

Riley Children's Health
Indiana University Health

SPORTS LEGENDS EXPERIENCE



STORIES OF INSPIRATION



A UNIT OF STUDY FOR GRADES 3-5



CHILDREN'S
MUSEUM
INDIANAPOLIS



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**deceased*



The Children's Museum of Indianapolis is a nonprofit institution dedicated to creating extraordinary learning experiences across the arts, sciences, and humanities that have the power to transform the lives of children and families. It is the largest children's museum in the world and serves more than 1 million people across Indiana as well as visitors from other states and nations.

The museum provides special programs and experiences for students as well as teaching materials and professional development opportunities for teachers. To plan a visit or learn more about educational programs and resources, visit the Teacher section of the museum's website at childrensmuseum.org.

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STORIES OF INSPIRATION
A UNIT OF STUDY FOR GRADES 3–5



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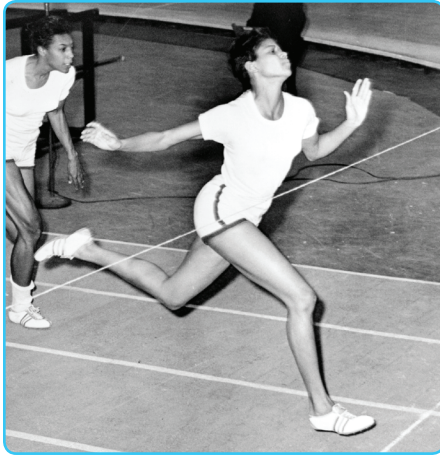
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INTRODUCTION



NEW YORK WORLD-TELEGRAM AND SUN



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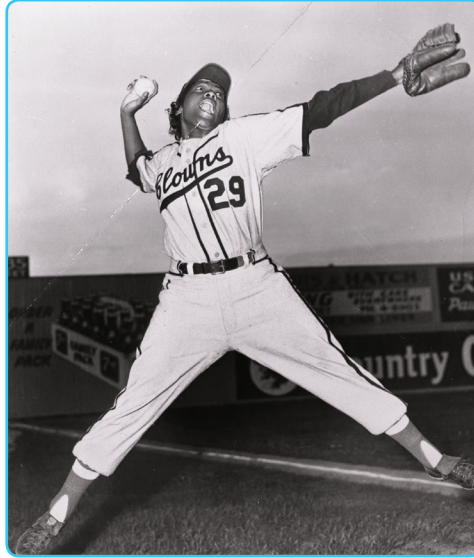


PHOTO COURTESY OF NEGRO LEAGUES BASEBALL MUSEUM, INC.

WHAT WILL STUDENTS BE ABLE TO DO? UNIT GOALS

Students will learn

- The meaning of good sportsmanship
- How athletes overcome obstacles to achieve their goals
- The role of determination and perseverance in reaching goals
- How to identify and overcome obstacles of their own to reach goals
- How athletes have used their talent and celebrity status to make a difference
- How, with inspiration from legendary sports figures, students can make a difference in their own communities



PHOTO COURTESY OF INDIANAPOLIS MOTOR SPEEDWAY.

Clockwise from top left: Wilma Rudolph, Larry Burd, A.J. Foyt Jr., Toni Stone, and Reginald "Reggie" Wayne.

A.J. Foyt Jr.

ENDURING IDEA

The stories of outstanding sports legends from around the world and throughout history shared within an immersive and engaging sports environment can inspire children and their families to achieve their own health and fitness goals and live a healthy lifestyle.



THE SPORTS LEGENDS EXPERIENCE

At the **Riley Children's Health Sports Legends Experience**, located at The Children's Museum of Indianapolis, children and families explore health and fitness through interactive experiences. In the Sports Legends Pavilion, visitors participate in the training zone, learn about important skills needed for sports, and explore art works from the National Art Museum of Sport. In the outdoor experience, students participate in a range of sports activities with the assistance of the museum interpretation team. In these experiences, visitors complete physical activities while learning about key historical moments and the fundamentals of sports such as football, tennis, soccer, baseball, hockey, and golf.

GETTING STARTED

This unit focuses on the lives and accomplishments of sports figures who participate in a wide variety of sports, ranging from basketball to auto racing and football to tennis. These individuals all have a connection to the state of Indiana and are featured in the Old National Bank Sports Legends Avenue of Champions. Students may or may not be familiar with some of the athletes and their sports before beginning this unit. To offer students an opportunity to explore further, you may want to establish resource stations in your classroom where students can access books, photos, and video footage of sports. Be sure to include resources for a wide variety of sports, including background and rules of play for basketball, football, soccer, tennis, hockey, track, golf, auto racing, and baseball. Provide biographies on famous players from each of these sports and give students access to videos, such as clips from competition and interviews, if possible.

WHAT'S AHEAD?

Sports, athleticism, and sports figures are a ubiquitous part of modern American culture. This multidisciplinary unit of study designed for students in Grades 3 through 5 focuses on sports figures who were exceptional on and/or off the field. Students learn what made these individuals extraordinary and how they can incorporate these lessons into their own lives. The unit is divided into an introductory experience and three lessons with two experiences each. This unit of study introduces students to some of the messages of the **Riley Children's Health Sports Legends Experience** and helps students get the most out of a visit to the Experience.

**INTRODUCTORY EXPERIENCE**

Students discuss the idea of a "legend" and what it takes to become one. Students also are introduced to the athletes and other sports figures featured in the Old National Bank Avenue of Champions in the **Riley Children's Health Sports Legends Experience** at The Children's Museum of Indianapolis, as well as their connections to the state of Indiana.

**LESSON 1**

Students focus on the role of determination and hard work in athletic excellence. Students explore the idea that hard work and a lot of practice are an essential part of success, regardless of natural ability. Students also have an opportunity to think of ways they can improve through hard work and practice in their own lives.



PHOTO COURTESY OF MILWAUKEE BUCKS

Oscar Robertson

LESSON 2

Students learn ways that athletes have been trailblazers and have succeeded in the face of significant obstacles. For example, athletes have had a long history of fighting for social justice in the face of racism and prejudice, and have played an important role in advancing civil rights. Students also apply what they have learned to identify obstacles in their own lives and brainstorm ways to persevere.

**LESSON 3**

Students learn about athletes who have used their talent and success to give back to their communities. Students conclude the unit by taking inspiration from all of the athletes discussed throughout the unit to recognize a need in their own community and create an action plan for how they can use their talents to give back. This action plan includes identifying obstacles they may need to overcome and recognizing the hard work that will take.

**RILEY CHILDREN'S HEALTH SPORTS LEGENDS EXPERIENCE**

In this unit of study, students learn about sports figures who participated in many different types of sports, but they don't have to settle for just reading about them. A visit to the **Riley Children's Health Sports Legends Experience** at The Children's Museum of Indianapolis will give your students the opportunity to get hands-on and try a wide variety of sports for themselves. This new outdoor experience features golf, pedal car racing, baseball, hockey, tennis, soccer, football, and basketball! While there, be sure to visit the Old National Bank Avenue of Champions and the National Art Museum of Sport.

AVENUE OF CHAMPIONS

With so many exceptional sports figures, it was not an easy task narrowing the list to 16 individuals to honor in the Old National Bank Sports Legends Avenue of Champions. This task fell to a panel of experts who considered each professional's contributions to their sport and their community. In the end, the honors went to:

Henry Louis "Hank" Aaron
 DaMarcus Beasley
 Larry Joe Bird
 Tamika Devonne Catchings
 Alice Dye
 Paul B. "Pete" Dye
 A. J. Foyt Jr.
 Wayne Gretzky
 Mamie "Peanut" Johnson
 William Robert (Bobby) "Slick" Leonard
 Reginald Wayne "Reggie" Miller
 Oscar Robertson
 Wilma Rudolph
 Marcenia Lyle "Toni" Stone
 Reginald "Reggie" Wayne
 Barbara Wynne



PHOTO COURTESY OF PACERS SPORTS AND ENTERTAINMENT.

Reginald "Reggie" Miller

INTRODUCTORY EXPERIENCE

SPORTS LEGENDS—INDIANA CONNECTIONS

All of the athletes and other sports figures represented in this unit of study are connected to the state of Indiana and extraordinary in many ways. All worked extremely hard to achieve their goals. Many of these individuals covered new ground and broke through social barriers to become outstanding examples for others. Others triumphed over obstacles, such as physical disabilities or other kinds of adversity. Many went on to use their fame and talents to help others. These individuals are more than just athletes: They are legends.



SPORTS HERO

In modern American culture, there is a tendency to look at athletes with great admiration, treating them like role-models for their achievements on the field. Sometimes, the words "hero" and "role model" are used a little too easily. It takes more than exceptional hand-eye coordination or faster-than-average running speeds to be considered a hero. Throughout the course of this unit, encourage students to think about what makes a "hero" or "role model." It takes character, good sportsmanship, talent, determination, and a generous spirit to be worthy of such titles. Many athletes do meet these standards, including the sports legends featured in the unit.



PROCEDURES

- Explain to students that throughout this unit they are going to be learning about sports legends.
- Ask students what the word **legend** means. Record students' responses on the white board. If students have different ideas of what the word means, or if their responses are unclear, ask questions to clarify.
- Use student responses to create a unified, working definition of the word.
- Now, ask students how this definition applies to sports figures. Ask: What makes a person a sports legend?
- Not all athletes or sports figures are legends. What makes a sports legend different from others?

- Point out to students that one attribute all sports legends should have in common is good sportsmanship.
- Ask students what **good sportsmanship** means.
- Help students to understand that someone who displays good sportsmanship is one who follows the rules of the game and treats others with respect.
- Ask: What else makes a sports legend different? For example, the sports legends in the Avenue of Champions were all particularly talented and dedicated to their sport.
- Note that all of the athletes featured in the Avenue of Champions are outstanding in some way.
- Explain that throughout this unit, students will learn about various sports legends and what makes them extraordinary.
- Call students' attention to the fact that all of these legends also have some connection to the state of Indiana. Some may have been born in the state. Others went to school in Indiana and some may have played for one of the state's many professional teams.
- Have students look at the list of sports legends featured in the Avenue of Champions on page 5 and identify the connection to Indiana listed next to each name.
- On a large map of the state or using a digital projection, help students find and mark the locations associated with each athlete on the map.
- Provide students with washable markers or small sticky notes in different colors. Have them use one color to mark all of the places where legends were born, another color to mark the locations where legends went to school, and a third color to show where they worked professionally. Please note that not all of the individuals will be represented by all three colors, as some were born or went to school elsewhere. Others may be represented by a color more than once, as some, for example, may have played for different schools in the state.
- Ask students to look at the marked map and discuss what impact these legends may have had on the state and the nation.

GOOD SPORTSMANSHIP AND CHARACTER

What you are as a person is far more important than what you are as a basketball player.

— JOHN WOODEN

Everyone has heard the old saying: "It doesn't matter if you win or lose; it's how you play the game." Being a good sport isn't about being the winner. Being a good sport is about doing the best you can, whether you win or lose. Being a good sport is about following the rules of the game and treating others with respect, both players and officials. A good sport knows that winning doesn't matter if you don't play fairly. An athlete who displays good sportsmanship is showing good character. Being a good sport is not always easy—no one likes to lose—but working to understand and practice good sportsmanship is a way for young athletes to develop good character that will serve them well both on and off the field.





PHOTO COURTESY OF INDIANA STATE UNIVERSITY

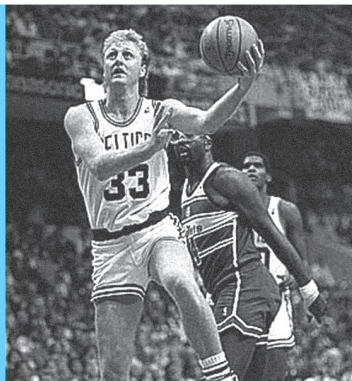
Larry Bird

LESSON 1 WORKING TOWARD EXCELLENCE

This lesson features the stories of sports legends who demonstrated determination, consistency, the courage to overcome obstacles, and the willingness to make sacrifices to reach their goals. Featured athletes include Larry Bird, who as a high school student arrived at school early and stayed late every day to practice shooting baskets; Reggie Miller, who had congenital hip defects and had to wear hip braces for five years; and Tamika Catchings, who although struggling with lifelong hearing loss led the Indiana Fever to their first championship and was the first player in the Women’s National Basketball Association (WNBA) to score 2,000 points in 4 years.

“Push yourself again and again. Don’t give an inch until the final buzzer sounds.”

— LARRY BIRD



WIKIMEDIA COMMONS, STEVEN CARTER

VOCABULARY

determination
goals
obstacles
perseverance

“It doesn’t matter who scores the points, it’s who can get the ball to the scorer.”

— LARRY BIRD

OBJECTIVES

Students will

- Identify the qualities that help a person to be successful.
- Read biographies of successful athletes to determine the role of perseverance in achieving goals.
- Define good sportsmanship.
- Consider the role of teammates and partners.
- Develop personal goals for performing a physical task and identify obstacles to success.
- Formulate strategies to overcome obstacles.
- Demonstrate the role of practice and perseverance in improvement in the performance of a physical task.
- Use math skills to identify trends in skills development.

YOU WILL NEED . . .

- Athlete biographies on pages 25–30
- Access to research materials in print or online
- Handout on page 11
- Graphing paper



NEW YORK WORLD-TELEGRAM AND SUN

Wilma Rudolph

EXPERIENCE 1: LEGENDS IN THE MAKING

In this experience, students read biographies of several sports legends (Larry Bird, Reggie Miller, Tamika Catchings, or Wilma Rudolph) who had to overcome a variety of obstacles in order to become some of their sport's greatest stars. Students identify these legends and the obstacles they had to overcome, and list some of their achievements. Each student picks a legend to research and then creates a collectible trading card featuring an image of the legend and listing vital statistics and career highlights. Cards include the years the athlete was active as well as personal and/or physical struggles of the legend and how they were overcome. Students see how hard work, determination, and perseverance played a role in all of these legends' lives to help them achieve success.

ACADEMIC STANDARDS

Indiana Standards

English Language Arts: 3.RN.1, 3.RN.2.1, 3.W.5; 4.RN.1, 4.RN.2.1, 4.W.5; 5.RN.1, 5.RN.2.1, 5.W.5

National Standards

English Language Arts Standards:

CCSS.ELA-Literacy.W.3.7,
CCSS.ELA-Literacy.W.3.8,
CCSS.ELA-Literacy.W.3.10;
CCSS.ELA-Literacy.W.4.7,
CCSS.ELA-Literacy.W.4.8,
CCSS.ELA-Literacy.W.4.10;
CCSS.ELA-Literacy.W.5.7,
CCSS.ELA-Literacy.W.5.8,
CCSS.ELA-Literacy.W.5.10



PROCEDURES

- Ask students to give examples of anyone they can think of whom they would describe as being the best at something.
- Ask students: What makes them the best? Are they just naturally talented? Or do they have to work at it?
- Explain that no one is born the best at anything. Some may have more natural ability than others, some may be more talented, but everyone has to work to develop their talents to become the best.

- Ask students to talk about ways that a person can develop his or her natural abilities and improve.
- Explain to students that they are going to be learning about some elite athletes who had to overcome **obstacles** on their way to success. There can be many kinds of obstacles—from poverty to physical disabilities—that make it difficult for athletes to be the best they can be.



TEACHER TIP

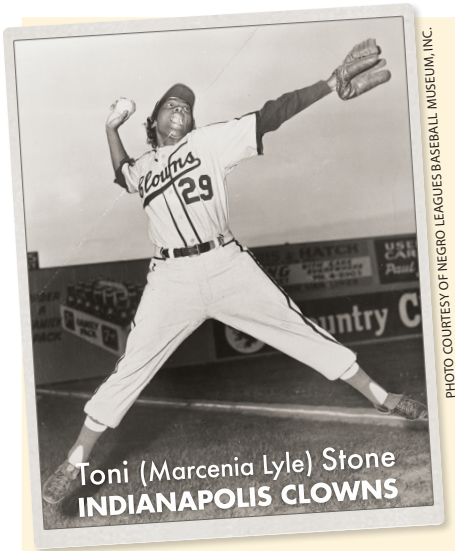
OBSTACLES

All sports figures and athletes have faced obstacles of various kinds on their way to becoming legends. Lesson 1 focuses on personal obstacles, such as health issues, physical impairments, and poverty that can complicate the path to greatness. Individuals may also face societal obstacles, such as sexism, racism, and segregation. Students will explore the historical and social context of sports figures facing these types of obstacles in Lesson 2.

- Divide the class into four groups. Have one group read the biography of Larry Bird on page 25, another group read about Reggie Miller (page 27), a third group read about Tamika Catchings (page 26), and a fourth group read about Wilma Rudolph (page 29).
- Ask students to identify obstacles that these athletes may have had to overcome. How did these challenges affect the athletes?
- Have students discuss how these athletes overcame their obstacles. Point out that doing so took lots of **determination**, hard work, and practice.
- Explain to students that they are now going to identify and research other athletes who faced significant obstacles on their path to success. Students can choose one athlete from those featured in the Avenue of Champions, one from the list provided on page 5, or find one through their own research.

LESSON 1

- Explain to students that they will be using their research to create a type of sports “trading card.”
- Ask students if they know what a trading card is. Trading cards, such as baseball cards, have a long history in sports.



TRADING HISTORY

Trading cards have a long history, dating back to the mid-19th century. Trading cards started out as advertising inserts in gum and tobacco products, offering interesting trivia on a variety of topics, but sports-themed trading cards soon became the most popular. The first baseball trading cards appeared in the 1860s, soon after baseball became a professional sport. By the 20th century, there were all kinds of sports trading cards, though baseball remained most popular. These cards usually contain biographical and statistical information about players, along with a photo.

- In their research, students should identify obstacles that posed special challenges to the athletes on their way to success.
- Students should consider how these obstacles affected the athletes' lives and careers, as well as what the athletes did to overcome and succeed.
- Students should also record standard biographical and any relevant statistical information regarding the athletes' professional careers.

DETERMINATION AND HARD WORK

A winner is someone who recognizes his God-given talents, works his tail off to develop them into skills, and uses these skills to accomplish his goals.

— LARRY BIRD

No one is born being the best at anything, no matter how much natural talent they have. Becoming a top athlete, or even the best athlete you can be, requires commitment. Long hours of practice and learning from mistakes are what separate average from exceptional performance. In addition to this, some athletes face obstacles, such as poverty, racism, or health concerns, that make it difficult to reach their goals. Some of the best athletes have had to work very hard to overcome these hurdles. Doing this takes determination and hard work.



- Once all of the data has been collected, students will use it to create athlete trading cards.
- Trading cards can be made by hand using the handout on page 11, or they can be made electronically using resources such as the free trading card generator at http://www.readwritethink.org/files/resources/interactives/trading_cards_2/.

TEACHER TIP

CREATE YOUR OWN

If using the online card generator, be sure students use the “Create Your Own” option, as this allows for maximum personalization. This feature allows students to create a card with the same six fields as the handout on page 11.

- Have students complete and share their trading cards with one another. You can either copy all of the trading cards so each student has a complete set, or post them around the room for students to see.



Bethany Hamilton.

ATHLETES WHO OVERCAME

In addition to sports figures featured in the Avenue of Champions, students can choose to research one of these athletes who overcame significant obstacles on their road to success:

- Jim Abbott
- Neroli Fairhall
- Jeff Float
- Olivér Halassy
- Bethany Hamilton
- Lis Hartel
- Mario Lemieux
- Casey Martin
- Lionel Messi
- Knowshon Moreno
- Michael Oher
- Terence Parkin
- Pelé
- Adrian Peterson
- Ildikó Újlaky-Rejto
- Marla Runyan
- Venus Williams

STUDENT HANDOUT

TRADING CARD

FRONT

BACK

NAME: _____
TEAM: _____

BIRTH DATE: _____
YEARS ACTIVE: _____
OBSTACLE: _____
STRATEGY TO OVERCOME: _____

FRONT

BACK

NAME: _____
TEAM: _____

BIRTH DATE: _____
YEARS ACTIVE: _____
OBSTACLE: _____
STRATEGY TO OVERCOME: _____

FRONT

BACK

NAME: _____
TEAM: _____

BIRTH DATE: _____
YEARS ACTIVE: _____
OBSTACLE: _____
STRATEGY TO OVERCOME: _____



PHOTO COURTESY OF INDIANAPOLIS COLTS.

Reginald "Reggie" Wayne

EXPERIENCE 2: LEARNING PERSEVERANCE

In this Experience, students draw inspiration from the sports legends featured in the Avenue of Champions and reflect on the meaning of perseverance and success. Students discuss what it means to set goals and what it takes to reach a goal once it is set, including a consideration of any obstacles that might stand in the way. Students consider the role of hard work, repetition, practice, and determination in increasing one's abilities and reaching goals. To demonstrate, students pick a goal for themselves and track their progress over the course of a week or more as they work toward their goal.

ACADEMIC STANDARDS

Indiana Academic Standards

English Language Arts: 3.W.1, 3.SL.2.1; 4.W.1, 4.SL.2.1; 5.W.1, 5.SL.2.1

Mathematics: 3.DA.1; 4.DA.1; 5.AT.7, 5.DS.1

Physical Education: 3.3.1, 3.4.1, 3.4.3, 3.4.6, 3.5.3, 3.5.4; 4.2.2, 4.2.3, 4.3.2, 4.4.2, 4.6.2; 5.2.3, 5.3.1, 5.4.1, 5.5.3, 5.5.5

National Standards

English Language Arts: CCSS.ELA-Literacy.W.3.10, CCSS.ELA-Literacy.SL.3.1; CCSS.ELA-Literacy.W.4.10, CCSS.ELA-Literacy.SL.4.1; CCSS.ELA-Literacy.W.5.10, CCSS.ELA-Literacy.SL.5.1

Mathematics: CCSS.Math.Content.3.MD.B.3

Physical Education: Standards 4 and 5

PROCEDURES

- Ask students to reflect on what they learned about the sports legends in Experience 1.
- Have students identify examples of **perseverance** shown by the sports legends featured in the Avenue of Champions, such as Reggie Miller, Larry Bird, or Tamika Catchings.
- What did these stories tell students about becoming the best they can be? Is it easy?
- Becoming the best takes hard work and perseverance.
- Ask: What is perseverance? What does it mean to persevere?
- Ask students why they are working together in teams. What benefits will that have?
- Help students to understand that there are numerous benefits to working in teams. Teammates encourage one another, hold each other accountable, provide feedback, and help each other to succeed. None of the athletes from the Avenue of Champions got where they were in their sport alone. Everyone can use a hand to be the best they can be.
- Ask students how they can be good teammates. What qualities make a good teammate? What strategies can teammates use to constructively encourage one another?

- Explain that perseverance requires time and commitment. Someone who is persistent keeps working to overcome obstacles over the course of time. No one becomes the best overnight.
- Explain that one way to practice perseverance is to set **goals** along the way and work to achieve them.
- Ask students to identify goals that athletes may set for themselves when working to overcome obstacles. Ask: How do goals help you become better?
- Divide students into teams and explain that they are going to work together to set and achieve goals, practice perseverance, and improve their ability to perform a physical task of their choosing.



TEACHER TIP

GET AN ASSIST

It might be helpful if you can team up with your school's physical education teachers for this experience. They can help students develop reasonable physical challenge goals and strategize ways to meet those goals, such as exercises or agility training techniques. Gym class may also be a good time to allow students to work on their goals, if the teacher is willing to work with you by setting aside some time for students to use appropriate sports equipment.

- Explain that each team will pick a goal and strategize ways to reach it. This goal should be realistic and involve physical movement of some kind. For example, they may choose to try to do a given number of sit-ups more than they can do currently, try to hit a given number of free throws, or throw a ball a certain distance.
- Explain to students that they are working toward a physical goal because it is important for a healthy lifestyle to participate in physical activity as much as possible. Physical exercise is also an important benefit of participating in sports.

EXERCISE



I don't feel right unless I have a sport to play or at least a way to work up a sweat.



— HANK AARON

Playing sports is not just fun but also can play an important role in achieving and maintaining overall good health. Regular exercise, like walking or running, is important in weight management, stress reduction, and preventing health issues such as high blood pressure. In today's world, with so many electronic devices, kids are at high risk of not getting enough exercise. This is where playing a sport can come in. Time spent practicing and playing sports gets kids up and moving, contributing to the development of a healthy lifestyle.

- Give students time to discuss potential goals with their partner.
- Over the course of several days or weeks, have students work on achieving their goals, documenting the amount of time spent, the training techniques used and progress toward their goal using the chart on page 18. Have students pick a standard amount of time for each "training" session. For example, students can commit to practicing 10 minutes to qualify as a training session.
- At the end of the allotted time, have each pair of students use their documentation to create a graph of their progress over the course of their training period.
- Students in Grades 3 and 4 can use their data to create bar graphs. Grade 5 students can identify the coordinate pairs in their data and plot points to look for trends. The X-axis of these graphs should represent the training session and the Y-axis is for total number achieved (pushups, baskets, etc., depending on the goal).
- Students should write a report about their experience. Are there any trends noticeable on their graph? How long did they train/practice total of the course of the trial period? How many total training sessions? Did they meet their goal? If not, did they at least see improvement?
- Have students consider how their experience compares to the sports legends' stories of perseverance and success.
- Compile the results and have students compare their results with others in the class, anonymously. How many students achieved their goals? Is there any correlation between amount of time spent training/practicing and meeting goals?
- Have students discuss their experiences, including any obstacles they faced in meeting their short-term goals and what strategies they used to overcome them, as well as what impact training and practice had on achieving their goal.
- Ask students how working with a partner, or teammate, affected their experience. Were teammates encouraging? Did they help them focus and stay on track with their training routine? Did they help them meet their goals?

- Teams should submit a brief, grade-level-appropriate report detailing their experience and progress toward their goals, referencing their progress as documented on their graph and including discussion of the partnership/teammate experience and how it affected their training.

TEAMWORK



No matter what accomplishments you make, somebody helps you .



— WILMA RUDDOLPH

Although many of the athletes featured in the Avenue of Champions are recognized for their individual accomplishments, many would not have had the success they had without the support of their team. Teamwork is very important. In sports, no one succeeds alone. Even the best, most successful athletes do not get where they are on their own. In sports such as baseball, basketball, and football, players must work with and rely on their teammates to win the game or the championship title. Athletes in sports such as tennis and track may or may not have teammates by their side, but they do have coaches, trainers, and families who support them and help them be the best that they can be. In auto racing, drivers need their pit crew to get them through the race. Everyone needs someone to help them achieve, to do their best, and to reach their full potential. It doesn't matter how talented athletes are; if they do not work well with their team, they cannot succeed.



Oscar Robertson

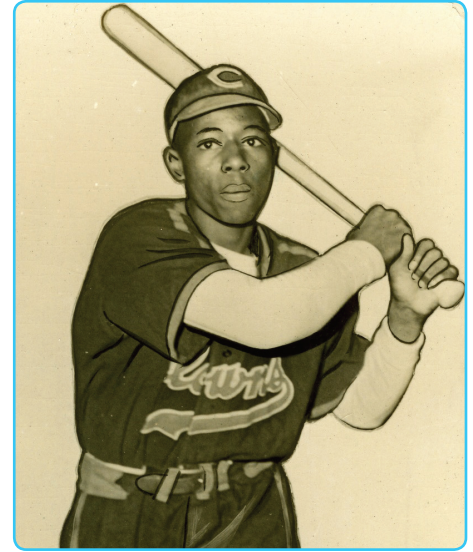


PHOTO COURTESY OF NEGRO LEAGUES BASEBALL MUSEUM, INC.

Hank Aaron

 **OBJECTIVES**

Students will

- Identify societal obstacles to an athlete's success, such as segregation by race or gender.
- Define inequality.
- Read about athletes who overcame inequality or injustice to become sports legends.
- Identify trailblazing athletes and some of their accomplishments.
- Identify obstacles in their own lives.
- Strategize ways to overcome obstacles.

 **YOU WILL NEED . . .**

- Athlete biographies on page 25
- Access to research materials, in print or online
- Handout on page 18

LESSON 2
TRAILBLAZERS

The focus of this lesson is on sports figures like Hank Aaron and other members of the Indianapolis Clowns baseball team; Oscar Robertson, who began his career as part of the state-champion Crispus Attucks basketball team; and Wilma Rudolph, who overcame childhood polio to be the first African American track and field star to win three gold medals at one Olympics. These athletes achieved their goals and broke down social barriers through perseverance, hard work, and the determination to be the best in their fields. Other sports figures can be trailblazers, too, like coaches and trainers.

VOCABULARY

- graphic novel
- inequality
- integration
- prejudice
- segregation

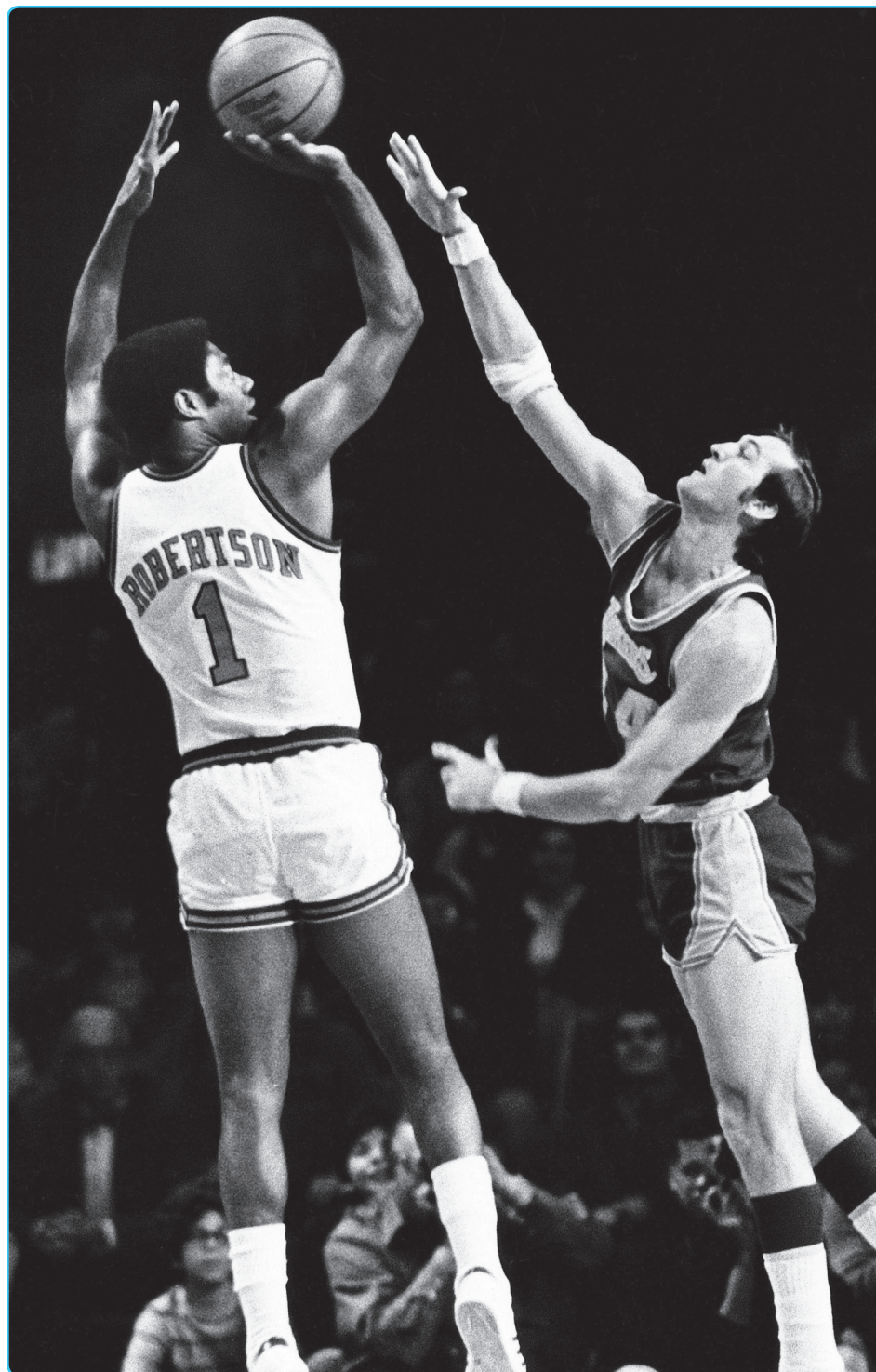


PHOTO COURTESY OF MILWAUKEE BUCKS

ACADEMIC STANDARDS

Indiana Standards

English Language Arts: 3.RN.1, 3.RN.2.1, 3.W.3.3, 3.W.4, 3.W.5; 4.RN.1, 4.RN.2.1, 4.W.3.3, 4.W.4, 4.W.5; 5.RN.1, 5.RN.2.1, 5.W.3.3, 5.W.4, 5.W.5

Social Studies: 4.1.13

National Standards

English Language Arts: CCSS.ELA-Literacy.RI.3.1, CCSS.ELA-Literacy.RI.3.3, CCSS.ELA-Literacy.RI.3.10, CCSS.ELA-Literacy.W.3.3, CCSS.ELA-Literacy.W.3.7, CCSS.ELA-Literacy.W.3.10; CCSS.ELA-Literacy.RI.4.1, CCSS.ELA-Literacy.RI.4.3, CCSS.ELA-Literacy.RI.4.10, CCSS.ELA-Literacy.W.4.3, CCSS.ELA-Literacy.W.4.7, CCSS.ELA-Literacy.W.4.10; CCSS.ELA-Literacy.RI.5.9, CCSS.ELA-Literacy.RI.5.10, CCSS.ELA-Literacy.W.5.3, CCSS.ELA-Literacy.W.5.7, CCSS.ELA-Literacy.W.5.10



PROCEDURES

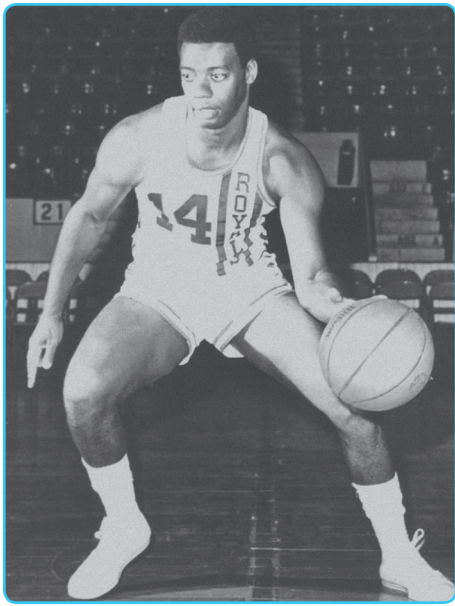
- In Lesson 1, Experience 1, students learned about athletes who struggled to overcome personal challenges in their lives, such as physical disabilities or poverty, to become sports legends. In this experience, students will learn about athletes who faced societal obstacles such as inequality, and overcame them to become legends.
- Ask students if they have ever heard the term **inequality** before. Do they know what it means? Help students to define the word in terms they can understand.
- Ask students if they can give examples of inequality from the past or the present. For example, these can include racial, gender, or economic inequality.
- If no one mentions the words **prejudice** or **segregation**, ask the class if they have ever heard the words before or if they know what they mean.
- Explain that to segregate people is to separate them into different groups and limit the ways that they can interact with each other. For example, in the past, people were often segregated based on race or gender.

EXPERIENCE 1: BEING FIRST

Students read biographies of several sports legends who broke barriers and made a difference in their sport. Students consider what it means to be a trailblazer—how courage, talent, and perseverance can come together to make history. Students either research these sports figures or take what they have learned about these trailblazers and identify others to research. Students present their research in the form of a graphic novel or comic-book-like representation of their lives, hitting highlights of their own trailblazing experiences. To understand what makes sports legends special, student research also focuses on the sociohistorical nature of the obstacle they overcame, which will also be reflected in the graphic novel or comic book they create.

LESSON 2

- Explain that although sports teams today have players of many different races and backgrounds, there was a time when sports teams were segregated by race, just like schools and many other social institutions. During this time, African Americans were not allowed to play on the same teams as white players.
- Ask students how things have changed. How did sports go from segregation to **integration**?
- Note that integration took time. Even after segregation was officially ended, it took a while for teams to be fully integrated, or desegregated. For this to happen, it took special athletes with as much determination as talent to break through these social barriers and bring about change, setting records along the way. These sports legends are true trailblazers.



WIKIMEDIA COMMONS

Oscar Robertson, circa 1960s.

- Have students read the biography of Oscar Robertson on page 26.
 - Ask students what affect prejudice had on Robertson's life and career. Note that Robertson not only succeeded as a basketball player, but he did exceptionally well.
 - Have students list some of Robertson's accomplishments. Students should identify that through his determination and talent, Robertson became one of the greatest basketball players of his time, establishing himself
- Each mini graphic novel should include narrative sections on but not limited to:
 - The athlete's early years
 - What society was like and the events that shaped history at the time
 - Incidents to illustrate the barrier the athlete faced
 - How the athlete worked to overcome the barrier
 - How the athlete achieved success
 - Students' mini graphic novels can be either hand-drawn or generated using



I'd like to think that the nature of the two teams—Boston being a championship team over the years and the Lakers, same thing—was a lot bigger than Larry Bird or Magic Johnson.



— OSCAR ROBERTSON

forever as a sports legend.

- Now, explain to students that they are going to research a sports figure, either one of the legends from the Avenue of Champions or one of their own choosing. The sports figure chosen has to be one who faced societal obstacles to their success, such as racial prejudice or a gender barrier.
- Students should pick important moments in their athlete's life to depict in a mini graphic novel about the athlete's rise to greatness.
- Ask students if they know what the term **graphic novel** means.
- Explain that there are many kinds of books, some narrative, some not, some with words, others with only pictures, and yet others with words illustrated by pictures. A graphic novel is different. A graphic novel is a narrative that integrates words and pictures, like a comic strip.

any number of online resources.

- Have students present their finished projects to the class and then make the mini graphic novels available for other students to read and share.



TEACHER TIP



DESIGN ONLINE

There are many potential resources online to help with creating comics and graphic novels. Some of these resources are free to use and others have associated fees. Teachers should take a few minutes to research the options and decide what best suits the needs of their classroom.

Here are a few examples to investigate:

- MakeBeliefsComix.com
- Storybird.com
- ToonDoo.com
- Pixton.com
- StoryboardThat.com



“
The ardent golfer would play Mount Everest if somebody put a flagstick on top.
 ”

— PETE DYE

Left and below: World-famous golf course designers Pete and Alice Dye started out as amateur champions.



EXPERIENCE 2: BREAKING THROUGH

In this experience, students use what they have learned about legendary sports trailblazers, such as Oscar Robertson or Alice Dye, the first female president of the American Society of Golf Architects, as they reflect on what it means to be a trailblazer and what it takes to overcome social barriers to achieve a goal. Students identify barriers, small or large, in their own lives and brainstorm ways to break through those barriers to achieve their goals.

ACADEMIC STANDARDS

Indiana Academic Standards

English Language Arts: 3.W.1, 3.SL.2.1, 3.SL.2.2; 4.W.1, 4.SL.2.1, 4.SL.2.2; 5.W.1, 5.SL.2.1, 5.SL.2.2

National Standards

English Language Arts: CCSS. ELA-Literacy.SL.3.1, CCSS.ELA-Literacy.W.3.10; CCSS.ELA-Literacy.SL.4.1, CCSS.ELA-Literacy.W.4.10; CCSS.ELA-Literacy.SL.5.1, CCSS.ELA-Literacy.W.5.10

PROCEDURES

- Have students reflect on what they learned in Experience 1 about athletes who broke social barriers and stood up to inequality. Prompt students to think about figures such as Hank Aaron, Wilma Rudolph, or any other sports figures they may have reported on in the previous experience.
- Ask students to review the types of inequality the athletes faced and what it took to overcome them. Are there certain characteristics that these athletes share?

- Explain that although the details vary, each of these athletes had to demonstrate determination and work hard to reach goals.
- Note that there are many kinds of barriers people face every day that can make it difficult for them to reach their goals, not just big obstacles like those discussed in the previous experience.
- Ask students to consider what other types of obstacles people may face.
- Distribute the handout on page 18.
- Have students think about their own lives and goals. These goals can be as simple as the next popular toy they would like to have or as big as what they want to be when they grow up. Students should record this goal on the handout.
- Ask students to think of any obstacles that might stand between them now and achieving the goals they identified. Perhaps there is more than one. Students should record their responses on the handout.

- Drawing inspiration from the sports legends featured in Experience 1, have students brainstorm possible strategies for overcoming their obstacles.
- Students can work in collaborative teams of three or four to brainstorm strategies and record them on the handout.
- Have students fill in the area on the handout for additional resources they might need to overcome their obstacles.
- Ask students to describe what success would look like. Have them include their description on the handout.

STUDENT HANDOUT

NAME: _____

SETTING GOALS—REACHING GOALS

GOAL

RESOURCES

OBSTACLES

STRATEGIES

DESCRIBE SUCCESS



Barbara Wynne

LESSON 3
GIVING BACK TO THE COMMUNITY

Many sports legends have dedicated their time and resources to efforts that serve the larger community. This lesson focuses on athletes who have played roles as community servants by supporting charitable causes, promoting educational and sports programs for youths, and pursuing second careers in community work. Examples include Barbara Wynne, who started tennis programs for children, and Olympic track star Wilma Rudolph, who served as the head of a community service organization in Indianapolis.



Never underestimate the power of dreams and the influence of the human spirit. We are all the same in this notion: The potential for greatness lives within each of us.



— WILMA RUDOLPH

OBJECTIVES

Students will

- Consider ways athletes can succeed off the field.
- Identify ways that people can give back to their community.
- Discuss reasons why athletes and others might want to give back.
- Take inspiration from philanthropic athletes to identify ways they can give back to their communities.
- Identify community needs.
- Recognize obstacles to giving back.
- Strategize ways to overcome obstacles to giving back to the community.

YOU WILL NEED . . .

- Handouts on page 22
- Access to research materials, either in print or online



VOCABULARY

- citizen
- community
- philanthropy



EXPERIENCE 1: MAKING A DIFFERENCE

In this experience, students learn about ways some sports legends have used their talent, celebrity status, and resources to do good for others and their communities. Focusing on the stories of sports legends like Barbara Wynne, Wilma Rudolph, and Tamika Catchings, students read about athletes making a real difference.

ACADEMIC STANDARDS

Indiana Academic Standards

English Language Arts: 3.RN.1, 3.W.1, 3.W.5; 4.RN.1, 4.W.1, 4.W.5; 5.RN.1, 5.W.1, 5.W.5

Social Studies: 3.2.5

National Standards

English Language Arts:
 CCSS.ELA-Literacy.RI.3.10,
 CCSS.ELA-Literacy.W.3.7, CCSS.ELA-Literacy.W.3.10; CCSS.ELA-Literacy.RI.4.10, CCSS.ELA-Literacy.W.4.7, CCSS.ELA-Literacy.W.4.10; CCSS.ELA-Literacy.RI.5.10, CCSS.ELA-Literacy.W.5.7, CCSS.ELA-Literacy.W.5.10



PROCEDURES

- Have students reflect on what they have learned about the sports legends discussed in lessons 1 and 2.
- Ask: What makes a sport legend different from other sports figures on the playing field? Note that not all sports figures are legends. Legends distinguish themselves through determination, skill, hard work, and by making a difference through their efforts on the field.
- Ask students if it is possible for sports legends to make a difference off the field, too.

- Explain that in addition to being an athlete or other sports figure, sports legends are citizens in their communities, too.
- Have students define what it means to be a **citizen**.
- Ask: What does it mean to “give back”? Why might a sports figure and citizen want to give back?



- Have students brainstorm ways that athletes can make a difference in their **community**.
- Note that the first step to giving back is to identify a problem that needs to be addressed and then work with others to address the problem.
- Have students review the biography of Tamika Catchings on page 26.
- Ask students how Tamika has chosen to give back to her community.
- Explain that she founded the Catch the Stars Foundation with a mission to “empower youth to achieve their dreams by providing goal-setting programs that promote literacy, fitness, and mentoring.”
- Ask: What problem did Tamika identify in the community that she could help address?
- Note that this is one way an athlete or sports figure can give back, by using their wealth, influence, and talents to create a foundation to do good work in the community. Other athletes may lend their time and talents to already existing organizations. These types of activities are referred to as **philanthropy**.

- Next, have students review the biography of Barbara Wynne on page 29.
- How did she choose to give back to her community?
- Ask students to pick an athlete and research how the athlete gives back to their community, in small ways or large. Students can pick an athlete from the list on this page or make their own choice.



- Distribute the “Philanthropy Profile” handout on page 22. Students will use their research to complete this profile of their player’s philanthropy, or activities that give back to his/her community.
- Have students share with the class what they learned about their athlete and the ways that they are giving back to their communities.



- Help students get an idea of the scope of this work by noting the subject of the charitable work and the reach of the work being done. For example, is it to promote health, help disadvantaged youth, or tackle a medical problem? And is it local, regional, or global in scale?
- Have students discuss what kind of impact these athletes are having off the playing field, both in their local communities and beyond.

PAYING IT FORWARD



In addition to the sports legends featured in the Avenue of Champions, here is a list of some athletes students may want to research to learn more about their philanthropic endeavors:

- Andre Agassi
- Mia Hamm
- Dikembe Mutombo
- David Beckham
- Andrea Jaeger
- Albert Pujols
- Tim Duncan
- Derek Jeter
- Kurt Warner
- Brett Favre
- Clayton Kershaw
- Serena Williams
- Sergei Fedorov
- Mario Lemieux
- Tiger Woods
- Larry Fitzgerald
- Eli Manning
- Kristi Yamaguchi
- Doug Flutie
- Peyton Manning
- Jeff Gordon
- Alonzo Mourning



STUDENT HANDOUT

NAME: _____

PHILANTHROPIC PROFILE	
ATHLETE'S NAME _____	ASSOCIATED SPORT _____
TEAM _____	YEARS ACTIVE _____
ORGANIZATIONS/ACTIVITIES _____ _____ _____ _____ _____ _____ _____ _____	PRIMARY RECIPIENTS OF CHARITY WORK _____ _____ _____ _____ _____ _____ _____ _____
GOAL OF PHILANTHROPIC WORK _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	



“
**Believe me, the reward
 is not so great without
 the struggle.**
 ”

— WILMA RUDDOLPH

**EXPERIENCE 2: CULMINATING EXPERIENCE—
 BEING THE DIFFERENCE**

Students take what they have learned about the importance of giving back from studying sports legends like Tamika Catchings or Barbara Wynne, and think about ways that they, too, can give back to their communities. Students are first directed to think of a need in their community and then to develop an action plan for how they would like to make a difference by addressing that need. These plans identify any obstacles or barriers they might face in achieving their goal and identify strategies for overcoming these barriers.

ACADEMIC STANDARDS

Indiana Academic Standards
English Language Arts: 3.W.1, 3.SL.2.1, 3.SL.2.2, 3.SL.4.1; 4.W.1, 4.SL.2.1, 4.SL.2.2, 4.SL.4.1; 5.W.1, 5.SL.2.1, 5.SL.2.2, 5.SL.4.1
Social Studies: 3.2.5

National Standards
English Language Arts: CCSS.ELA-Literacy.W.3.10, CCSS.ELA-Literacy.SL.3.1; CCSS.ELA-Literacy.W.4.10, CCSS.ELA-Literacy.SL.4.1; CCSS.ELA-Literacy.W.5.10, CCSS.ELA-Literacy.SL.5.1

PROCEDURES

- Have students reflect on what they learned in the previous experience. Review the meaning of the terms **citizen** and **philanthropy**.
- Ask students which athletes they learned about in the previous experience are the most inspiring to them. Why?
- Ask students if only the rich and/or famous can be involved in philanthropy and doing good things for their community. Of course not! Even students like them can make a difference.

- Explain that all citizens are capable of using their time and resources to giving back and making their community a better place.
- Divide the class into groups of three or four students.
- Explain that each group will take inspiration from the sports legends they just learned about and brainstorm an idea for something that the class could do together to make the community better.
- Have students refer to their notes on the philanthropy handout.
- Instruct students to think about their community—both the school community and the surrounding community at large—and what problems the community may be facing. For example, there may be a nearby park with a litter problem, or an animal shelter needing funds, or patients at a nursing home who would enjoy interacting with young people. Students may come up with a wide variety of possible projects, but encourage them to try to keep their ideas realistic.
- Give the groups time to brainstorm and choose one of their ideas.
- Explain to students that these brainstorming sessions should be collaborative discussions where everyone listens to each other’s ideas, builds on each other’s ideas as appropriate, and expresses their own ideas clearly.
- Students should draw on what they learned and read about athletes who give back to find ideas and inspiration.
- Using the handout, have each group record the community need they would like to address.
- Have students record the goal of their activity. What is it they wish to accomplish for the community?

LESSON 3

- Next, have students think about what obstacles might present challenges or make addressing their issue more difficult. For example, do they need money? Would it require transportation? Too much time? Students should record their thoughts on the handout.
- Ask students to think about what resources they would need to complete their plan. Some of these resources may be dictated by the challenges they face, while others may be unrelated to their challenges. Have students record their thoughts on the handout.
- Finally, on the backside of the handout, have groups outline an action plan to address the need in their community. This should be a step-by-step explanation of how they would go about addressing the need. This plan should also address the challenges that they identified and strategies for overcoming them.
- Lastly, have students conclude with a description of what success would look like once they were done. How would they know that they have achieved their goal?
- Once groups have completed their community action plans, have them present their plans to the rest of the class.
- Instruct the groups that they are to include a question-and-answer period so their classmates can ask questions about their plans.
- Ask students how they were inspired by the sports figures they learned about in Lesson 3, Experience 1. How did that inspiration help them to develop their own community action plans? Students should name the individual(s) who inspired them and describe how that inspiration can be seen in their action plans.



EXTENDING ACTIVITY

- Have the class vote on which community action plan they think they can actually complete.
- Have the class work together to fine-tune the plan into something they can reasonably accomplish together.
- Help students create a strategy for executing the plan.
- Have the class work together to complete the action plan and give back to your community.
- After the plan is completed, debrief with students about the experience. Did they achieve their goals? What did they like best about the experience? What was the hardest part? What might they have done differently? How did it feel doing something together to benefit the community?



SOMETIMES AN ENTIRE TEAM BECOMES A LEGEND

This still shot is from *Hoosiers*, the 1986 movie based on the small-town basketball team from Milan, Indiana, which overcame all odds to win the 1952 state championship.

SPORTS LEGENDS BIOGRAPHIES

AUTO RACING

A. J. Foyt Jr.



PHOTO COURTESY OF INDIANAPOLIS MOTOR SPEEDWAY.

Born in Houston, Texas, A. J. Foyt Jr. became an accomplished race car driver and racing team owner. He started racing at age 18 in a midget car owned and maintained by his father, an auto mechanic. Foyt has competed in several varieties of auto racing, including IndyCar, NASCAR, midget cars, and sports cars. He drove in 35 consecutive Indianapolis 500 races, and is the first of only three drivers to have won the 500 four times. He is also the only person to have won the Indianapolis 500, the Daytona 500, the 24 Hours of Daytona, and the 24 Hours of Le Mans sports car endurance race. Foyt was in the inaugural class inducted into the Motorsports Hall of Fame of America, and has also been inducted into the International Motorsports Hall of Fame, the National Sprint Car Hall of Fame, and the National Midget Auto Racing Hall of Fame.

BASEBALL

The Indianapolis Clowns

● Henry Louis “Hank” Aaron

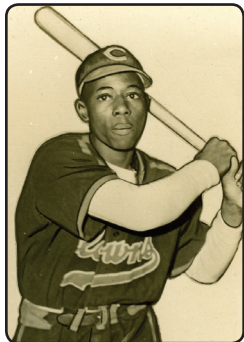


PHOTO COURTESY OF NEGRO LEAGUES BASEBALL MUSEUM, INC.

Hank Aaron—nicknamed “Hammerin’ Hank”—is widely considered one of the greatest baseball players of all time. With a Major League Baseball (MLB) career that spanned 1954 through 1976, Aaron began

his career in 1951 when he was signed by the Indianapolis Clowns of the Negro American League; a year later Aaron helped the team win the Negro World Series. His standout play earned him offers from two MLB teams—the New York Giants and the Boston Braves. Aaron started his major league career in 1954. In his final season in 1976, he was the only remaining Negro Leagues player on an active Major Leagues roster. He played 21 seasons with the Milwaukee and Atlanta Braves in the National League, and his last two years (1975–1976) with the Milwaukee Brewers in the American League. His most notable achievement was breaking the career home run record set by Babe Ruth. During his professional career, Aaron hit 24 or more home runs every year from 1955 through 1973, and is the only player to hit 30 or more home runs in a season at least 15 times. Aaron made the All-Star team every year from 1955 through 1975 and won three Gold Glove awards. He won the National League’s Most Valuable Player Award in 1957, the same year the Braves won the World Series.

● Mamie “Peanut” Johnson



PHOTO COURTESY OF NEGRO LEAGUES BASEBALL MUSEUM, INC.

Born in Ridgeway, South Carolina, Mamie Johnson was one of only three women to play Negro Leagues baseball. After Johnson’s unsuccessful attempt to try out for the all-white All-American Girls Professional Baseball

League, the Negro American League’s Indianapolis Clowns recruited her in 1953, where she was the league’s first female pitcher. According to Johnson, she earned the nickname “Peanut” for her small stature, and retired from the team in 1955 with a 33–8 record. Upon retiring, she spent the next 30 years working as a nurse.

● Marcenia Lyle “Toni” Stone

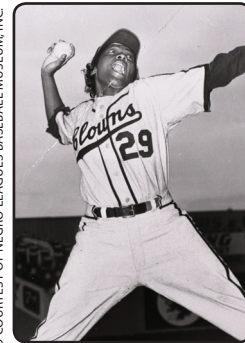


PHOTO COURTESY OF NEGRO LEAGUES BASEBALL MUSEUM, INC.

Born in St. Paul, Minnesota, Toni Stone became the first woman to play Negro Leagues baseball. She began her career playing for the semi-professional men’s team the Twin Cities Colored Giants in 1937. After moving to San Francisco to care for her sister in 1946, she continued her career playing for the San Francisco Sea Lions in 1949. In 1953, she became a second baseman for the Indianapolis Clowns, a position previously held by Hank Aaron. In 1954, Stone was traded to the Kansas City Monarchs, where she played one season before retiring from baseball.

BASKETBALL

Larry Joe Bird



PHOTO COURTESY OF INDIANA STATE UNIVERSITY

Larry Bird was born in the small town of West Baden, Indiana, and grew up in the nearby town of French Lick. He was one of six

SPORTS LEGENDS BIOGRAPHIES

children, and his mother worked two jobs to support the family. Larry turned to basketball to escape the challenges of growing up poor. A star player at Springs Valley High School, he became the school's all-time leading scorer. Larry made the gym his second home, practicing his shooting early in the morning and late at night as well as on weekends and during school vacations. Seeing basketball as his ticket to something better, he gave up football and baseball to focus on it. After a brief stay at Indiana University, Bird ended up at Indiana State University, where he helped lead the men's basketball team to his first Division I NCAA tournament in 1979. The ISU team made it to the finals only to lose to Michigan State University, which was captained by Ervin "Magic" Johnson, who would go on to become Bird's primary rival throughout their professional basketball careers. Drafted by the Boston Celtics in 1978, Bird opted to stay at ISU for his senior year. Immediately after graduation, the Celtics signed him to a \$650,000 contract, making Bird the highest-paid rookie in National Basketball Association history. Over 13 seasons, the Bird–Johnson rivalry generated lots of attention. Plagued by back problems, Bird played in the 1992 "Dream Team," the U.S. men's basketball team that won an Olympic gold medal, then retired. He went on to coach the Indiana Pacers from 1997 through 2000, leading the team to the NBA Finals in 1998 and 2000. In the process, he was named Coach of the Year for the 1997–98 season, making him the only person in NBA history to be named both an MVP (1984–86) and Coach of the Year. In 2003 he returned to the Pacers as president of

basketball operations, retiring in 2012, and returned to the organization in 2013 in an executive role.

Tamika Devonne Catchings



PHOTO COURTESY OF PACERS SPORTS AND ENTERTAINMENT.

Tamika Catchings overcame a lifelong hearing impairment to become perhaps the most significant basketball player ever to join the Indiana Fever's roster. In grade school, Tamika remembers being teased about her clunky hearing aids by other students in the classroom, so she worked extra hard to out-compete them in soccer and basketball. Tamika played for Duncanville High School in Duncanville, Texas (where she was named a Women's Basketball Coaches Association All-American) and the University of Tennessee's Lady Volunteers (where she was a member of the 1997–98 National Championship team) before being drafted by the Fever in 2001. Named by the Women's National Basketball Association (WNBA) as Rookie of the Year in 2002, Catchings became the first player in League history to score 2,000 points in just four seasons (2002–2005). She was also named Defensive Player of the Year in 2005, 2006, 2009, and 2010. In 2011 she was named the Most Valuable Player in the WNBA. In 2012, while serving as the president of the WNBA Players Association, she led the Fever to the team's first WNBA Championship and was named WNBA Finals MVP. The WNBA's leader in points, rebounds, steals, and free throws at the start of the 2015 season, she announced

she would retire at the end of the 2016 season, a decision based on her desire to play on the U.S. Women's Basketball team in the 2016 Summer Olympics. Tamika also established the Catch the Stars Foundation in 2004, an organization dedicated to empowering young people to reach for their dreams and become all that they can be. The foundation emphasizes work in lower-income communities and with at-risk kids.

Oscar Robertson

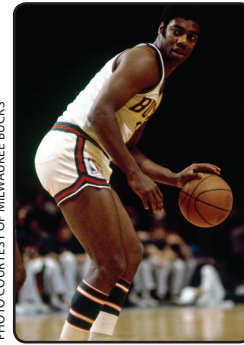


PHOTO COURTESY OF MILWAUKEE BUCKS

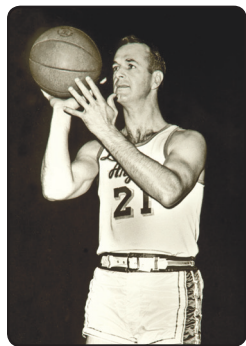
Perhaps no one did more to elevate the status of black athletes in professional basketball than "The Big O," Oscar Robertson.

Though he was not the first black player in the NBA, his talent, skills, and intelligence made him the most dominant one throughout his 14 seasons as a professional athlete. Born into poverty in Tennessee, Robertson grew up in a segregated housing community in Indianapolis, where he threw tennis balls into a peach basket because he did not have a basketball. He attended the all-black Crispus Attucks High School and became a star basketball player under the direction of legendary coach Ray Crowe. In 1955 the Crispus Attucks team became the first all-black high school team to win a state championship anywhere in the nation. They won again in 1956, the same year that Robertson was named "Mr. Basketball" for Indiana. Enrolling at the University of Cincinnati, Robertson went on to

SPORTS LEGENDS BIOGRAPHIES

set 19 school records and 14 NCAA records while being named both an All-American and College Player of the Year. Co-captain of the U.S. Men's Basketball team at the 1960 Olympic Games, Robertson shared leading scorer honors with Jerry Lucas as the U.S. easily won the gold medal. Playing professionally for the Cincinnati Royals and the Milwaukee Bucks, Robertson invented both the head fake and the fade-away jump shot; he also helped lead the Bucks to their only NBA title in 1971. Later that same year, Robertson led the way in another arena—as the plaintiff in a lawsuit that the NBA Players Association filed against the League. After a six-year battle, the Players Association won, which opened the door for free agency and higher salaries.

William Robert (Bobby) "Slick" Leonard



Raised in Terre Haute, where he was a star tennis and basketball player at Terre Haute Gerstmeyer High School, Bobby Leonard went

on to play ball for Indiana University, shooting the free throw that won the 1953 NCAA Championship for his team as time ran out. He was drafted in 1954 by the Minneapolis Lakers, and played five years, followed by two years with the Chicago Packers/Zephyrs. After coaching the Zephyrs for two years, Leonard was chosen in 1969 as head coach of the new American Basketball Association's Indiana Pacers, a position he held

for 12 years, including four after the team became a National Basketball Association franchise. In 1985 Leonard joined the Pacers' radio and television broadcast crew, becoming renowned for his trademark "Boom, baby!" exclamation whenever a Pacers player scored a three-point shot.

Reginald Wayne "Reggie" Miller

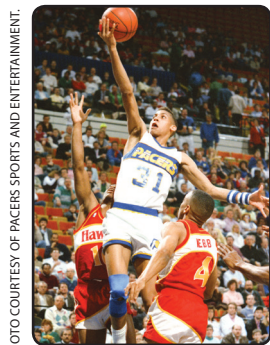


PHOTO COURTESY OF PACERS SPORTS AND ENTERTAINMENT.

From 1987 to 2005, no Indiana Pacers player was more visible or more beloved than Reggie Miller. Born with hip deformities, Reggie spent five years in leg braces while he was growing up in Riverside, California. He developed his signature high-arching jump shot while competing against his sister Cheryl, who also excelled as a basketball player. After graduating from Riverside Polytechnic High School, Miller went to the University of California, Los Angeles (UCLA), where he studied history and led the men's basketball team to a National Invitational Tournament championship in 1985 and the first-ever Pacific-10 Conference Men's Basketball Tournament championship in 1987 (the same year the three-point rule went into effect). Miller ended his career at UCLA as the school's second-leading scorer. Miller came to Indianapolis as an underdog after being chosen by the Pacers in the first round of the 1987 draft. Fans had booed his selection over that of Indiana native and Indiana University standout Steve Alford. Over his first five years with the Pacers, Miller gradually earned respect as an

outstanding shooting guard; by 1994, he was the team's leading scorer and its go-to guy in clutch situations. In 1995, he made an amazing 8 points in 8.9 seconds to lead the Pacers to a 107–105 victory over their Eastern Conference rivals, the New York Knicks. In fact, over the course of his years with the Pacers, Miller played in 1,389 games, made 2,560 three-point shots, and led the team to the Eastern Conference finals six times. In his final game in 2005, the crowd gave him a standing ovation—and so did his opponents, the Detroit Pistons. The Pacers later retired his jersey (#31), one of only five former Pacers to be so honored. Miller went on to a successful second career as a sports broadcaster.

FOOTBALL

Reginald "Reggie" Wayne



PHOTO COURTESY OF INDIANAPOLIS COLTS.

Born in New Orleans, Louisiana, wide receiver Reggie Wayne played his entire career with the Indianapolis Colts and holds the franchise record for most games played and most career games won. Wayne chose to play football in high school despite being more interested in baseball growing up. He attended the University of Miami, where he broke the school record for career catches, and became one of five Miami receivers to make 20 or more touchdowns during his college career. Wayne signed with the Colts in 2001 as the 30th overall draft pick. In the

SPORTS LEGENDS BIOGRAPHIES

14 seasons he played for the Colts, Wayne scored 82 regular-season touchdowns, and played in six Pro Bowls and two Super Bowls.

GOLF

Paul B. "Pete" Dye



Born to a golf-obsessed father who built a nine-hole course on family property in Urbana, Ohio, Pete Dye became an

acclaimed golfer, winning the Ohio State High School Golf Championship and a medal in the Ohio State Amateur Golf Championship before enlisting in the U.S. Army in 1944. By the time he finished his training, World War II was over, so Dye was assigned the role of greenkeeper at the Fort Bragg golf course. After his time in the military was up, he headed to Rollins College in Winter Park, Florida, where he met Alice Holliday O'Neal; they married and moved back to her hometown of Indianapolis. Dye was a successful insurance salesman for several years and also a skilled golfer. In 1961 he gave up insurance to become a golf course designer; Alice (who was an amateur golf champion in her own right) joined him as his partner. Starting with a nine-hole course in Indianapolis, the Dyes developed their skills and talents, gradually earning a reputation for their innovative course designs. In the process their firm became world-renowned. The American Society of Golf Course Architects bestowed the *Donald Ross Award* on

Dye in 1995. Dye received the 2003 *Old Tom Morris Award* from the Golf Course Superintendents Association of America, their highest honor. In 2005, he became the sixth recipient of the PGA Tour Lifetime Achievement Award. He was inducted into the World Golf Hall of Fame in November 2008 in the "Lifetime Achievement" category. Dye was named Architect of the Year by *Golf World* magazine, awarded an honorary doctorate in landscape architecture from Purdue University, and received Indiana's Sagamore of the Wabash award.

Alice Dye



women's city titles when she was still a student at Shortridge High School. She won the first of her nine Indiana Women's Golf Association Amateur championships in 1946. Before graduating in 1948 from Rollins College in Winter Park, Florida, she was captain of the golf team. In early 1950 she married Pete Dye. As a partner with her husband in one of the top design teams of American golf courses, Alice came up with the idea of the Island Green, the signature 17th hole on the Stadium Course at Sawgrass. She became the first woman president of the American Society of Golf Course Architects, and the first woman to serve as an independent director of the Professional Golfers' Association of America (PGA). She won the 1968

Alice Holliday O'Neal was born in Indianapolis and began playing golf at a young age, winning the first of her 11 Indianapolis

North & South Women's Amateur Championship and was a member of the 1970 United States Curtis Cup team. She also won the 1978 and 1979 U.S. Senior Women's Amateur championships, as well as two Canadian Women's Senior championships. Alice Dye was inducted into the Indiana Golf Hall of Fame in 1976, and in 2004 was voted the PGA's First Lady of Golf Award. She collaborated with Mark Shaw on the 2004 book *From Birdies to Bunkers: Discover How Golf Can Bring Love, Humor and Success into Your Life*.

HOCKEY

Wayne Gretzky

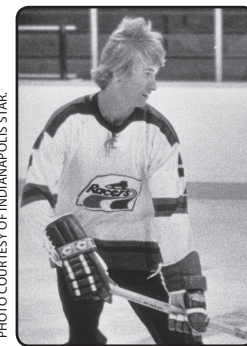


PHOTO COURTESY OF INDIANAPOLIS STAR.

Wayne Gretzky is known as "The Great One." He was born in Ontario and played 20 seasons in the National Hockey League (NHL) for

four teams. Before his record-setting career in the NHL, Gretzky played for the Indianapolis Racers in the World Hockey Association (WHA). The Racers traded Gretzky to the Edmonton Oilers after just eight games in 1978, and Gretzky remained with that team until 1988. He was awarded the Hart Memorial Trophy as the league's Most Valuable Player eight years in a row. He went on to play for the Los Angeles Kings, St. Louis Blues, and New York Rangers before retiring in 1999. During his career, he set 61 NHL records, of which he still holds 60 today. After retiring from the NHL, Gretzky was inducted into the Hockey Hall of Fame without the typical

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three-year waiting period. He served as executive director of the Canadian men's hockey team for the 2002 and 2006 Winter Olympics and as head coach of the Phoenix Coyotes from 2004 to 2009. He was the final torchbearer for the 2010 Winter Olympics in Vancouver.

SOCCER

DaMarcus Beasley



Born in Fort Wayne, Indiana, DaMarcus Beasley has played soccer in the United States and internationally. He has appeared in

more than 100 games for the United States men's national team, including the CONCACAF Gold Cup wins in 2002, 2005, 2007, and 2013. He is the only member of the U.S. Men's national team to play in four FIFA World Cup tournaments. After two years at South Side High School in Fort Wayne, Beasley attended the IMG Academy, a sports-training boarding school in Bradenton, Florida, to train as an elite soccer player. He played in the 1999 Under-17 World Cup in New Zealand, and was awarded the Silver Ball, given to the tournament's second-best player. Beasley signed with Major League Soccer in 1999 and was traded from the Los Angeles Galaxy to the Chicago Fire before his first game appearance in 2000. He was transferred to the Dutch team PSV Eindhoven in 2004, where he became the first American to play in the Union of European Football Associations (UEFA) Champions League semifinals;

he then played for Manchester City on a season-long loan from PSV in 2006. In 2007 Beasley became the second American to play for the Rangers Football Club in Glasgow, Scotland. After three seasons with Club Puebla in Mexico, Beasley returned to the United States to play for the Houston Dynamo.

TENNIS

Barbara Wynne



Barbara Wynne has been the face of youth tennis in Indianapolis since her start as a volunteer for United States Tennis

Association (USTA) activities in the late 1960s. In 1968, at the urging of Mayor Richard Lugar, Barbara founded the Riverside Upswing Program, which later became known as the Indianapolis Chapter of the National Junior Tennis League (NJTL). Wynne later served as president of the Central Indiana Tennis Association from 1987 to 1988. In 1990 she originated and became chairperson of the first national Arthur Ashe Essay Contest, a natural outgrowth of her belief in Ashe's vision of using tennis as a way to gain and hold the attention of young people. She adamantly believes that through tennis, lives can be changed. Wynne's immeasurable impact on Indianapolis will be seen for generations to come. Over the years, Wynne has helped the Indianapolis Chapter of the National Junior Tennis League expand its offerings to include afterschool and

summer programs for more than 1,400 youths each summer season in 19 local public parks and schools. An advocate, coach, and teacher of the sport, Wynne was awarded the USTA Eve Kraft Community Service Award in 1977, the International Tennis Hall of Fame Educational Merit Award in 1984, the USTA Silver Service Bowl Award in 1990, and the International Tennis Federation Major Winfield Award in 2007. The creative force behind the expansion of youth tennis in Indianapolis, Wynne was inducted in the USTA Midwest Hall of Fame in 2000 and honored with the USTA Midwest 30 Year Service Award in 2005. She is president and founder of the Indianapolis Junior Tennis Development Fund and Midwest Youth Tennis, and director-at-large of the Education Foundation (MYTEF). Wynne currently sits on the USTA National Committee for the NJTL and on the board of directors for USTA Serves, addressing the needs of the college scholarship granting cycles.

TRACK AND FIELD

Wilma Rudolph



Wilma Rudolph was an unlikely sports legend. She was a sickly child, stricken with double pneumonia, scarlet fever, and polio. There

was a time when doctors predicted she would never walk again, let alone run, but her mother told her she would recover. Her mother was right. Considered the fastest woman in the world in the 1960s, Wilma was the first American woman (and

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the first African American woman) to win three gold medals during a single Olympic Games (1960). She was later inducted into the National Track and Field Hall of Fame, the U.S. Olympic Hall of Fame, and the National Women's Hall of Fame. She was also a pioneer in both the civil rights and women's rights movements. Following her athletic career, she came to Indianapolis to head up a community center, later moving to St. Louis and other places around the country before returning to Indianapolis in 1980, where she hosted a local TV show and established the Wilma Rudolph Foundation to promote amateur athletics.

GLOSSARY

citizen: A person who legally belongs to a country, state, or local community and has the rights granted by that particular place.

community: A group of people who live in the same geographic area, such as a city or a neighborhood.

determination: The personal quality of persisting toward a goal, even if the goal is difficult to achieve.

goals: The objects of a person's effort, such as setting a record and winning an award.

graphic novel: A full-length fiction, nonfiction, or anthologized book presented in comic-strip format.

inequality: Unequal treatment or access resulting from a difference in social, economic, or other demographic identity.

integration: The free association of people from different racial and ethnic backgrounds. For example, one goal of the U.S. civil rights movement was to integrate public schools.

obstacles: Challenges or barriers that interrupt progress toward goals.

perseverance: Persistence, or determination, to achieve a goal even in the presence of challenges or barriers.

philanthropy: Goodwill or charity toward other people, including donations of money, personal property, or volunteer time to help those in need.

prejudice: An unfavorable opinion formed without knowledge or reason, such as intolerance of a particular racial, ethnic, or religious group.

segregation: The act of setting some people apart from others, such as for racial differences.

WEBSITES

Please preview all resources to make sure they are appropriate for your students.

SPORTS LEGENDS**DaMarcus Beasley full interview 12/28/16 in Fort Wayne**

<https://www.youtube.com/watch?v=htFOoklqFOk>

DaMarcus Beasley interview

<http://concave.com/us/explore/damarcus-beasley-interview/>

Alice Dye: IPS Educational Foundation Hall of Fame

https://www.youtube.com/watch?v=Ji9rX_R7Jlc

Pete Dye on 60 minutes

<https://www.youtube.com/watch?v=Tkv0lzVK7FE>

Reggie Wayne Facts and History

<http://www.reggiewayne.com>

Beyond the U: Reggie Wayne

<https://www.stateoftheu.com/2017/6/27/15823734/miami-hurricanes-football-beyond-the-u-reggie-wayne-indianapolis-colts-nfl-network-wide-receiver>

Congratulations Barbara Wynne on Your Outstanding Achievement

http://www.centralindiana.usta.com/congratulations_barbara_wynne_on_your_outstanding_achievement/

Barbara Wynne: 2017 NJTL Founders' Award

<https://www.youtube.com/watch?v=8EK3QOW6s>

SPORTS PHILANTHROPISTS**Athletes for Hope**

<http://www.athletesforhope.org/about/>

Catch the Stars Foundation

<https://catchthestars.org/>

The Intersection of Sports and Philanthropy [The Melvin and Bren Simon Foundation]

<http://www.brensimon.com/the-intersection-of-sports-and-philanthropy/>

NBC Sports Most Charitable Athletes

<http://www.nbcsports.com/most-charitable-athletes>

Peyback Foundation

<http://www.peytonmanning.com/>

10 Current Athletes Who Are Ridiculously Charitable

<http://bleacherreport.com/articles/2656316-10-current-athletes-who-are-ridiculously-charitable>

PRIMARY SOURCE SET

Baseball Across a Divided Society

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/baseball/>

An online collection of primary sources related to the historical context of baseball in the early years. A teacher's guide is also available.

RESOURCES

GRAPHIC NOVELS ON SPORTS

Bethea, Nikole Brooks. *The Science of Basketball with Max Axiom, Super Scientist.* Mankato, MN: Capstone Press, 2016.

Max Axiom, Super Scientist, explains the science behind a layup, the right way to do a jump shot, and much more. Illustrated by Mauricio Campidelli.

Burgan, Michael. *Muhammad Ali: American Champion.* Mankato, MN: Capstone Press, 2008.

A biography of heavyweight boxing champion Muhammad Ali, who gained fame for his boxing skills, political views, and humanitarian efforts. Illustrated by Brian Bascle.

Drier, David. *The Science of Baseball with Max Axiom, Super Scientist.* Mankato, MN: Capstone Press, 2016.

Max Axiom, Super Scientist, explains the science behind a curveball, the fastest way to run the bases, and much more. Illustrated by Tomás Aranda.

Fandel, Jennifer. *Jim Thorpe: Greatest Athlete in the World.* Mankato, MN: Capstone Press, 2008.

Describes how Native American Jim Thorpe played football and baseball before going on to win pentathlon and decathlon gold medals at the 1912 Olympic games. Illustrated by Rod Whigham.

Hoena, B. A. *The Science of Hockey with Max Axiom, Super Scientist.* Mankato, MN: Capstone Press, 2016.

Max Axiom, Super Scientist, explains the science behind the perfect slap shot, the right way to skate the ice, and much more. Illustrated by Caio Cacaou.

Sturm, James. *Satchel Paige: Striking Out Jim Crow.* New York, NY: Hyperion, 2007.

Presents a fictionalized version of the life of Satchel Paige, who began his baseball career in the Negro Leagues in Alabama in the 1920s and who, although kept out of the major leagues for years by segregation laws, went on to become a world-class athlete. Illustrated by Rich Tommaso.

Titeux de la Croix, Sybille. *Muhammad*

Ali. Milwaukee, OR: Dark Horse Books, 2016.

Cassius Clay is a kid who rushes into boxing by accident, following the theft of his bike. Clay becomes Muhammad Ali, Olympic gold medalist, world heavyweight champion, and civil rights activist. Illustrated by Amazing Améziane.

NONFICTION BOOKS

Auto Racing

Anderson, Jameson. *Danica Patrick.* Minneapolis, MN: Checkerboard Library, 2015.

An introduction to the popular auto racer. Patrick's life story is examined from her childhood in Illinois, to her years in England racing Formula 1, to becoming the first woman to win an IndyCar Series race, the first woman to lead the Indianapolis 500, and the first woman to win pole position in a NASCAR race.

Wilker, Josh, and G. S. Prentzas. A. J. Foyt. New York: Chelsea House, 2007.

A short biography of the famous auto racer, presenting basic facts about the family background that supported his racing ambitions as well as action-packed descriptions of award-winning races.

Baseball

Gigliotti, Jim. *I Am Roberto Clemente.* New York, NY: Scholastic, 2013.

Presents the life and accomplishments of the Pittsburgh Pirates right fielder, from his heroics on the field, which made him the first Latin American and Caribbean player named to the National Baseball Hall of Fame, to his humanitarian efforts delivering aid to earthquake victims.

Golenbrock, Peter. *Hank Aaron: Brave in Every Way.* San Diego, CA: Harcourt, 2001.

An illustrated biography for younger elementary-age readers that follows Aaron's life from humble beginnings, to playing in the Negro Leagues at a time when African American

players were not allowed in the major leagues, to becoming one of the greatest Major League players of all time. The book covers the historical context of Aaron's career, including the racism and bigotry he faced on his way to breaking Babe Ruth's record.

Green, Michelle Y. *A Strong Right Arm: The Story of Mamie "Peanut" Johnson.* New York, NY: Dial Books for Young Readers, 2002.

A biography for middle school readers that follows the life of Mamie "Peanut" Johnson as she dreams of playing baseball. Peanut is faced with many challenges in the pursuit of her dreams to play a sport dominated by white men. This book tells how she managed to become one of only three female players to ever play professionally for the Negro Leagues.

Hubbard, Crystal. *Catching the Moon: The Story of a Young Girl's Baseball Dream.* New York, NY: Lee & Low Books, 2005.

An illustrated anecdotal tale of Marcenia Lyle "Toni" Stone, an African American baseball player who became the first woman to play professionally. This book recounts how Toni, determined to pursue her passion for baseball, impressed a scout to earn a spot in a previously all-boys baseball summer camp.

Sports Illustrated Kids. *Baseball: Then to Wow!* New York, NY: Time Home Entertainment, Inc., 2016.

An illustrated, highly visual book on the history of baseball from its disputed origins to the sport we know today. The evolution of the sport included changes in equipment, uniforms, and strategies. The book also highlights notable players from the distant past until today.

Tavares, Matt. *Henry Aaron's Dream.* Somerville, MA: Candlewick, 2010.

An illustrated biography follows the early years of Aaron's life, from swinging a broom handle because he didn't have a bat, to playing for the Negro Leagues, until finally starting in the Major Leagues. This book portrays the racism and obstacles Aaron faced on the road to success.

Yomtov, Nelson. *The Bambino: The Story of Babe Ruth's Legendary 1927 Season*. Mankato, MN: Capstone Press, 2011.

In a fact-filled and entertaining graphic novel format with eye-catching illustrations by Tim Foley, this book follows Babe Ruth through the 1927 season and describes his attempt to break his own home run record.

Basketball

Catchings, Tamika. *Dreams Are for Catching: Discovering the Star in You*. Indianapolis, IN: Tamika Catchings' Catch the Stars Foundation: IJB Book Publishing, 2009.

An autobiography detailing the many obstacles on Catchings' road to success with the Indiana Fever and as a gold-medal winner with the U.S. Olympics team.

Cohen, Joel H. *Oscar Robertson*. New York: Rosen Central, 2002.

This biography tells the story of Oscar Robertson and how he overcame obstacles of poverty and racism to become one of the best basketball players of all time.

Ervin, Phil. *Maya Moore*. Minneapolis, MN: Sportzone/ABDO, 2016.

Profiles the life and accomplishments of the basketball star, including her time at the University of Connecticut and with the Minnesota Lynx, her role with the U.S. team at the Olympics and the FIBA World Championship, and her involvement in the community.

Kavanagh, Jack. *Larry Bird: Hall of Fame Basketball Superstar*. Berkeley Heights, NJ: Speeding Star, 2014.

Follow Larry Bird's path from small-town boy to one of the greatest players in basketball. This book covers the hardships he had to overcome in his childhood to being a three-time Most Valuable Player and leading his team to three championships.

Labrecque, Ellen. *Magic Johnson*. Ann Arbor, MI: Cherry Lake, 2008.

A biography of the basketball superstar, from his childhood in Michigan through his record-breaking career

with the Los Angeles Lakers to his off-court work promoting HIV/AIDS awareness and his work rebuilding urban communities.

Rich, Francine Poppo. *Larry Bird: The Boy from French Lick*. West Bay Shore, NY: Blue Marlin, 2009.

An illustrated biography following the early life of Larry Bird, before he was a star, as he pursued his dream to be the best basketball player he could be. The book focuses on how practice, hard work, and perseverance helped Larry Bird fulfill his dream.

Wilner, Barry. *Reggie Miller*. Philadelphia, PA: Chelsea House, 1998.

A concise biography of the Indiana Pacers legend, this book includes some photos and play-by-play descriptions of games as well as glimpses into the personal life of the high-scoring player.

Boxing

Gregory, Josh. *Muhammad Ali*. New York, NY: Children's Press, 2017.

Introduces children to the life of the celebrated heavyweight champion, looking at how and why he started fighting, became a world champion, and worked outside the ring as a political activist.

Mason, Paul. *Boxing*. Mankato, MN: Sea-to-Sea, 2011.

A valuable introduction for younger readers to the history, moves, and famous athletes of a dramatic combat sport.

Football

Annis, Matt. *Peyton & Eli Manning in the Community*. New York, NY: Britannica Educational Publishing in association with The Rosen Publishing Group, Inc., 2014.

A chronicle of the lives and careers of football legends Peyton and Eli Manning, this book focuses on the ways in which they have used their success to give back to the community.

Buckley, James Jr. *Von Miller and the Denver Broncos: Super Bowl 50*. New York, NY: Bearport, 2017.

A biography illustrating the life and accomplishments of the Broncos linebacker and replaying notable moments in Super Bowl 50.

Sandler, Michael. *Eli Manning and the New York Giants: Super Bowl XLVI*. New York, NY: Bearport, 2012.

An illustrated biography from the Super Bowl Superstars series that tells the story of an exciting championship game but also includes chapters on the Manning family and Eli's path to professional football.

***Sports Illustrated Kids. Football: Then to Wow!* New York, NY: Time Home Entertainment, Inc., 2014.**

An illustrated, highly visual history of football, from its origins in the mid-19th century to the sport familiar today. The evolution of the sport included changes in equipment, uniforms, and strategies. The book also highlights notable players.

Golf

Bodden, Valerie. *Golf*. Mankato, MN: Creative Education, 2016.

A 24-page introduction to the physics involved in golf, including concepts such as torque and lift, and actions such as swinging and twisting. The reading level is easy and the science level is suitable for Grades 3–5.

Dunn, Mary R. *Michelle Wie*. Mankato, MN: Capstone Press, 2016.

Simple text and full-color photographs briefly describe the life of Michelle Wie and her career as a professional golfer.

Gifford, Clive. *Golf: From Tee to Green—The Essential Guide for Young Golfers*. New York, NY: Kingfisher, 2010.

Easy-to-follow text on tee shots, pitching, chipping, coping with bunkers, and reading a green, plus a section on the history of the game, the all-time great players, famous holes, and memorable tournaments.

RESOURCES

Knudsen, Rozanne R. *Babe Didrickson: Athlete of the Century*. New York, NY: Puffin Books, 2015.

A biography emphasizing the early years of Babe Didrikson, who broke records in golf, track and field, and other sports, at a time when there were few opportunities for women athletes.

Michelson, Richard. *Twice as Good: The Story of William Powell and Clearview, the Only Golf Course Designed, Built, and Owned by an African American*. Ann Arbor, MI: Sleeping Bear Press, 2012.

A biography of the life of William Powell, an African American golfer discriminated against because of his race, and how his perseverance and spirit helped him rise from a caddy to the first African American owner of a public golf course.

Tieck, Sarah. *Tiger Woods*. Edina, MN: ABDO, 2009.

A biography that describes Tiger's childhood, family, educational background, and rise to fame.

Hockey

Herman, Gail. *Who Is Wayne Gretzky?* New York, NY: Grosset & Dunlap, 2015.

An easy-to-read biography following the life and accomplishments of the famous hockey player, both as a person and as an elite athlete.

Wilner, Barry. *Wayne Gretzky: Hockey's "The Great One."* Minneapolis, MN: ABDO, 2014.

Many people consider Wayne Gretzky to be the greatest hockey player of the 20th century. This book details how Gretzky raised awareness of and interest in hockey in the United States and how he led the Canadian team to Olympic Gold in 2002.

Soccer

Illugi Jökulsson. *Stars of All Time*. New York, NY: Abbeville Press, 2017.

A collection of biographies of several iconic soccer players from over the years, including famous pioneers of world soccer such as Pelé and Maradona, as well as famous

contemporary players like Messi and Ronaldo.

Smalley, Carol Peranzan. *DaMarcus Beasley: Soccer Star Sensation*. Hallandale, FL: Mitchell Lane Publishers, 2006.

A biography that tells the story of how a kid from Fort Wayne, Indiana, grew up to be a Major League Soccer player.

Sports Overview

Allen, Kathy. *Girls Race! Amazing Tales of Women in Sports*. Mankato, MN: Capstone Press, 2014.

An illustrated exploration of women athletes who have made major contributions to sports and culture, using first- and third-person narrative stories, interviews, and snapshot profiles.

Gutman, Dan. *Sports [Fast Facts series]*. New York, NY: Harper, 2016.

A general overview with chapters on baseball, football, soccer, basketball, hockey, golf, automobile racing, and other sports.

Storden, Thom. *Epic Sports Records Series*. Mankato, MN: Capstone Press, 2014.

Four titles help readers discover the most amazing sports records and athletes in baseball, basketball, football, and hockey.

Tennis

Ignotofsky, Rachel. *Women in Sport: 50 Athletes Who Played to Win*. New York, NY: Ten Speed Press, 2017.

Highlights the achievements and stories of 50 notable women athletes from the 1800s to today, including trailblazers, Olympians, and record-breakers in more than 40 sports. Athletes featured include tennis player Billie Jean King, gymnast Simone Biles, and baseball pioneer Toni Stone.

Peters, Gregory N. *Serena and Venus Williams: Tennis Stars*. Mankato, MN: Capstone Press, 2014.

Profiles the lives and careers of the sisters who have had sensational success in the world of professional tennis, looking at their childhoods,

professional achievements, and interests outside of tennis.

Rausch, David. *United States Tennis Association*. Minneapolis, MN: Bellwether, 2014.

Engaging images and light text present the world's best players on the Grand Slam circuit as they keep the ball in line on clay, grass, and hard-surface courts.

Shepherd, Jolie. *Serena Williams: A Champion On and Off the Court*. New York, NY: Children's Press, 2016.

An easy-reading biography of a champion athlete who is also a successful entrepreneur and a dedicated philanthropist.

Solo, Hope. *Hope Solo: My Story*. New York, NY: HarperCollins, 2012.

A young readers' edition adapted from *Solo: A Memoir of Hope*, the starting goalkeeper for the U.S. women's national soccer team gives readers behind-the-scenes details of her life on and off the field. Solo offers a fearless female role model for the next generation, driven to succeed on her own terms. Young fans will truly be inspired by Hope's repeated triumphs over adversity.

Track and Field

Goddu, Krystyna Poray. *What's Your Story, Wilma Rudolph?* Minneapolis, MN: Lerner, 2016.

Part of the Cub Reporter Meets Famous Americans series, this biography presents the life and accomplishments of the track and field star who is the first American woman to win three gold medals at a single Olympic Games.

Krull, Kathleen. *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman*. New York, NY: Scholastic, 2000.

Illustrated by Caldecott Medal-winning artist David Diaz, this biography details the inspiring story of how Wilma Rudolph overcame great obstacles, including premature birth and polio as a young child, to become a great American Olympian.

Indiana Academic Standards – Science

Science and Engineering Process

- SEPS.3 Constructing and performing investigations
- SEPS.4 Analyzing and interpreting data

Physical Science

- 4.PS.2 Investigate the relationship of the speed of an object to the energy of that object.
- 4.PS.4 Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another.
- 6.PS.2 Describe the motion of an object, graphically showing the relationship between time and position.
- 6.PS.3 Describe how potential and kinetic energy can be transferred from one form to another.
- 7.PS.4 Investigate Newton’s first law of motion (law of inertia) and how different forces (gravity, friction, push, and pull) affect the velocity of an object.
- 7.PS.5 Investigate Newton’s second law of motion to show the relationship between force, mass, and acceleration.
- 7.PS.6 Investigate Newton’s third law of motion to show the relationship between action and reaction forces.

Life Science

- 4.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction in different ecosystems.
- 5.LS.3 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- 7.LS.4 Research and describe the functions and relationship between various cell types, tissues, and organs in the immune system, circulatory system and digestive system of the human body.

Indiana Academic Standards – Health and Wellness

- 4.1.1 Explain the connection between behaviors and personal health.
- 4.1.4 Explain ways to prevent common health problems.
- 4.7.1 Describe positive health behaviors.
- 4.7.2 Describe a healthy behavior to improve personal health and wellness.
- 4.7.3 Describe behaviors to reduce health risks.
- 5.1.1 Describe the relationship between healthy behaviors and personal health.
- 5.1.4 Describe ways to prevent common childhood injuries and health problems.
- 5.2.4 Describe how the school and community can support personal health practices and behaviors.
- 5.7.1 Identify responsible personal health behaviors.
- 5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 6.1.1 Compare how healthy behaviors and personal health are linked.
- 6.1.5 List ways to reduce or prevent injuries.
- 6.1.7 Identify the benefits of practicing healthy behaviors.
- 6.2.4 Identify how the community can affect personal health practices and behaviors.
- 6.7.1 Identify the importance of being responsible for health behaviors.
- 6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others.
- 7.1.1 Examine how healthy behaviors influence personal health.
- 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.7.3 Describe behaviors to avoid or reduce health risks to self and others.
- 7.8.1 Select a health enhancing position and support it with accurate information.

- 7.8.3 Work with others to advocate for healthy individuals and families
- 7.8.4 Explain ways that health messages can be altered for different audiences.
- 8.1.1 Analyze the relationship between healthy behaviors and personal health.
- 8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families and schools.
- 8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.

**Indiana Academic Standards – Math
Number Sense**

- 4.NS.6 Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form, and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5 = 0.50$, $7/4 = 1\ 3/4 = 1.75$).
- 5.NS.2 Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.
- 5.NS.6 Understand, interpret, and model percentages as part of a hundred (e.g. by using pictures, diagrams, and other visual models).
- 6.NS.5 Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percentages) of positive rational numbers without the use of a calculator.

ACADEMIC STANDARDS

6.NS.8 Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: a/b , a to b , $a:b$.

6.NS.9 Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.

6.NS.10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

Computation

6.C.3 Solve real-world problems with positive fractions and decimals by using one or two operations.

7.C.5 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.

7.C.6 Use proportional relationships to solve ratio and percent problems with multiple operations, such as the following: simple interest, tax, markups, markdowns, gratuities, commissions, fees, conversions within and across measurement systems, percent increase and decrease, and percent error.

7.C.8 Solve real-world problems with rational numbers by using one or two operations

Algebraic Thinking

5.AT.5 Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g., by using equations to represent the problem).

Data Analysis

4.DA.1 Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.

Data Analysis and Statistics

5.DS.1 Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

5.DS.2 Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.

6.DS.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.

6.DS.2 Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.

6.DS.3 Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).

Data Analysis, Statistics, and Probability

7.DSP.3 Find, use, and interpret measures of center (mean and median) and measures of spread (range, interquartile range, and mean absolute deviation) for numerical data from random samples to draw comparative inferences about two populations.

Next Generation Science Standards

Energy

4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.

MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

From Molecules to Organisms: Structures and Processes

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.

4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

MS-LS1-6 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

Motion and Stability: Forces and Interactions

5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.

MS-PS2-1 Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects.

MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces and the mass of the object.