: Star Quarterback.* Hillside, NJ: Enslow, 2000.

Sandler, Michael. *LaDainian Tomlinson (Football Heroes Making a Difference).* New York: Bearport Publishing, 2009.

Savage, Jeff. *Terrell Davis: TD.* Minneapolis, MN: Lerner Sports, 2000.

Smith, Marty. *Never Settle: Family, Football, and the American Soul.* Twelve, 2019.

Sports Great Donovan McNabb. Berkeley Heights, NJ: Enslow, 2003.

Sports Heroes and Legends Series: Eli Manning. Minneapolis, MN: Lerner, 2008.

Steenkamer, Paul. *Mark Brunell, Star Quarterback.* Hillside, NJ: Enslow, 2002.

Stewart, Mark and Mike Kennedy. *Touchdown: the Power and Precision of Football's Perfect Play.* Brookfield, CN: Millbrook, 2010.

Steve McNair: Running & Gunning. Brookfield, CN: Millbrook, 2001.

Super Sports Star Eddie George. Chicago: Enslow, 2003.

Super Sports Star Peyton Manning. Chicago: Enslow, 2003.

Super Sports Star Randy Moss. Chicago: Enslow, 2003.

Tebow, Tim, and Nathan Whitaker. *Through My Eyes.* New York: HarperCollins, 2011.

Tom Brady: Heart of the Huddle. Brookfield, CN: Millbrook, 2003.

Taylor, Jean-Jacques. *Game of My Life: Dallas Cowboys.* Champaign, IL: Sports Publishing, 2006.

This is Philly. *Eagles Fly: The Underdog Philadelphia Eagles Historic 2017 Championship Season.* Chicago, IL: Triumph Books. 2018.

Thornley, Stew. *Super Sports Star Brett Favre.* Chicago: Enslow, 2003.

**Please NOTE: This in no way reflects all of the books about football currently in print.
Most of these have been selected for their appeal to a young adult audience.**

Updated September 2021.



ENGLISH LANGUAGE ARTS

Answer Key

Football Mix-Up

1. Giants
2. 49ers
3. Bears
4. Jets
5. Bengals
6. Steelers
7. Ravens
8. Bills
9. Packers
10. Vikings
11. Texans
12. Patriots
13. Titans
14. Dolphins
15. Rams
16. Eagles
17. Cowboys
18. Cardinals
19. Panthers
20. Chargers
21. Chiefs
22. Browns
23. Lions
24. Buccaneers
25. Seahawks
26. Commanders
27. Jaguars
28. Saints
29. Colts
30. Broncos
31. Raiders
32. Falcons

Alphabet Football (Possible Answers)

- A = Audible
B = Blitz
C = Center
D = Defense
E = End zone
F = Fumble
G = Goal post
H = Half-time
I = Interception

- J = Jumping
K = Kicker
L = Linebacker
M = Motion
N = National Football League
O = Offense
P = Penalties
Q = Quarterback
R = Referee
S = Safety
T = Touchdown
U = Uprights
V = Victory
W = Wide Receiver
X = X-ray
Y = Yards
Z = Zone

Player Scramble

1. Houston Texans
E – CJ Stroud
2. Indianapolis Colts
C – Anthony Richardson
3. Los Angeles Chargers
J – Justin Herbert
4. Detroit Lions
I – Jared Goff
5. Buffalo Bills
F – Josh Allen
6. Philadelphia Eagles
A – Jalen Hurts
7. Washington Commanders
B – Jayden Daniels
8. Baltimore Ravens
D – Lamar Jackson
9. Green Bay Packers
G – Jordan Love
10. Kansas City Chiefs
H – Patrick Mahomes

ENGLISH LANGUAGE ARTS

Answer Key



Word Blitz

1. Huddle
 2. Sack
 3. Fumble
 4. Coach
 5. Team
 6. Ball
 7. Score
- FOOTBALL

Quarterback Wordsack

Possible Answers:

Art, Are, Act, Ace, Arc, Ate, Back,
 Buck, Bar, Bear, Bat, Bake, Bark, Be,
 But, Break, Bucket, Beak, Cake, Cute,
 Cut, Cat, Car, Cart, Care, Crab, Crack,
 Crate, Cub, Cue, Cure, Ear, Eat, Quarter,
 Quack, Rut, Rack, Rate, Rake, Rear,
 Racket, Rare, React, Take, Tea, Tack,
 Tab, Tear, Tar, Tub, Tube, Truck, Tuck

All in the AFC Word Search

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