

Worlds Away

Lesson 3: In Her Footsteps | Suggested Grades: 7

Lesson Plan

Objectives

Students will...

1. View an online scrapbook
2. Learn about changes in modes of communication
3. Create and write correspondence

Curricular Links

- English Language Arts
- Social Studies
- Art
- Personal Planning
(See Appendix 3.1)

Materials

- world map, globe or atlas
- one copy per student of "Worlds Away" (Appendix 3.2) if you are not able to access the online scrapbook
- paper and cardstock
- art supplies (felts, pencil crayons, scissors, etc.)

The Big Idea

In 1930, the UBC Women's Basketball Team traveled to Prague where they became the International Women's Games champions. Students will view a scrapbook of the trip and write their own correspondence as an athlete far from home.

Opening Motivator (20 min)

The purpose of this activity is to get students to start to think about time and distance and how modes of travel and communication have changed.

1. Divide your students into small groups. Ask each group to select a recorder and presenter.
2. Tell your students to work together with their group members to answer the following questions:
 - Where is Prague?
 - How would you get to Prague from Vancouver?
 - How long do you think it would take to get there?
3. Call your groups back together and ask the presenters from each group to share their answers with the class.
4. If none of the groups do so, show the class Prague, Czech Republic on the map, globe or atlas.

Classroom Activity (20 min)

Tell students that they are going to read about a sports team that traveled to Prague in 1930. Students can access "Worlds Away", an online scrapbook, by going to <https://bcsportshall.com/> then click on Hero In You, then Student Area, then In Her Footsteps Lesson Three.

1. If you do not have access to a computer lab you can print copies of the scrapbook (see Appendix 3.2).
2. Ask students to quietly view or read the scrapbook.
3. When finished, have students rejoin their small group to discuss how this trip to Prague was different from or similar to what they had discussed.

Correspondence Project (2 x 40 min)

1. Introduce the Correspondence Project to your class. Be sure that students understand that correspondence is written communication between people.
2. Brainstorm a list of ways that people correspond with each other. Remind students to think of how people corresponded with each other in the past as well as the present. Your list might include telegrams, letters, postcards, e-mail and text messages.
3. Ask your students to imagine they are a player on the UBC Women's Basketball team of 1930. Their task is to write to someone at 'home' using their choice of correspondence. Then students will imagine they are a present-day athlete writing home using their choice of correspondence. Ask students to:
 - Write home to a parent, sibling or friend
 - Think about what would be important for them to tell their family or friends back home
 - Choose to describe their journey to Prague, relate how they are feeling before the 'big game' or share the excitement of winning the championship
 - Choose a mode of correspondence such as a letter, postcard, series of telegrams, etc
 - Design the correspondence to look realistic. For example, if they choose to write a postcard, it should have a picture on the front as well as an address, 'stamp' and note on the back
 - Create a second piece of correspondence that they might write as a present-day athlete on a trip to Prague. For example, they might choose to draw a computer screen with an e-mail message written on it. Think about how the content of their writing might be alike or different in each piece of correspondence
4. You may choose to have students do a rough draft of their correspondence for editing before they do a final copy on the paper they have designed.
5. Give students the art supplies they will need to create their correspondence.

Conclusion and Reflections

Travel has changed over time and sports teams now are able to get to their host cities with more ease. It is also easier for athletes to correspond or talk to their families and supporters at home. You might ask the following questions during a class discussion or have students write a written response to them.

- How have travel and communication changed over time?
- What challenges faced sports teams in the past compared to now?
- Athletes often have to raise money to travel to events. Is this fair when they are representing Canada?
- Technology has made a difference in how we communicate with others. How do you choose to correspond with others?

Extension Ideas

Create a class scrapbook with students' artwork. You could put all the "1930" correspondence in one scrapbook and the present day correspondence in another or create one scrapbook with the "1930" and present day correspondence alternating. Students could design the pages with pockets in which to place the two-sided correspondence, such as postcards, so that readers could take them out and look at both sides.

Appendices

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Appendix 3.1

Prescribed Learning Outcomes for this Lesson - Grade 7

English Language Arts

- demonstrate understanding of the main ideas or events in novels, stories, poetry, other print material, and electronic media
- use information they have read, heard, or viewed in a variety of written or graphic forms, including written notes and charts
- locate and interpret details in print and non-print media to gather information and build understanding
- explain how works of communication relate to the broader context of community and world issues
- locate, gather, and select information for specific purposes from a variety of human, print, and electronic sources
- select a means of organizing information and ideas that is appropriate for their purpose and audience

Social Studies

- compare ancient and modern communication media

Visual Arts

- demonstrate an understanding of the impact of images within various social, historical, and cultural contexts
- demonstrate the ability to collaborate to develop group displays for particular audiences
- select appropriate images from their collections for presentation and evaluation

*From BC Ministry of Education Integrated Resource Package

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Appendix 3.2

Leaving Vancouver, Aug.

Dear Family,

Well, we sure left in a blaze of glory didn't we? Why that varsity yell sounds good! I really did get awfully excited when it came time to leave and everybody was saying goodbye and wishing us luck. The first thing we did was sit down and open our parcels. Marg. Shelley sent us all the cutest hankies which we are wearing in our blazer pockets for good luck. Ruth Ferrier also gave me a cute wee one. I guess the Bulls' package is candy altho I haven't opened it yet - there's too much other around that was given to all of us. The sorority gave ~~us~~ ^{us} four Sisters the cutest gingham pantie and brassiere sets with Gamma Phi Beta embroidered on them.

We sat on the observation platform till 10.30 triking and laughing. We met

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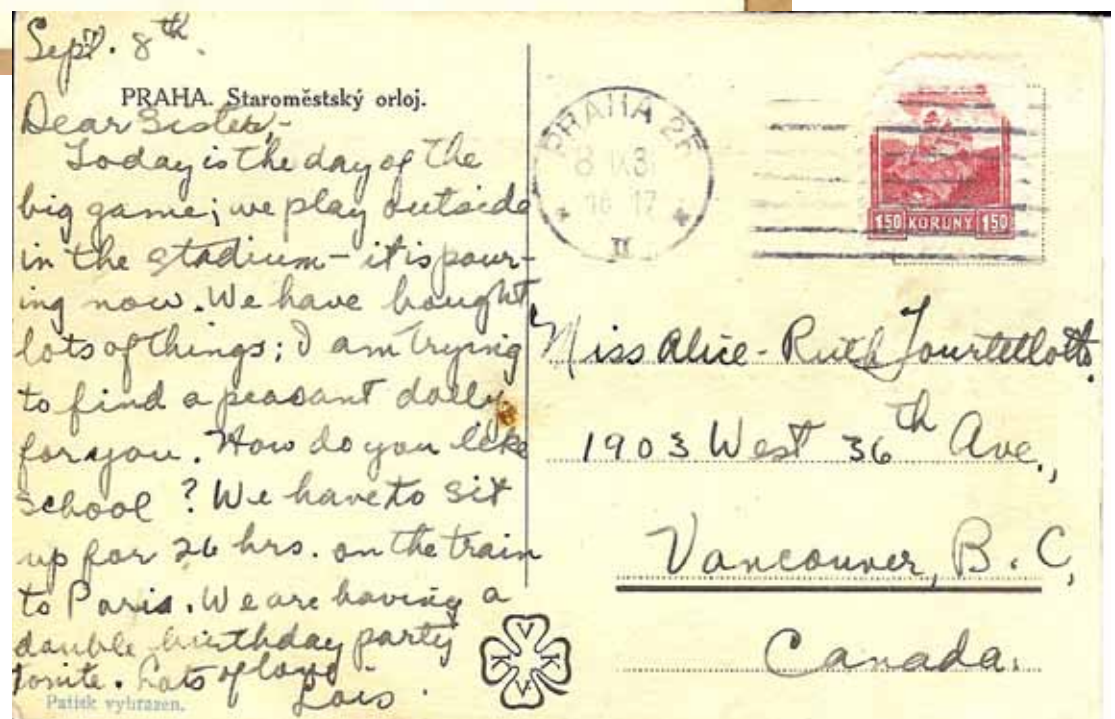
Appendix 3.2



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Appendix 3.2



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Appendix 3.2

