



United States
Olympic
& Paralympic
Museum

TEACHER'S GUIDE GRADES 6-8



United States
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& Paralympic
Museum



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United States
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STARTING GATE



United States
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WELCOME TO THE UNITED STATES OLYMPIC & PARALYMPIC MUSEUM

Every two years the Olympic and Paralympic Games give the world a much-needed reminder of the values and ideals that unite us all. The Games promote peace, harmony and equality and uphold the principles of friendship, fair play, and respect. Teachers, you are about to lead your students through a story of achievement at the highest levels of international competition. You will be inspired by the personal stories of United States Olympians and Paralympians who have harnessed their passion to reach the pinnacle of sport.

Follow their journey to excellence and show your students first-hand what can be accomplished through skill, focus, determination, and tireless effort. The United States Olympic & Paralympic Museum [USOPM] is highly immersive and fully

engaging. An experience that blends historic artifacts with state-of-the-art multimedia exhibits will captivate your students from start to finish. From the Opening Ceremonies to the medal podiums, your class will be part of Team USA like never before.

The United States Olympic & Paralympic Hall of Fame, established in 1979, celebrates the achievements of Team USA's premier athletes and teams as well as the impact of legendary coaches and special contributors. Since the first Hall of Fame class was inducted in 1983, nearly 150 individuals and teams have been honored for their contributions to the American Olympic and Paralympic movements. Beginning with a new induction class in 2019, nominations and awards take place every two years. The United States Olympic & Paralympic Hall of Fame, now housed at USOPM, is one of the first major sports hall of fames to incorporate fan voting into its selection process. A field trip to see the Hall of Fame and USOPM provides your students with a vivid look into the rich tradition and excitement of the Olympic and Paralympic Games.

Using the topic of elite sports, along with the interactive experiences at the museum itself, you can connect the educational themes of the exhibition to your national and local STEAM content requirements. This Teacher's Guide features a curriculum designed to offer a memorable learning experience that is interdisciplinary and applicable across several grade levels and areas of study. With Team USA on your side, you are sure to score gold with your students throughout the school year. Now, let's ignite the flame and start the Games!

What to Expect on Your Field Trip

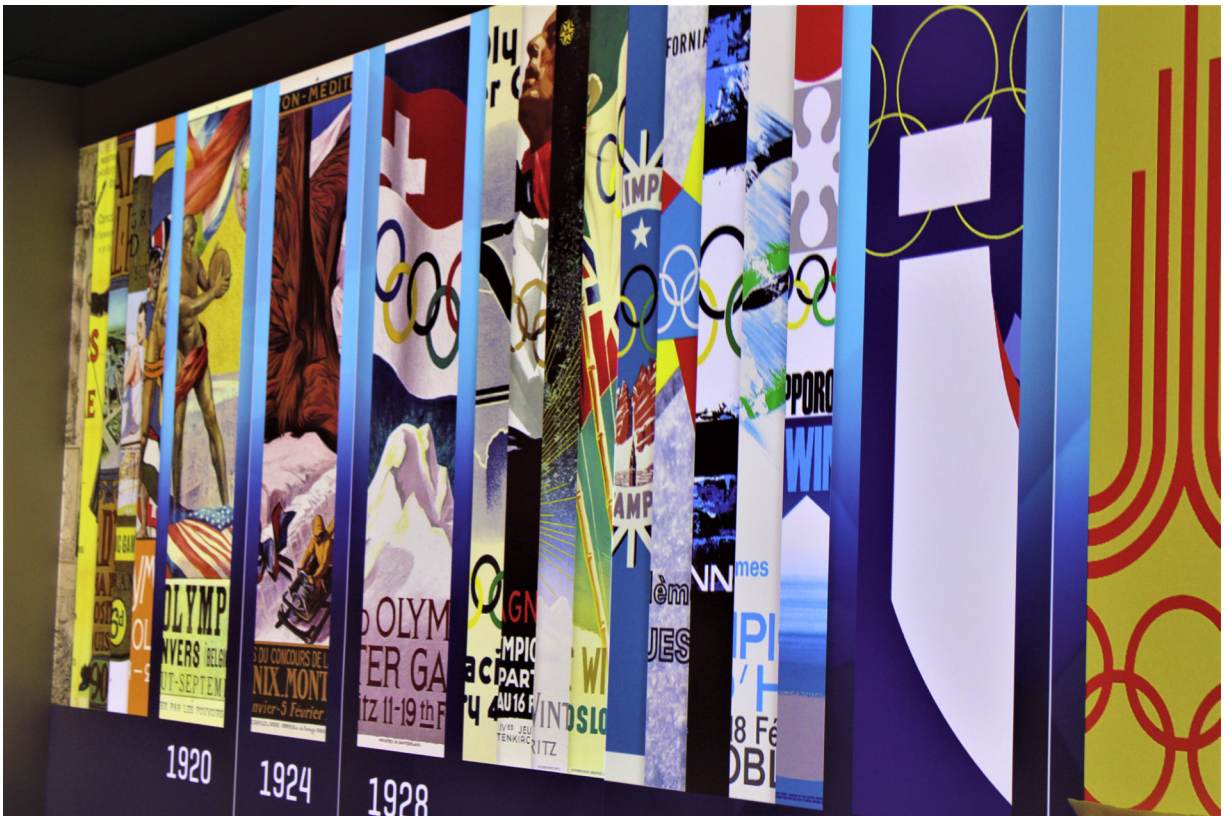
As you enter the United States Olympic & Paralympic Museum [USOPM], you will immediately notice the moving masterpieces painted by LeRoy Neiman. Moving, because they are beautiful to see and they are literally in a bespoke installation film of contemporary athletes. A stunning showcase of the intersection between sports and art, this is the first of many “WOW” moments on your field trip.

On the Lobby level of the museum, you can engage virtually with Olympic and Paralympic Hall of Famers. Students can search inductee profiles by name, year, or sport to view their remarkable highlights and impressive achievements. Even your elevator ride to the upper floors of the museum is memorable! It’s an audio exhibit to welcome you as pass by images of athletes and Pike’s Peak, America’s own Mount Olympus. As you exit, you see and hear the moment the Olympic torch is lit, symbolizing the start of your official journey to celebrate the history, achievements, and future of the Games. Another “WOW!”

To the ancient Greeks, fire symbolized energy, courage, and passion. It’s fitting then that a torch and flame became among the most vivid and lasting symbols of the Olympic and Paralympic Games. Torches from the Summer and Winter Games are proudly displayed at USOPM. Your class will explore touchscreens with images and content related to each of the torches. They will discover relay route maps, unique design features, and fun facts about that year’s Games.

Everything about the Olympics is big—especially its values and ideals. The Games bring the world together and reflect a vision of peace, equality, excellence, and joy in participation. Students will hear interviews from athletes and coaches about the importance of these values and how they are evident at the Games. Get to know these competitors better [and have some fun!] as you measure your feet against those of some well-known Olympic and Paralympic stars and even learn what athletes in different sports eat daily. Speaking of big, a map of the United





States dominates an interactive wall and allows your students to access details about Team USA athletes including their names, hometowns, birthdays, medal counts, competitions and more. Find out how many gold medal winners share your name or who competed at the first Olympics you remember watching.

In a high energy activity space, your class will be introduced to the training required to achieve the standards of Olympians and Paralympians at six interactive stops. Some activities will even include a performance analysis by a featured athlete dropped into your digital locker. “Speed” includes a running simulator. “Aim” demonstrates a virtual archery bow and target. “Balance” shows a first-person view at the start of the Skeleton track. “Strategy” pauses a Sled Hockey game for you to determine what the player should do next. “Mental Visualization” requires memorizing a sequence of maneuvers to get to the bottom of a ski hill. “Reaction” uses motion tracking to test your reflexes in Goalball,

a sport played by visually impaired athletes. Plan to spend some extra time here!

With new insight into the commitment and dedication athletes need at the highest level of competition, you are ready for “The Lab.” Your class will discover the impact of innovation and technology on sports equipment, from the bottom of a runner’s track shoe and the top of a decathlete’s cooling hood to the devices that time their races to one-millionth of a second. Students can also interact with a life-size model of an athlete as they study the scientific, and dangerous, effects of various kinds of doping on the body.

After training your body and your mind, it’s time to walk through the tunnel and into the stadium as part of Team USA. Seamlessly moving from this unforgettable Parade of Nations, your group will be completely immersed in footage from the most recent Games along with flashbacks from historic Opening Ceremonies of Games hosted by the United States. “WOW!”

More amazement awaits on the middle level of the museum. Be sure to look up and down and all around at the full range of Olympic and Paralympic sports contested in both the Summer and Winter Games. Interactive walls allow students to select a sport to view medal winners, related photos, and video. Individual stories introduce inspiring athletes on a very personal level. Have you ever wanted to talk directly to an Olympian or Paralympian? What would you want to know? In “Ask the Athlete” you get to have a personalized conversation with cross-country skier Kikkan Randall, a 2018 gold medal champion and Matt Scott, a two-time Paralympic medalist in wheelchair basketball. Truly memorable.

A timeline of every year of the Summer and Winter Olympics and Paralympics presents the chronology of the Games. Students can interact with content ranging from political and social commentary to the distinct cultural background of each host city of the Games. Don’t miss the historic artifacts from 1936, 1968, and 1972 on display. Learn more about how the Olympics and Paralympics have become part of popular culture – including fashion, music, headline news, TV shows, and movies. Known as the “Breakfast of Champions,” look for a floor-to-ceiling collection of iconic Wheaties® cereal boxes featuring Team USA athletes.

These entertaining moments take a turn as you investigate the terrible events of the 1972 Summer Games in Munich when 11 Israeli team members—five athletes and six coaches—were murdered by Palestinian terrorists. Audio and video archives from the 16-hour television broadcast of this dark day in Olympic history take your class back to the moments this tragedy unfolded in front of the world and led to the death of David Berger, the only Israeli-American victim.



As you return to the Lobby and enter the Medal Experience, you are immediately surrounded by hundreds of digital Olympic and Paralympic medals cascading from the ceiling to the floor, including a montage of iconic podium moments. A final “WOW” moment until you return to USOPM on your next field trip. Every year, nearly half a million athletes compete at the collegiate level in America. Hundreds of thousands more participate in other local and regional competitions. Only a handful are selected to represent America at the Olympic and Paralympic Games. Joining the ranks of these athletes and earning the chance to compete at an international level requires perseverance, dedication and incredible effort. Do you have any future members of Team USA in your class?

Using This Teacher's Guide

As a companion to your experience at the United States Olympic & Paralympic Museum (USOPM), this comprehensive Teacher's Guide for Middle School has been created to complement your classroom instruction and makes the most of your school field trip. It contains original, assessable, STEAM-related classroom lesson plans featuring dynamic activities and assignments for students in grades six through eight. There are also Teacher's Guides for Elementary School and High School. Each of these Guides is created to be flexible. Use them to best meet the needs and capabilities of your class. You know your students better than anyone else.

Following this Introduction, you will find **Tour of Champions**, an on-site activity for students to complete during their field trip to USOPM. It will help make the most of their time at the museum, while highlighting some of the relevant content they might not otherwise see or read.

The next section, **Journey to Excellence**, contains four interdisciplinary classroom lesson plans and project-based inquiries addressing national and local curriculum standards. The lesson plans begin with background and instruction pages for teachers that include answer keys and a list of content areas addressed by the activities. The lessons continue with ready-to-copy Student Activity pages that center on key STEAM topics featured on your tour of USOPM. With a scaffolding approach, multiple parts of each lesson provide a variety of instructional techniques to move your students progressively toward a stronger understanding of the content.



In the first lesson plan, **Global Geography**, students will practice latitude and longitude skills with a list of Games that were notable firsts, either for Team USA or for the world. In addition, they will complete a design challenge to create a mascot for their own hometown if it were to host the world at the Olympic and Paralympic Games.

For the second lesson plan, **Is Age Just a Number?**, students will analyze data on the age limits for those Olympic and Paralympic sports that have a minimum requirement. Next, they will research and write a persuasive essay to offer their opinion on whether children and teens should specialize in just one sport at an early age.

The third lesson, **Muscle and Mind**, will expose students to the unique and powerful masterpieces created by LeRoy Neiman as well as



Olympians and Paralympians who are both athletes and artists. At the end, students will apply skills of ratio and scaling to create a larger-than-life mural for your school's own Olympic and Paralympic Artistic Hall of Fame.

Your students will begin the fourth lesson plan, **Ask the [Ancient Greek] Athlete** with Pausanias, a Greek traveler and geographer. He not only documented when different sports were added to the Olympics, he also recorded some interesting details about the Heraean Games, an all-female athletic competition held in ancient Greece. These early games had their share of famous athletes, just like we do today. Students will research, craft, and conduct an interview of an ancient Greek competitor to share with the class.





Under **The Extra Mile**, you will find additional resources for you to use in your classroom as you see fit. Here, a **Timeline of the Modern Olympic and Paralympic Games** can serve as a reference for historical geography, study aids, and writing prompts. Information found in **Team USA Olympic and Paralympic Hall of Fame Inductees** can be used to generate inquiry-based research projects across the curriculum. The next section, **Olympic Games**, contains themed puzzles to assign for extra credit or earmark for your bus ride to and from USOPM.

We know how important it is to be able to justify field trips and document how instructional time is spent outside of your classroom. In **Beyond the Medal**, this Teacher's Guide is directly correlated to the Common Core State Standards for Mathematics and English Language Arts along with the Next Generation Science Standards, C3 Framework for Social Studies State Standards, National Health Education Standards, and National Core Arts Standards. You will also find connections to the Colorado Academic Standards. These correlations are organized by content and grade level. You can readily see how they fit into your required curriculum making it easier than ever to connect a field trip to USOPM with your classroom instruction.

All of these education resources can be used before your visit to USOPM to prepare students for the teachable moments found throughout the museum as well as when you return to school to further explore connections between the educational themes of the exhibition and your classroom STEAM instruction. We look forward to inspiring you and your students year after year at USOPM.



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TOUR OF CHAMPIONS

A Student Field Trip Activity

Tour of Champions: A Student Field Trip Activity

TEACHER INSTRUCTIONS

This activity is for your students to complete during their field trip to the United States Olympic & Paralympic Museum. It will help them make the most of their time by highlighting content they might not otherwise see or read. In each area of the museum, your students direct their own learning by choosing which questions to answer. Each section indicates how many should be answered from that group. You can also assign the number of questions that best fits the skill level and interests of your students.

During your preparations for the field trip, advise your students to read through the questions carefully ahead of time, perhaps on the bus on the way over. This way, they will know what to look for once they are inside the museum. Remind them to look at the text panels, photo captions, and interactive content. Upon returning to school, have students share and compare their answers to the questions they chose. For a true gold medal experience, work in groups or as a whole class to complete all the questions!

ANSWER KEY

Hall of Fame

1. Answers will vary
2. Answers will vary

Journey to Excellence

1. The city of Olympia, where the ancient Olympics were held
2. The Heraean Games, named for the Goddess Hera
3. The continents of Africa, Europe, Asia, the Americas, and Oceania
4. Pierre de Coubertin
5. Golf. 1900. Paris.
6. Answers will vary
7. Olympics: excellence, respect, friendship.
8. Paralympics: determination, inspiration, courage, equality
9. 1960
10. The Lakeshore Foundation in Birmingham, Alabama

11. Answers will vary
12. Title IX legislation put women's sports on an equal footing with men's by prohibiting discrimination based on sex in any education program or activity that is federally funded

Training Stops and The Lab

1. Choices: Jesse Owens, Carmelia Jeter, Gianfranco Iannotta, Jean Driscoll, David Brown, Marla Runyan, April Holmes, Hunter Woodall
2. Answers will vary
3. Rico Roman
4. Choices: Coach, Sports Sciences, Sports Psychologist, Sports Physiologist, Sports Dietetics, Sports Technology, Sports Medicine, Strength & Conditioning, Coordinator of Athlete Services

5. Choices: **Nike Waffle Sole** [patterned grips provide greater traction and comfort]. **Snowboard** [“frostbite” edges protrude and provide extra grip on firmer snow and ice. Carbon layer provides more stability and top speeds]. **Swimming suit** [triple-fabric construction enhances compression and flexibility; micro vortices and updated waistband reduce drag]. **Goal ball** [natural and synthetic rubber, knobbed surface for enhanced grip]. **Clap skate** [hinge allows back of boot to flex while skate blade stays on the ice]. **Smart glasses** [world’s smallest optical module offers cyclists hi-res display that blends with field of view]. **Blind cap** [small vibrating sensors in the cap alert visually impaired swimmers when it is time to execute flip turn]. **Cooling hood** [inner layers retain cool water, structural frame keeps cold in place and close to face]. **Skis** [Atomic Redster skis with pre-stressed servotec rods and elastomer make them more agile in turns and stable on straightaways, ultra-titanium powered laminate provides edge stability]. **Omega Quantum Timers** [quantum technology provides for accuracy to 1/1000th of a second every 1000 seconds].
6. They play by sound and feel, throwing and blocking a ball with bells inside
7. Choices: Pat Summit, Basketball. James Councilman, Swimming. Herb Brooks, Ice Hockey. Skogen Sprang, Freestyle Skiing. Ed Temple, Track & Field. Teri McKeever, Track & Field. Adam Bleakney, Paralympic Track & Field. James Gumber, Paralympic Rugby. Eileen Carey, Nordic Skiing. Karch Kiraly, Volleyball. Mike Krzyewski, Basketball. Rosalyn Bryant Clark, Paralympic Track
8. Twenty pounds of meat, twenty pounds of bread, three pitchers of wine
9. Answers will vary

Summer and Winter Games

1. Michael Phelps
2. Answers will vary
3. Answers will vary
4. Answers will vary
5. Answers will vary
6. Wheelchair Tennis
7. It was completely unexpected. The U.S. team, a bunch of college kids, was beaten by the Soviets, 10-3, just 12 days earlier. In the semifinal, a late goal by team captain Mike Eruzione pushed the U.S. past the four-time defending Olympic champions. Then, two days later the U.S. beat Finland for the gold medal.
8. 8 medals. Apolo Anton Ohno, Short Track Speedskating. Colorado Springs Olympic Training Center.

The World Watches

1. Answers will vary
2. Answers will vary
3. Jesse Owens, 1936
4. September 5, 1972
5. Denver, 1976 Summer Games, economic and environmental concerns
6. The Olympic Theme written by John Williams
7. Answers will vary
8. Gabby Douglas

NAME:
CLASS:
DATE:

Tour of Champions

STUDENT FIELD TRIP ACTIVITY

Choose the questions you want to answer for each area in the United States Olympic & Paralympic Museum. Look closely at the text panels, photo captions, and interactives. Please do not lean on the glass cases or touchscreens to write. For a true gold medal experience, work in groups or as a whole class to complete all questions!

Hall of Fame: Choose 1.

1. Name one Olympian and one Paralympian in the Hall of Fame.
2. Name one man and one woman in the Hall of Fame.

Journey to Excellence: Choose 6.

1. What is the name of Colorado Springs' sister city in Greece?
2. What was the name of the all-female athletic competition held in Ancient Greece?
3. What do the colors of the Olympics rings represent?
4. Who is the founder of the modern Olympic games?
5. Margaret Abbott became the first female Olympic champion in which sport? Which year? In which host city?
6. Select an Olympic torch from the touchscreen. Write the year, host city, and one fact about that year's Games.

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7. List the three Olympic core values.
8. List the four Paralympic core values.
9. When did the Paralympic Games officially begin?
10. Where is the training home of USA wheelchair rugby? Name the city and the state.
11. On the interactive map of the United States, find the name an Olympian or Paralympian who shares your birthday.
12. Why is Title IX legislation important?

Training Stops and The Lab: Choose 5.

1. Which athlete did you race against in the running simulator?
2. How many penalties did you get in your skeleton run?
3. Which Paralympian spoke about strategy in their sport?
4. Name three important members of an Olympic/Paralympic training team.
5. Select one of the pieces of sports equipment on display. Explain its innovative technology.
6. How do visually impaired athletes play goalball?
7. Name two Olympic/Paralympic coaches and their sports.

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8. What was the daily diet of Milo of Croton, who won six Olympic wrestling titles in the 6th century B.C.?

9. Name one way doping hurts the body.

Summer and Winter Games: Choose 4.

1. Who said, "You can't put a limit on anything. The more you dream, the farther you get."

2. Name 3 Summer sports.

3. Name 3 Winter Sports.

4. Choose one Olympic and Paralympic Summer sport and name a Team USA medalist for each one.

5. Choose an Olympic and Paralympic Winter sport and name a Team USA medalist for each one.

6. Which Paralympic summer sport did Brad Parks invent?

7. Why was the U.S. men's ice hockey team's win over the U.S.S.R. at the 1980 Lake Placid Games named the "Miracle on Ice?"

8. Which athlete has more medals than any U.S. Winter Olympian? How many? Which sport? BONUS: Where did he train?

The World Watches: Choose 4.

1. What question did you ask Kikkan Randall or Matt Scott? What was the answer?

2. Pick a city from the interactive timeline and write one interesting fact about it.

NAME:

CLASS:

DATE:

3. Who said “The road to the Olympics leads to no city, no country. It goes far beyond New York or Moscow, ancient Greece or Nazi Germany...[and] leads—in the end—to the best within us.” In what year?

4. What is the date of the Munich Massacre?

5. Which U.S. city is the only one to ever win and then reject an Olympic bid? What year and why?

6. What is the most recognizable music in sports? Who wrote it?

7. Choose a Team USA athlete on a box of Wheaties® cereal. Who is it and what is their sport?

8. Which gold-medal winning gymnast inspired a Barbie doll?



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JOURNEY TO EXCELLENCE

STEAM Classroom Activities and
Project-Based Inquiries

Lesson Plan 1

Traveling Torches

TEACHER INSTRUCTIONS & KEY



Social Studies, Fine Arts
Geography, Visual Arts

Citius, Altius, Fortius.

These three Latin words mean “Faster, Higher, Stronger.” They make up the Olympic motto that was first introduced to the world in 1924 at the Paris Summer Games. They have come to life at every Olympic and Paralympic Games ever since.

Other Olympic “firsts” have also stood the test of time: the first time women could compete [1900], the first African American to win a medal [1908], and the first time the Games were hosted by a South American country [2016]. Each time the Olympic and Paralympic Games are held, they are as unique as their exact locations. In Part 1 of this lesson plan, your students will practice their latitude and longitude skills with a list of Games that were also notable firsts, either for Team USA or for the Games in general.

One symbol of the Olympic Games, the five rings, was presented to the world for the first time in 1913. On your field trip to the United States Olympic & Paralympic Museum (USOPM), you will see a letter that modern Olympics founder Pierre de Coubertin wrote to a member of the International Olympic Committee showing hand-drawn colored rings—one of the earliest examples of this symbol. The rings represent Africa, the Americas, Oceania, Asia, and Europe because each nation’s flag has at least one of the colors of the rings.

With all the world watching, local organizers have a chance to show what makes their hometown special. Recognizable symbols of the Games such as relay torches, mascots, and even the medals themselves represent local history, climate, and cultures while also embodying the spirit and values of the Games. At USOPM, your students will see many of these and learn more about their place in the historical geography of the Games. Sam the Eagle, the mascot from 1984 Summer Games in Los Angeles, will greet you on your USOPM field trip. His red, white, and blue hat and patriotic name are a perfect nod to the USA.

Mascots need to be unique to their location and appeal to both children and adults. Selecting the mascots starts many years in advance with a creative competition, which is what your class is going to do! The design challenge in Part 2 of this lesson is to create a mascot for your own hometown, if it were hosting the Olympic and Paralympic Games. What kind of creature would your students design? Will it be a “first” of its kind? Students can complete this artistic and geographic challenge in groups or individually.

ANSWER KEY

Part 1: Coordinates can be approximate.

Year	Event	Location	Coordinates
1896	American James Brendan Connolly wins the ...	Athens, Greece	37°59'N, 23°43'E
1900	When women participate for the first time, ...	Paris, France	48°51'N, 2°21'E
1904	The Summer Olympics are held in the U.S. ...	St. Louis, MO, USA	38°37'N, 90°12'W
1908	John Taylor is the first African American to win an...	London, UK	51°30'N, 0°7'W
1932	The Winter Olympics are held in the U.S. ...	Lake Placid, NY, USA	44°17'N, 73°59'W
1948	Alice Coachman is the first female African...	London, UK	51°30'N, 0°7'W
1956	The Olympics are held in Australia for the first time.	Melbourne, Australia	37°48'S, 144°57'E
1960	The first Summer Paralympic Games are held.	Rome, Italy	41°54'N, 12°30'E
1964	Asia hosts the Olympics for the first time.	Tokyo, Japan	35°41'N, 139°41'E
1968	Janice Romary is the first American woman flag...	Mexico City, Mexico	19°26'N, 99°8'W
1972	The Games feature an official mascot for the ...	Munich, Germany	48°08'N, 11°34'E
1976	The first Winter Paralympic Games are held.	Örnsköldsvik, Sweden	63°17'N, 18°42'E
1980	The U.S. boycotts the Olympics for the first (and...	Moscow, Russia	55°45'N, 37°37'E
1984	Sam the Eagle is the mascot for the Summer...	Los Angeles, CA, USA	34°03'N 118°15'W
1996	When the modern Olympics celebrate their first...	Atlanta, GA, USA	33°45'N, 84°23'W
2016	South America hosts the Olympics for the first time.	Rio de Janeiro, Brazil	22°54'S, 43°11'W

London's 2012 mascots = 51°30'N, 0°7'W

Sochi's 2014 mascots = 43°35' N 39°44'E

Rio de Janeiro's 2016 mascots = 22°54'S, 43°11'W

PyeongChang's 2018 mascots = 37°34'N 128°29'E

Tokyo's 2020/2021 mascots = 35°41'N, 139°41'E

Part 2: Assessment based on completion of student design plan, out of 30 points possible.

NAME:
CLASS:
DATE:

Global Geography

STUDENT ACTIVITY



Terms to Know:

embody, exact location, latitude, longitude, mono-ski

Citius, Altius, Fortius.

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With all the world watching, local organizers have a chance to show what makes their hometown special. Recognizable symbols of the Games such as relay torches, mascots, and even the medals themselves represent local history, climate, and cultures while also embodying the spirit and values of the Games. At USOPM, your students will see many of these and learn more about their place in the historical geography of the Games. Sam the Eagle, the mascot from 1984 Summer Games in Los Angeles, will greet you on your USOPM field trip. His red, white, and blue hat and patriotic name are a perfect nod to the USA.

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NAME:
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Part 1

Use latitude and longitude on a map or globe to identify the exact location and host city for each of these Olympic and Paralympic events. Complete the chart below. The first one has been done for you.

Year	Event	Location	Coordinates
1896	American James Brendan Connolly wins the first gold medal [triple jump] of the modern Olympics.	Athens, Greece	37°59'N 23°43'E
1900	When women participate for the first time, Margaret Abbott is the first American female to win a gold medal [golf].	Paris, France	
1904	The Summer Olympics are held in the U.S. for the first time.		38°37'N 90°12'W
1908	John Taylor is the first African American to win an Olympic gold medal [relay].	London, United Kingdom	
1932	The Winter Olympics are held in the U.S. for the first time.		44°17'N 73°59'W
1948	Alice Coachman is the first female African American Olympic gold medalist [high jump].		51°30'N 0°7'W
1956	The Olympics are held in Australia for the first time.		37°48'S 144°57'E
1960	The first Summer Paralympic Games are held.	Rome, Italy	
1964	Asia hosts the Olympics for the first time.		35°41'N 139°41'E

NAME:

CLASS:

DATE:

Year	Event	Location	Coordinates
1968	Janice Romary is the first American woman flag-bearer in the Parade of Nations.	Mexico City, Mexico	
1972	The Games feature an official mascot for the first time, Waldi the dachshund.		48°08'N 11°34'E
1976	The first Winter Paralympic Games are held.		63°17'N 18°42'E
1980	The U.S. boycotts the Olympics for the first [and only] time.	Moscow, Russia	
1984	Sam the Eagle is the mascot for the Summer Games.	Los Angeles, CA, USA	
1996	When the modern Olympics celebrate their first century, the Games are held in the U.S.		33°45'N 84°23'W
2016	South America hosts the Olympics for the first time.	Rio de Janeiro, Brazil	

NAME:
CLASS:
DATE:



Now match these 21st century mascots to the sites of their Games.

a.



b.



c.



d.



e.



1. _____ 51°30'N, 0°7'W
2. _____ 43°35'N, 39°44'E
3. _____ 22°54'S, 43°11'W
4. _____ 37°34'N, 128°29'E
5. _____ 35°41'N, 139°41'E

NAME:
CLASS:
DATE:

Part 2

Mascots welcome athletes and fans to the Games while showing the world what makes their city special. For the winter of 1976, the Montreal Olympic mascot was a beaver named “Amik,” the word for beaver in a local First Nations language. Four years later, the Winter Games were held in Lake Placid, New York, with a raccoon mascot named “Roni,” meaning raccoon in an Iroquois language. In Lillehammer, the 1996 mascots Haakon and Kristin were named for historic Norwegian royalty.

Symbolism goes beyond names, however. You can learn about geography and natural resources by looking at the mascots. For the 1992 Winter Paralympics in Albertville France, the mascot was a mountain on a mono-ski, for the summit of a nearby mountain. Its colors of white, green, and blue represent nature and a lake. The mascot for the 2000 Summer Paralympics in Sydney was a lizard with a frill shaped like the islands of Australia and Tasmania.



SAM THE EAGLE FROM 1984 LA

If the next Olympics and Paralympics were in your hometown, what mascots would you design? Would it be for the Summer or Winter Games? What features from the local geography, history, and culture would you include? What symbols would you add? How would you make your mascots friendly and inviting? Research Olympic and Paralympic mascots from the past for ideas, but make yours the first of its kind!

Use the chart on the next page to plan your mascots. You will design a pair, one for the Olympics and one for the Paralympics. At the conclusion, share your mascots to your classmates who will vote on their favorites.

BONUS! Build a model of your mascot design using craft materials available in the classroom.



NAME:

CLASS:

DATE:

Olympics

Paralympics

Mascot name <i>[1 point each]</i>		
Description of appearance <i>[2 points each]</i>		
Description of personality <i>[2 points each]</i>		
2 ways you show local geography & natural resources <i>[2 points each]</i>		
2 ways you show local culture & history <i>[2 points each]</i>		
1 way they represent the Olympics/ Paralympics <i>[1 point each]</i>		
Attach drawings of both mascots <i>[5 points each]</i>		

Lesson Plan 2

Is Age Just a Number?

TEACHER INSTRUCTIONS & KEY



Math; Reading, Writing, & Communicating
Data, Research Inquiry & Design, Writing & Composition

Many Olympians and Paralympians say their gold-medal dreams started when they were young. However, some athletes practically were children when they competed. At the United States Olympic & Paralympic Museum (USOPM), you will learn how early some Olympic journeys started. The youngest member of Team USA to win a gold medal was Marjorie Gestring. She was 13 years and 268 days old when she won for women's springboard diving in 1936. The youngest Olympian to ever participate, Dorothy Poynton-Hill, was 13 years and 24 days. She was a diver at the 1928 Olympics. The youngest male American Olympian, William Horton, Jr., was 13 years and 57 days old when he competed in sailing in 1952. Paralympic swimmer Jessica Long won three gold medals at her first Games in 2004, at the age of 12!

The minimum age to compete depends on the specific sport. The Olympic Charter states, "There may be no age limit for competitors in the Olympic Games other than as prescribed in the competition rules of an International Sports Federation, as approved by the International Olympics Committee Executive Board." Some sports do not have an age limit. For the rest, the international groups in charge of the sports makes the rules for ages.

In 2014, snowboarder Chloe Kim had the scores and skills at age 13 to make Team USA, but she wasn't old enough for the age limit in her sport. When asked a few years later how she felt about missing the 2014 Winter Olympics, Kim said "I think I was a little bummed out then, but now that I look back at it, I think I'm kind of glad that I wasn't old enough to go last time. It's too much stress for a 13-year-old." In the Winter Gallery at USOPM, look for a spectacular photo from Chloe's run to win a gold medal in 2018 at PyeongChang when she was 17 years old.

In Part 1 of this lesson, your students will analyze data on age limits for the Olympic and Paralympic sports that do have a minimum. Preparing for the Games requires training like it is a full-time job. Teenagers certainly wouldn't have a typical high school experience. On the other hand, if a person is talented and prepared enough, should they be able to compete regardless of age? These arguments are part of a larger debate about letting children and teens specialize in one sport at an early age. In Part 2, your students will research and write a persuasive essay to offer their own opinion.

Note for Part 2

To assist your students with their research, let them conduct their own searches or get them started with copies of these related articles:

- “Why is There an Age Limit for Gymnasts in the Olympics?” <https://howtoadult.com/415149-why-is-there-an-age-limit-for-gymnasts-in-the-olympics.html>
- “Minimum Age for the Olympics: How Old Do You Have to be to Compete in the Olympics?” www.earnthenecklace.com/minimum-age-for-olympics-how-old-do-you-have-to-be-to-compete-in-the-olympics/
- “Rise in overuse injuries among kids and teens concerns doctors.” <https://newsela.com/read/youth-sports-injuries/id/48079/>
- “Like Andrew Luck, kids quit sports when the joy goes away.” <https://newsela.com/read/kids-quit-sports/id/56631/>
- “Is 14 too young to be competing at the Olympics?” www.theguardian.com/sport/2008/feb/27/diving
- “Too Much, Too Soon: Overtraining Can Lead to Injury & Burnout” www.healthychildren.org/English/health-issues/injuries-emergencies/sports-injuries/Pages/Too-Much-Too-Soon-Overtraining.aspx

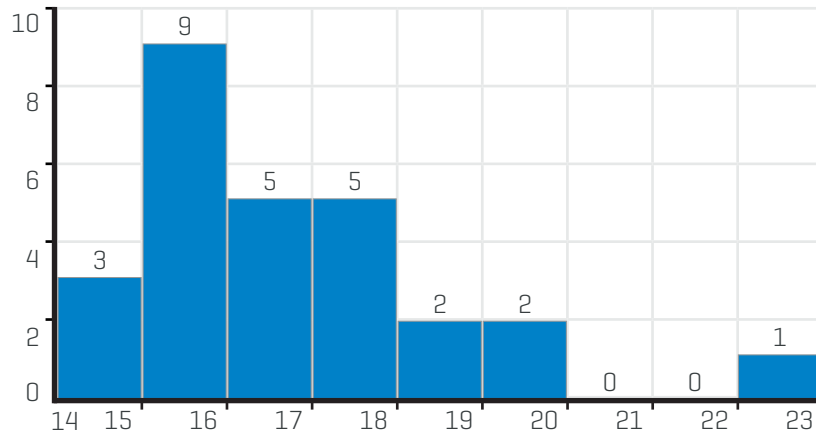
ANSWER KEY

Part 1

	Winter	Summer	Both
Range	8 years	5 years	8 years
Mean	16.09	16.31	16.22
Median	15	16	16
Mode	15	16, 17	15

1. [a.] 22, Biathlon [b.] Answers will vary.
2. Winter
3. [a.] No [b.] No
4. [a.] Skiing or skating [b.] Answers will vary and may include level of difficulty or potential danger.
5. [a.] Karate or cycling [b.] Answers will vary and may include level of difficulty or potential danger.
6. [a.] Track and field [b.] Answers will vary and may include opportunity for more participants in the Paralympics.
7. Answers will vary.

8.



9. False

10. True

11. Answers will vary but may address issues of danger or skill.

12. They skew to the right, or younger.

13. 22

14. Dot plot

Part 2

Answers will depend on students' opinions. For persuasive essay, use the criteria provided in the student instructions or assess based on your school's ELA argument-writing rubric.

NAME:
CLASS:
DATE:

Is Age Just a Number?

STUDENT ACTIVITY



Terms to Know:

biathlon, frequency histogram, luge, mean, median, minimum, mode, outlier, range, skeleton, skew, taekwondo

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NAME:
CLASS:
DATE:



Part 1

Olympic and Paralympic sports with minimum age requirements are listed below. One chart has sports in the Winter Games and the other is for the Summer Games. First, calculate the range, mean, median, and mode for each list. These measures of center have already been done for the two lists combined. Next, use the charts to answer the questions that follow.

Summer Games

Sport	Age
Diving	14
Paralympics Track & Field	14
Cycling: BMX Freestyle	15
Judo	15
Karate: Kata	15
Archery	16
Equestrian	16
Gymnastics	16
Olympics Track & Field	16
Karate: Kumite	17
Taekwondo	17
Weightlifting	17
Wrestling	17
Cycling: Track & BMX racing	18
Boxing	19
Cycling: Road & Mountain bike	19

Winter Games

Sport	Age
Skeleton	14
Bobsleigh	15
Luge	15
Powerlifting, Paralympics	15
Skating: Figure, Short track speedskating	15
Skiing: Cross country, Freestyle, Jumping	15
Snowboarding	15
Skating: Speedskating	16
Skiing: Alpine	17
Ice hockey	18
Biathlon	22



Winter

Summer

Both

	Winter	Summer	Both
Range			8 years
Mean			16.22
Median			16
Mode			15

NAME:
CLASS:
DATE:



1. [a.] What is the oldest minimum age requirement and for which sport is it? [b.] Why do you think this sport has this minimum age?

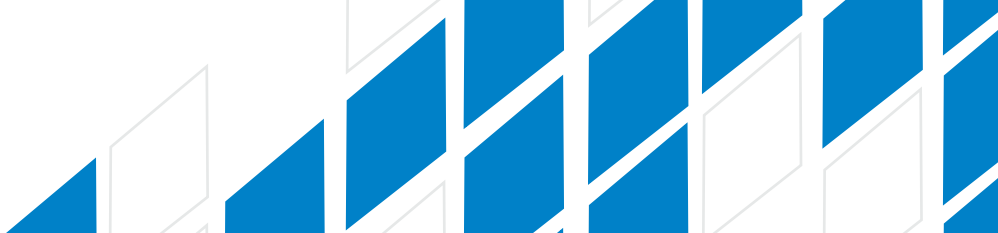
2. Which list has a greater range of ages?

3. [a] In 1936, 13-year-old diver Marjorie Gestring won a gold medal. Could she have participated in the Games with today's rules? [b.] Kerri Strug was 14 when she won a gold medal on an injured ankle with the U.S. gymnastics team in 1996. Could she have participated in the Games with today's rules?

4. [a.] Name a winter sport that has different age requirements based on the event in the sport. [b.] Why do you think there is a difference?

5. [a.] Name a summer sport that has different age requirements based on the event in the sport. [b.] Why do you think there is a difference?

NAME:
CLASS:
DATE:



6. Name the sport with different age requirements for the Olympics and Paralympics. Why do you think there is a difference?

7. Why do you think some sports such as soccer, swimming, or basketball do not have minimum ages?



8. On the computer or on a separate piece of paper, create a frequency histogram for the minimum age requirements from both lists combined as one data set. Attach your histogram to these questions.

9. *True or False:* Of the sports that have a minimum age requirement, most of them have an age limit of 16 years old.

10. *True or False:* The ages of 18 and 19 are the minimum for the same number of sports.

11. What do you think the sports with the oldest minimum ages have in common?

12. Does your frequency histogram show that the data skews? If so, how?

NAME:
CLASS:
DATE:

13. Which age is the outlier? _____

14. Which other kind of plot could you have used to display this data?

Part 2

Do you think competitive sports should have minimum age requirements? Or, should children be encouraged to specialize in only one sport at a young age? You will research and write a persuasive essay to explain your opinions and cite evidence to support your claims. Begin your research with articles provided by your teacher, use your media center's resources, or try one of these safe search sites:

- <https://kidssearch.com/>
- <https://www.kidzsearch.com/>
- <https://www.kiddle.co/>



Your writing should:

- *Introduce claim[s] and organize the reasons and evidence clearly, while also acknowledging opposing viewpoints.*
- *Support your claims with at least three logical reasons that include accurate data and reliable sources.*
- *Use words, phrases, and clauses to clarify the relationships among your claim, your reasons, and the evidence.*
- *Provide a conclusion that follows from the argument presented.*

Lesson Plan 3

Muscle and Mind

TEACHER INSTRUCTIONS & KEY



Math; Reading, Writing, & Communicating; Fine Arts

Ratios & Geometry, Research Inquiry & Design, Writing & Composition, Visual Arts

When Baron Pierre de Coubertin brought the Olympics back in 1896, he dreamed of an arts competition to go along with the sports—just as there was in Greece thousands of years before. He called it reuniting “muscle and mind.” He wanted to add events in architecture, sculpture, painting, music, and literature. Other Olympic organizers were not so sure. It took a few years to make it official, but from 1912 to 1948 medals were awarded in the five arts categories Coubertin selected. All entries were made by amateur artists and the works were connected to sports.

The categories allowed for everything from stadium blueprints and poetry to watercolor paintings and designs for Olympic medals. American Walter Winans is the only person to win medals for both athletics and arts in the same year. During the 1912 Olympics in Stockholm, Sweden, Winans won a gold medal for his bronze sculpture *An American Trotter* and a silver medal as a member of the United States Shooting Team. Winans, who also wrote 10 books, was the kind of Renaissance man Coubertin hoped the Olympics would attract.

The art events eventually lost popularity, especially after World War II. Sometimes no one entered. Other times, no medals were awarded because the judges felt the quality was just too

low. The arts stayed part of the Olympics and Paralympics, however, as competitions became exhibitions. The Olympic Charter states that host cities “must organize a program of cultural events” to “promote harmonious relations, mutual understanding, and friendship.” These programs have been as varied as the places where the Games are played.

The United States Olympic and Paralympic Museum [USOPM] continues this connection among sports, art, and the Olympic and Paralympic spirit by featuring some unique and powerful works by artist LeRoy Neiman. Neiman is famous for his brilliantly-colored paintings of the Games and its athletes. One of the first things you will see upon entering USOPM is an image of his painting *Opening Ceremonies for the 1984 Olympics*. In the discussion of the 1972 Munich Massacre at USOPM, however, you will see that Neiman’s sketches of the Olympic Village are very different from his typical work.

Students will learn more about Neiman’s masterpieces in the lesson plan below, as well as some Olympians and Paralympians who have followed in Walter Winans’ footsteps as both athletes and artists. At the end, your students will apply their knowledge of ratios and scaling to create a larger-than-life mural for your school’s own Olympic and Paralympic Artist Hall of Fame.

Notes for Part 1: To show your students more examples of LeRoy Neiman’s style of painting and a greater variety of his subjects visit www.leroyneimanfoundation.org/gallery/.

Notes for Part 2: Students are instructed to select a person from the list of artist-athletes provided, but they could also search for an athlete with connections to their hometown or other personal connection, if that is of greater interest.

Notes for Part 3: The mural project can be as simple as using bulletin board paper or as complex as covering a wall. It is up to you to decide how you want to implement this project-based lesson. Options for the portrait mural surfaces might include canvas, wood panel, poster board, paper, or a section of wall. Students can work individually or in groups.

For portraits created in different styles, scroll through examples from this site: www.artsy.net/article/theartgenomeproject-lesson-plan-number-1-the-portrait. For large-scale murals, view the collections found at <https://www.widewalls.ch/magazine/street-update-100-best-murals>.

ANSWER KEY

Part 1

1. [a] 28 in, [b.] 42 in, [c.] 1,176 in²
2. 2 ft 4 in x 3 ft 6 in
3. [a.] $28:42 = 2:3$, [b.] $2:3 = 0.667$
4. 4 x 6, because the ratio of height to length must stay the same as the original or it won’t look right; plus, 5 x 5 is a square, not a rectangle
5. Scaling the image down uniformly while keeping the same ratio, or height to length proportion, creates a similar but smaller rectangle.
6. Longer than it is high, because the original is a horizontal rectangle.
7. 12 ft x 20 ft
8. They increase by the simple ration of 2:3

Part 2

Check biographical research chart for completion of the 13 data fields.

Part 3

Assess “Planning Your Portrait” worksheet for completion, 30 possible points.

NAME:
CLASS:
DATE:

Muscle and Mind

STUDENT ACTIVITY



Terms to Know:

amateur, grid, harmonious, mural, ratio, Renaissance man, scaling, serigraph

When Baron Pierre de Coubertin brought the Olympics back in 1896, he dreamed of an arts competition to go along with the sports—just as there was in Greece thousands of years before. He called it reuniting “muscle and mind.” He wanted to add events in architecture, sculpture, painting, music, and literature. Other Olympic organizers were not so sure. It took a few years to make it official, but from 1912 to 1948 medals were awarded in the five arts categories Coubertin selected. All entries were made by amateur artists and the works connected to sports.

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Paralympics, however, as competitions became exhibitions. The Olympic Charter states that host cities “must organize a program of cultural events” to “promote harmonious relations, mutual understanding, and friendship.” These programs are as varied as the places where the Games are played.

The United States Olympic and Paralympic Museum (USOPM) continues this connection among sports, art, and the Olympic and Paralympic spirit in its lobby and throughout the museum by featuring some of unique and powerful works by artist LeRoy Neiman. Neiman is famous for his brilliantly-colored paintings of the Games and its athletes. One of the first things you will see upon entering USOPM is an image of his painting *Opening Ceremonies for the 1984 Olympics*. In the discussion of the 1972 Munich Massacre at USOPM, however, you will see that Neiman’s sketches of the Olympic Village are very different from his typical work.

You will learn more about Neiman’s masterpieces in the activities below, as well as some Olympians and Paralympians who have followed in Walter Winans’ footsteps as both athletes and artists. At the end, you will apply your knowledge of ratios and scaling to create a larger-than-life mural for your school’s own Olympic and Paralympic Artist Hall of Fame.

NAME:
CLASS:
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Part 1

Artist LeRoy Neiman painted many famous athletes and sporting events including the Superbowl, World Series, and Kentucky Derby. He is best known, though, for his Olympic collection. He was the official artist for five Games in the 20th century and painted live on TV for three of them (1976, 1980, 1984). His dynamic, iconic, and colorful works are displayed within USOPM. Look closely for Opening Ceremonies for the 1984 Olympics as part of the Welcome video in the USOPM Lobby. You will use this piece to practice the math skills needed to create your own masterpiece later in this lesson.



1. Neiman often produced limited-edition prints of his paintings called serigraphs. The serigraphs of Neiman's painting Opening Ceremonies for the 1984 Olympics are horizontal rectangles, 28 x 42 in.

[a.] What is the height?

[b.] What is the width?

[c.] What is the area?

2. The ratio for feet to inches is 1:12. What are the dimensions [height and width] for this artwork in feet and inches?

3. [a.] Find the simplest ratio for the art work's height to width. [b.] Convert the ratio to decimal form.

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4. If you wanted a smaller version of this print to hang on your wall or in your locker, which size would it need to be and why: 5 in X 5 in OR 4 in X 6 in?

5. How does your answer to question #4 demonstrate scaling in geometry?

6. Now think about scaling up, for a wall-sized mural of this painting. Should the ceiling of the be higher than the room is long, or should the room be longer than it is high? Why?

7. Circle the dimensions that will not work for a wall mural of Neiman's painting.

6 ft x 9 ft

8 ft x 12 ft

10 ft x 15 ft

12 ft x 20 ft

8. What pattern did you find for the dimensions that do work for the wall mural in #7?

NAME:

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DATE:

Part 2

The Olympic Art Project set up a temporary art studio in PyeongChang during the 2018 Games. Over 111 athletes from more than 39 countries stopped by and contributed to 15 paintings representing Olympic values—for fun, stress-relief, and in honor of international friendship. Three professional artists who also happen to be former Olympians organized the project, including biathlete Lanny Barnes who was on Team USA in 2006, 2010, and 2014.

This list below includes Paralympians and Olympians who are both artists and athletes. Select one of these people to research and use for the portrait mural you will be painting. Begin your online investigations with your school's approved research sites and media center's resources. You will also find biographies and articles about some athletes on www.teamusa.org/Athletes, www.teamusa.org/hall-of-fame/hall-of-fame-members, and www.usopm.org [look for the "search" function—a magnifying glass icon] and on www.artoftheolympians.org/artists/. Fill in the chart below the list with biographical data, placing an **X** if something is not available. You will need an image of the person, too.

Name	Sport	Art
Richard "Rink" Babka	Track & Field	Painting
Lanny Barnes	Biathlon	Painting
Carl Borack	Fencing	Photography
Greg Burns	Swimming	Painting
Christopher Coleman	Bobsled	Photography
Skip Cutting	Cycling	Painting
Joe Dube	Weightlifting	Drawing
Peggy Fleming	Figure Skating	Painting
Lex Gillette	Track & Field	Music
Florence Griffin Joyner	Track & Field	Painting
Martin Hagen	Biathlon	Music, Sculpture
Bill Kund	Cycling	Photography
Vincent Matthews	Track & Field	Woodburning
Cameron Myler	Luge	Photography
Al Oerter	Track & Field	Photography
Peter Schifrin	Fencing	Sculpture
Kate Schmidt	Track & Field	Painting
John Stillings	Rowing	Painting
Allison Wagner	Swimming	Painting
Walter Winans	Shooting	Sculpture
Larry Young	Track & Field	Sculpture

NAME:
CLASS:
DATE:

ARTIST-ATHLETE BIOGRAPHY

1. Name: _____
2. Hometown: _____
3. Date of birth: _____
4. Date of death: _____
5. High school and college: _____
6. Subjects studied: _____
7. Sport and events: _____
8. Games (years and locations): _____
9. Type of artwork: _____
10. Other hobbies and interests: _____
11. Interesting fact #1: _____
12. Interesting fact #2: _____
13. Interesting fact #3: _____

Part 3

LeRoy Neiman painted portraits of athletes, historical figures, celebrities, and even himself. Use your information from Part 2 to paint a portrait mural. Besides just an image of what the person looks like, think about how you can show important themes from the athlete's life through symbols, props, background, painting style, or color choices. Use scaling, as you learned in Part 1, to create a rough draft for your painting on graph paper and then transfer it to a mural using a grid system. On the next page is a worksheet to plan your masterpiece.

NAME:
CLASS:
DATE:

Supplies:

• Graph paper	• Paint brushes
• Mural surface [ask your teacher]	• Pencil and eraser
• Ruler or yard/meter stick	• Artist charcoal [for canvas or wood]
• Paint	• Images and information from Part 2

Planning the Portrait

1. Think about how you will represent this data in your painting. [6 pts]

- Do you have an image of the person to use?

Yes: _____ No: _____

- How will you show their sport?

- How will you show their experiences at the Games?

- How you will represent their art?

- How you will show other hobbies and interests?

- How you will show an additional interesting fact?

2. Determine the height to width ratio for your mural. Make sure the height and width of the graph paper you are using for the rough draft of your artwork has the same proportions. If needed, measure and trim the graph paper until it has the same ratio of your final product. [4 pts]

Mural dimensions: _____

Height to width ratio: _____

Draft dimensions: _____

Height to width ratio: _____

NAME:
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DATE:

3. Count the number of rows and columns on your graph paper. [2 pts]

Rows: _____ Columns: _____

4. Now measure the height of your mural space and divide it by the number of rows you will need to create a grid to match your graph paper. Repeat the process for the number of columns and the width. [2 pts]

- What size are the squares on your graph paper? _____
- What size will the squares be on your mural? _____

5. Using the meter/yard stick and a pencil [charcoal for canvas and wood], lightly draw the horizontal and vertical grid lines for your mural. It should now resemble a large piece of graph paper! Each square on the graph paper now has a counterpart for the mural. [1 pt]

- Date grid completed on mural: _____

6. Begin sketching for your portrait on the graph paper. When you are a satisfied with how it looks on the draft, copy your drawing square by square from the graph paper but enlarged to fit the grid on the mural. After the drawing has been transferred to the mural, you can begin painting. [2 pts]

- Date graph paper drawing completed: _____
- Date drawing transfer to mural completed: _____

7. When the murals are complete, display them for your school's own Olympic and Paralympic Artist Hall of Fame.

- Painting includes content from #1 above: 1 – 6 points
- Neatness: 1 – 4 points
- Creativity: 1 – 3 points

Lesson Plan 4

Ask the [Ancient Greek] Athlete

TEACHER INSTRUCTIONS & KEY



Social Studies; Reading, Writing, & Communicating
History, Primary Sources, Research Inquiry & Design, Oral Expression & Listening

The first Olympic event we know of was a 192-meter race won in 776 B.C. by a cook named Koroibos. All free male Greek citizens could participate in the ancient Games. Ordinary athletes competed next to kings and emperors, like Alexander the Great. On your field trip to the United States Olympic and Paralympic Museum [USOPM], your class will see animated footage of artifacts from these ancient Games come to life!

The modern Games feature new events, a whole new season [Winter], medals for winners instead of olive branch wreaths, and awards for second and third place, too. But the underlying spirit remains the same. No matter their background, athletes share a drive to perfect their skills and the desire to win.

The ancient Greek calendar marked time in blocks of four years called Olympiads, highlighting the central role the Games played in Greek life. For more than a thousand years, from 776 B.C. to 393 A.D., athletes competed on the plains of Olympia, a sacred city and home to massive temples and elaborate shrines. Although the city-states of ancient Greece often fought each other, the Olympics were so honored that athletes could travel safely to and from the Games unharmed.

Much of what we know about sports in ancient Greece comes from coins, pottery, and statues. Not many written documents survive, although a few odes by the poet Pindar describe fantastic Olympic victories. Some champions hired poets to write about their accomplishments but these usually sound like stories of superheroes. It is hard to separate history from hype. Fortunately, a curious man named Pausanias traveled around Greece in the 2nd century AD and recorded his observations on geography, art, religion, architecture, folklore, and history. His series of 10 books still exists.

In Part 1, thanks to Pausanias, you will discover when different sports were added to the Olympics. Pausanias also described the Heraean Games, which were held for women. According to tradition, Olympic competitions were originally just for the gods but they were gradually forgotten and became a distant memory. In the 8th century BC, King Iphitus of Elis [the city near the site of Olympia] grew tired of constant war among the Greek cities and sought advice from the gods. They recommended bringing back the Olympics and the truce that came with it. Your students will read how humans “remembered” sports from the Olympics and then compare them to the options women had in the same era.

Elite athletes get used to the spotlight as interviews, social media, reporters, and cameras become a part of daily life. Throughout USOPM, modern Olympic and Paralympic heroes describe their exercise routines, how it feels to win a medal, and even what they eat during training. Your class will learn how Paralympian Rico Roman uses strategy in sled hockey, how Carmelita Jeter increases her speed for track, and how Mackenzie Brown improves her aim for archery. Students might even have a chance to sit down for a virtual interview, “Ask the Athlete,” with cross country skier Kikkan Randall or wheelchair basketball player Matt Scott.

The ancient Olympic games had their share of famous athletes, too. What would interviews have been like with these athletes, who were revered for their almost supernatural reputations? How would their training and competition compare with those you see at USOPM? Working in partners, your students will research, craft, and conduct such an interview in Part 2 to share with the class.

ANSWER KEY

Part 1

- | | |
|---|--|
| 1. Footrace/running, no | 8. 256 years |
| 2. 724 BC | 9. Running |
| 3. Pentathlon and wrestling | 10. No; answers will vary. |
| 4. Onomastus of Smyrna | 11. Women’s course is shorter |
| 5. Heracles | 12. Answers will vary based on students’ opinions. |
| 6. Training in war | |
| 7. Answers will vary based on students’ opinions. | |

Part 2

Assess the students’ written script to make sure they included the 12 required elements:

- | | |
|---|--|
| _____ important dates in the life of the Olympian | _____ their training and preparation for the Olympics |
| _____ hometown of the Olympian (often part of their name) | _____ their victories |
| _____ a fact about their hometown | _____ their opponents |
| _____ an additional biographical fact | _____ description of the atmosphere in and around Olympia during the Games |
| _____ a story about the person that is probably mythical | _____ a current event from the Greek Empire at that time |
| _____ description of the Olympian’s sport | _____ their opinion on women being banned from the Olympics |

NAME:
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Ask the [Ancient Greek] Athlete

STUDENT ACTIVITY



Terms to Know:

elite, mythical, ode, pancratium, pentathlon, revered, truce

The first Olympic event we know of was a 192-meter race won in 776 B.C. by a cook named Koroibos. All free male Greek citizens could participate in the ancient Games. Ordinary athletes competed next to kings and emperors, like Alexander the Great. On your field trip to the United States Olympic and Paralympic Museum [USOPM], you will see animated footage of artifacts from these ancient Games come to life!

The modern Games feature new events, a whole new season [Winter], medals for winners instead of olive branch wreaths, and awards for second and third place, too. But the underlying spirit remains the same. No matter their background, athletes share a drive to perfect their skills and the desire to win.

The ancient Greek calendar marked time in blocks of four years called Olympiads, highlighting the central role the Games played in Greek life. For more than a thousand years, from 776 B.C. to 393 A.D., athletes competed on the plains of Olympia, a sacred city and home to massive temples and elaborate shrines. Although the city-states of ancient Greece often fought each other, the Olympics were so honored that athletes could travel safely to and from the Games unharmed.

Much of what we know about sports in ancient Greece comes from coins, pottery, and statues. Not many written documents survive, although a few odes by the poet Pindar describe fantastic Olympic victories. Some champions hired poets to write about their accomplishments but these usually sound like stories of superheroes. It is hard to separate history from hype. Fortunately, a curious man named Pausanias traveled around Greece in the 2nd century AD and recorded his observations on geography, art, religion, architecture, folklore, and history. His series of 10 books still exists.

In Part 1, thanks to Pausanias, you will discover when different sports were added to the Olympics. Pausanias also described the Heraean Games, which were held for women. According to tradition, Olympic competitions were originally just for the gods but they were gradually forgotten and became a distant memory. In the 8th century BC, King Iphitus of Elis [the city near the site of Olympia] grew tired of constant war among the Greek cities and sought advice from the gods. They recommended bringing back the Olympics and the truce that came with it. You will read how humans “remembered” sports from the Olympics and then compare them to the options women had in the same era.

NAME:
CLASS:
DATE:

Elite athletes get used to the spotlight as interviews, social media, reporters, and cameras become a part of daily life. Throughout USOPM, modern Olympic and Paralympic heroes describe their exercise routines, how it feels to win a medal, and even what they eat during training. Your class will learn how Paralympian Rico Roman uses strategy in sled hockey, how Carmelita Jeter increases her speed for track, and how Mackenzie Brown improves her aim for archery. You might even have a chance to sit down for a virtual interview, “Ask the Athlete,” with cross country skier Kikkan Randall or wheelchair basketball player Matt Scott.

The ancient Olympic games had their share of famous athletes, too. What would interviews have been like with these athletes, who were revered for their almost supernatural reputations? How would their training and competition compare with those you see at USOPM? Working in partners, your students will research, craft, and conduct such an interview in Part 2 to share with the class.

Part 1

Pausanias says humans included sports as they “remembered” games the gods had played. Contests among boys; chariot races and riding races with horses, foals, mares, and donkeys; and competitions for the loudest announcers and trumpet players also came and went along the way. In the text below, you will learn when some of the major sports were added to the ancient Olympic Games. After you read the text, answer the questions that follow.



People had forgotten the ancient customs, and they only gradually “remembered” them, and as they remembered them piece by piece, they added them to the games.

- *At the point where the unbroken tradition of the Olympiads begins [first Olympiad, 776 BC], there were only prizes for the foot race, and Koroibus the Elean won the first race. There is not a statue of Koroibus at Olympia but his grave is at the confines of Elis.*
- *Afterward in the fourteenth Olympiad [724 B.C.] the double-circuit foot race was added, and Hypenus, a Pisan, won the wild olive crown in it.*
- *In the eighteenth [708 BC] they “remembered” the pentathlon and the wrestling.*
- *In the twenty-third Olympiad [688 BC] they “restored” the prizes for boxing and the victor was Onomastus of Smyrna.*
- *Eight Olympiads later [648 BC] they admitted the pancratium for men ... and Lygdamis of Syracuse vanquished the other competitors at in the pancratium. Whether Lygdamis was as big as Heracles I know not, but the Syracusans say he was.*
- *The race between men in armor was sanctioned in the sixty-fifth [520 BC] Olympiad, for the purpose, I presume, of training men in war.*

NAME:

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DATE:

1. What was the only sport at the very first Olympiad? In the centuries that followed, champions could have a statue of themselves at Olympia. Did this first champion get a statue?

2. When was the 14th Olympiad held?

3. Which two sports were “remembered” in 708 BC, at the 18th Olympiad?

4. Who won the first prize for boxing after it was “restored” in 688 BC?

5. To which hero is Lygdamis, the first winner of the pancratiun, compared?

6. What was the purpose of the race between men wearing armor?

7. Do you think humans really “remembered” these sports? Why or why not?

NAME:
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8. The ancient Olympics lasted for over 1,100 years. How many years are covered by the events described in the text?

Women competed alongside men at some athletic competitions but they were banned at the most important games, the Olympics. Instead, they had the Heraean Games. These were also held at Olympia every four years. Founded to honor Zeus' wife, Queen Hera, very little is known about the competition. No odes or champions' names remain today. Read Pausanias' description of the Heraean Games and answer the questions that follow.



The games consist of a running race between unmarried women. The women are not all the same age; but the youngest run first, the next in age next, and the eldest run last of all. They run thus: their hair hangs down, they wear a shirt that reaches to a little above the knee, the right shoulder is bare. The course assigned to them for the contest is the Olympic Stadium; but the course is shortened by about a sixth of the stadium. The winners receive crowns of olive and a share of the cow that is sacrificed to Hera; moreover, they are allowed to dedicate statues of themselves with their names engraved on them.

9. What is the only sport in the Heraean Games?

10. Were married women allowed to participate? Why do you think this is the case?

11. How did the length of the women's course compare to the men's?

NAME:
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12. Why do you think there is much less known about the women's games, compared to the men's games?

PRIMARY SOURCES ADAPTED FROM *PAUSANIAS: TRANSLATION*. LONDON: MACMILLAN, 1898

Part 2

Working with a partner, select one of the ancient Olympians from the list below. Investigate their life, their Olympic experiences, background information on their sport in ancient Greece, and current events in the Greek empire. Once you gather your information, write a script for an interview with this athlete just like the ones you see at USOPM, but set at the original Olympic Games. At the completion of the project, you and your partner will either perform the interview live or prerecord it to show your class.



Step 1: Choose your Olympian

- When you see different spellings for some names it's because parts of the Greek alphabet do not translate directly into English.
- Women are on the list even though they were not allowed to attend the Olympics. These women owned horses who won races. The owner, not the rider or chariot driver, was the champion.

Athlete	Sport/Event
Alkibiades of Athens	chariot race
Arrachion/Arrichion from Phigalia	pancratium
Astylus/Astylos of Croton or Syracuse	running
Belistiche/Bilistiche	chariot race
Chionis of Sparta	running
Diagoras of Rhodes	boxing
Euryleonis	chariot race
Kyniska/Cynisca of Sparta	chariot race
Leonidas of Rhodes	running
Melankomas of Caria/Karia	boxer
Milo of Croton/Kroton	wrestling
Polydamas/Pulydamas of Skotoussa/Thessaly	pancratium
Sostratos of Sikyon	pancratium
Theagenes/Theogenes of Thasos/Thassos	boxing, pancratium, running

NAME:
CLASS:
DATE:



Step 2: Research

- Research both the person you selected and life in ancient Greece at that time.
- In addition to resources from your Social Studies class and media center, check out www.olympic.org/ancient-olympic-games and <https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Document-Set-Teachers-The-Main-Olympic-Topics/The-Olympic-Games-in-Antiquity.pdf>
- Use this checklist to find all the facts and details needed for your interview script. You will receive one point for each item on the checklist below as it is presented within your interview script.

- _____ important dates in the life of the Olympian
- _____ hometown of the Olympian (hint: often part of their name)
- _____ a fact about their hometown
- _____ an additional biographical fact
- _____ a story about the person that is probably mythical
- _____ description of the Olympian's sport
- _____ their training and preparation for the Olympics
- _____ their victories
- _____ their opponents
- _____ description of the atmosphere in and around Olympia during the Games
- _____ a current event from the Greek Empire at that time
- _____ their opinion on women being banned from the Olympics



Step 3: Interview

Combine your knowledge of ancient Greek history and culture with what you just learned about the Olympics. Create a dialogue between an interviewer and the ancient Olympian you selected. Demonstrate your knowledge by featuring the facts and details listed in Step 2 in a conversation between the interviewer and the athlete. At the end of the project, perform your interview as a skit for your class or show a recorded version. Turn in the written script of your interview to your teacher.



United States
Olympic
& Paralympic
Museum

THE EXTRA MILE

Additional Resources

When & Where: Timeline of the Modern Olympic & Paralympic Games



TEACHERS! Keep this reference guide handy. This information can be used:

- ✓ For historical geography, by mapping locations and name changes over time.
- ✓ To develop group study aids such as trivia contests and games or quiz shows.
- ✓ As writing prompts and research project topics.
 - For games that were cancelled because of war, the cities where they were scheduled to be held are listed. Can your students identify which Games were affected by those world events?
 - Team USA participated in all the Games except for the summer of 1980. What was the rationale and subsequent fall-out for refusing to participate in the Games then?
 - On your field trip to USOPM, your students will explore the darkest day in Olympic history, the Munich Massacre at the 1972 Summer Games. Who was David Berger and why is he significant to this tragic story?

In the “Games” column: S = Summer, W = Winter, O = Olympics, P = Paralympics.

Year	Games	City	Country
1896	SO	Athens	Greece
1900	SO	Paris	France
1904	SO	St. Louis	USA
1908	SO	London	UK
1912	SO	Stockholm	Sweden
1916	SO	Scheduled for Berlin	Germany
1920	SO	Antwerp	Belgium
	WO	Chamonix	France
1928	SO	Amsterdam	Netherlands
	WO	St. Moritz	Switzerland

Year	Games	City	Country
1932	SO	Los Angeles	USA
	WO	Lake Placid	USA
1936	SO	Berlin	Germany
	WO	Garmisch-Partenkirchen	Germany
1940	SO	Scheduled for Tokyo	Japan
	WO	Scheduled for Sapporo	Japan
1944	SO	Scheduled for London	UK
	WO	Scheduled for Cortina	Italy
1948	SO	London	UK
	WO	St. Moritz	Switzerland
1952	SO	Helsinki	Finland
	WO	Oslo	Norway
1956	SO	Melbourne	Australia
	WO	Cortina d'Ampezzo	Italy
1960	SOP	Rome	Italy
	WO	Squaw Valley	USA
1964	SOP	Tokyo	Japan
	WO	Innsbruck	Austria
1968	SO	Mexico City	Mexico
	SP	Tel Aviv	Israel
	WO	Grenoble	France
1972	SO	Munich	West Germany [now Germany]
	SP	Heidelberg	West Germany [now Germany]
	WO	Sapporo	Japan
1976	SO	Montreal	Canada
	SP	Toronto	Canada
	WO	Innsbruck	Austria
	WP	Örnsköldsvik	Sweden
1980	SO	Moscow	USSR [now Russia]
	SP	Arnhem	Netherlands
	WO	Lake Placid	USA
	WP	Geilo	Norway
1984	SO	Los Angeles	USA
	SP	New York/Stokeville	USA/UK
	WO	Sarajevo	Yugoslavia [now Bosnia and Herzegovina]
	WP	Innsbruck	Austria

Year	Games	City	Country
1988	SOP	Seoul	South Korea
	WO	Calgary	Canada
	WP	Innsbruck	Austria
1992	SOP	Barcelona	Spain
	WO	Albertville	France
	WP	Tignes - Albertville	France
1994	WOP	Lillehammer	Norway
1996	SOP	Atlanta	USA
1998	WOP	Nagano	Japan
2000	SOP	Sydney	Australia
2002	WOP	Salt Lake City	USA
2004	SOP	Athens	Greece
2006	WOP	Torino [Turin]	Italy
2008	SOP	Beijing	China
2010	WOP	Vancouver	Canada
2012	SOP	London	UK
2014	WOP	Sochi	Russia
2016	SOP	Rio de Janeiro	Brazil
2018	WOP	PyeongChang	South Korea
2020	SOP	Tokyo [held in 2021]	Japan
2022	WOP	Beijing	China
2024	SOP	Paris	France
2026	WOP	Milan-Cortina	Italy
2028	SOP	Los Angeles	USA

Team USA: Olympic & Paralympic Hall of Fame Inductees

Established in 1979, the U.S. Olympic and Paralympic Hall of Fame celebrates the achievements of Team USA's premier athletes and teams, as well as the impact of legendary coaches and special contributors. Since the first Hall of Fame class was inducted in 1983, nearly 150 individuals and teams have been honored for their contributions to the U.S. Olympic and Paralympic movements. Beginning with a new induction class in 2019, nominations and awards take place every two years. Inductee classes are comprised of five Olympians, three Paralympians, two legends, one team, one coach and one special contributor. The U.S. Olympic and Paralympic Hall of Fame is one of the first major sports hall of fames to incorporate fan voting into its selection process.



TEACHERS! On your field trip to USOPM, your students will see the Hall of Fame and virtually engage with its elite members. Below is a list of inductees. This information can be used in your classroom to generate inquiry-based research projects across the curriculum. There is a searchable database of HOF members online: www.teamusa.org/hall-of-fame/hall-of-fame-members.

- Examine the criteria for inclusion in the Olympic and Paralympic Hall of Fame. Create a nomination form based on athletes who competed in the Games in or closest to the year you were born. Present a final ballot to your class, tally the results, and hold a mock induction ceremony.
- Prepare a multi-media biography of two HOF-ers who are new to you, one Olympian and one Paralympian. Include backgrounds, career highlights, and off-the-field accomplishments.
- Add new inductees to this list.
- Research the roles of the Legends and the Special Contributors. Who are they? What did they do to earn their spot? Who would you like to see added?
- Data Analysis: Men vs. Women, Team vs. Individual, Summer vs. Winter, Most/Least Popular Sports

Induction Years	Sports	Game Years
1983		
Cassius Clay (Muhammad Ali)	Boxing	1960
Bob Beamon	Track and Field	1968
Dick Button	Figure Skating	1948, 1952
Babe Didrikson	Track and Field	1932

Induction Years	Sports	Game Years
Harrison Dillard	Track and Field	1948, 1952
Eddie Eagan	Bobsled, Boxing	1920, 1924, 1932
Ray Ewry	Track and Field	1900, 1904, 1908
Peggy Fleming	Figure Skating	1964, 1968
Eric Heiden	Speedskating	1976, 1980
Rafer Johnson	Track and Field	1956, 1960
Bob Mathias	Track and Field	1948, 1952
Al Oerter	Track and Field	1956, 1960, 1964, 1968
Jesse Owens	Track and Field	1936
Bob Richards	Track and Field	1948, 1952, 1956
Wilma Rudolph	Track and Field	1956, 1960
Don Schollander	Swimming	1964, 1968
Mark Spitz	Swimming	1968, 1972
Jim Thorpe	Track and Field	1912
Johnny Weissmuller	Swimming, Water Polo	1924, 1928
1980 Olympic Men's Ice Hockey Team	Ice Hockey	1980
Avery Brundage	Special Contributor	
1984		
Duke Kahanamoku	Swimming, Water Polo	1912, 1920, 1924
Billy Mills	Track and Field	1964
John Naber	Swimming	1976
Parry O'Brien	Track and Field	1952, 1956, 1960, 1964
Frank Shorter	Track and Field	1972, 1976
Bill Toomey	Track and Field	1968
Frank Wykoff	Track and Field	1928, 1932, 1936
1960 Olympic Men's Basketball Team	Basketball	1960
Col. F. Don Miller	Special Contributor	
1985		
Ralph Boston	Track and Field	1960, 1964, 1968
Dan Gable	Wrestling	1972
Alvin Kraenzlein	Track and Field	1900
Sugar Ray Leonard	Boxing	1976
Carl Lewis	Track and Field	1984, 1988, 1992
Greg Louganis	Diving	1976, 1984, 1988
Pat McCormick	Diving	1952, 1956
Edwin Moses	Track and Field	1976, 1984, 1988
Mary Lou Retton	Gymnastics	1984

Induction Years	Sports	Game Years
Wyomia Tyus	Track and Field	1964, 1968
Henry Iba	Special Contributor	
1986		
Glenn Davis	Track and Field	1956, 1960
Bruce Jenner [Caitlyn Jenner]	Track and Field	1972, 1976
Debbie Meyer	Swimming	1968
1956 Olympic Men's Basketball Team	Basketball	1956
Robert J. Kane	Special Contributor	
1987		
Shirley Babashoff	Swimming	1972, 1976
Donna de Varona	Swimming	1960, 1964
Floyd Patterson	Boxing	1952
LeRoy T. Walker	Special Contributor	
1988		
Tenley Albright	Figure Skating	1952, 1956
Mal Whitfield	Track and Field	1948, 1952
Charles Daniels	Legend, Swimming	1904, 1908
1964 Olympic Men's Basketball Team	Basketball	1964
Jim McKay	Special Contributor	
1989		
John Davis	Weightlifting	1940, 1948, 1952
Lee Evans	Track and Field	1968, 1972
Joe Frazier	Boxing	1964
Bobby Joe Morrow	Track and Field	1956, 1960
Mel Sheppard	Legend, Track and Field	1908, 1912
1960 Olympic Men's Ice Hockey Team	Ice Hockey	1960
Roone Arledge	Special Contributor	
1990		
Tracy Caulkins	Swimming	1980, 1984
George Foreman	Boxing	1968
Scott Hamilton	Figure Skating	1980, 1984
Tommy Kono	Weightlifting	1952, 1956, 1960
Sammy Lee	Diving	1948, 1952
Jack Kelly, Sr.	Legend, Rowing	1920, 1924
Asa Smith Bushnell	Special Contributor	

Induction Years	Sports	Game Years
1991		
Lee Calhoun	Track and Field	1956, 1960
Bart Conner	Gymnastics	1976, 1980, 1984
Willie Davenport	Bobsled, Track and Field	1964, 1968, 1972, 1976, 1980
Dorothy Hamill	Figure Skating	1976
Peter Vidmar	Gymnastics	1980, 1984
Charley Paddock	Legend, Track and Field	1920, 1924, 1928
William E. Simon	Special Contributor	
1992		
Milt Campbell	Track and Field	1952, 1956
Connie Carpenter	Cycling, Speedskating	1984, 1972
Dick Fosbury	Track and Field	1968
Col. Micki King	Diving	1968, 1972
Phil Mahre	Alpine Skiing	1980, 1984
Helene Madison	Legend, Swimming	1932
Col. Don Hull	Special Contributor	
Jack Kelly, Jr.	Special Contributor	1948, 1952, 1956, 1960
2004		
Matt Biondi	Swimming	1984, 1988, 1992
Bonnie Blair	Speedskating	1984, 1988 1992, 1994
Janet Evans	Swimming	1988, 1992, 1996
Florence Griffith Joyner	Track and Field	1984, 1988
Dan Jansen	Speedskating	1984, 1988, 1992, 1994
Jackie Joyner-Kersey	Track and Field	1984, 1988, 1992, 1996
Randy Snow	Para Track and Field, Wheelchair Basketball, Wheelchair Tennis	1984, 1992, 1996, 2000
Alice Coachman	Legend, Track and Field	1948
1996 Olympic Women's Soccer Team	Soccer	1996
Bud Greenspan	Special Contributor	
2006		
Evelyn Ashford	Track and Field	1976, 1980, 1984, 1988, 1992
Rowdy Gaines	Swimming	1980, 1984
Diana Golden	Para Alpine Skiing	1988
Bob Hayes	Track and Field	1964
Shannon Miller	Gymnastics	1992, 1996
Kristi Yamaguchi	Figure Skating	1992
Jack Shea	Legend, Speedskating	1932
1984 Olympic Men's Gymnastics Team	Gymnastics	1984

Induction Years	Sports	Game Years
Herb Brooks	Coach, Ice Hockey	1980, 2002
Dick Ebersol	Special Contributor	
2008		
Bruce Baumgartner	Wrestling	1984, 1988, 1992, 1996
Joan Benoit	Track and Field	1984
Brian Boitano	Figure Skating	1984, 1988, 1994
Oscar De La Hoya	Boxing	1992
Karch Kiraly	Volleyball	1984, 1988, 1996
John Morgan	Para Swimming	1984, 1992
J. Michael Plumb	Equestrian	1960, 1964, 1968, 1972, 1976, 1980, 1984, 1992
David Robinson	Basketball	1988, 1992, 1996
Amy Van Dyken	Swimming	1996, 2000
Lones Wigger, Jr.	Shooting	1964, 1968, 1972, 1980
Carol Heiss	Legend, Figure Skating	1956, 1960
1996 Olympic Women's Gymnastics Team	Gymnastics	1996
Carlo Fassi	Coach, Figure Skating	1968, 1976, 1980, 1988
Frank Marshall	Special Contributor	
2009		
Teresa Edwards	Basketball	1984, 1988, 1992, 1996, 2000
Michael Johnson	Track and Field	1992, 1996, 2000
Mary T. Meagher	Swimming	1984, 1988
Picabo Street	Alpine Skiing	1994, 1998, 2002
Willye White	Track and Field	1956, 1960, 1964, 1968, 1972
Sarah Will	Para Alpine Skiing	1992, 1994, 1998, 2002
Andrea Mead Lawrence	Legend, Alpine Skiing	1948, 1952, 1956
1992 Olympic Men's Basketball Team	Basketball	1992
Abie Grossfeld	Coach, Gymnastics	1964, 1968, 1972, 1984, 1988
Kevan Gosper	Special Contributor	
Peter Ueberroth	Special Contributor	
2012		
Gail Devers	Track and Field	1988, 1992, 1996, 2000, 2004
Jean Driscoll	Para Track and Field	1988, 1992, 1996, 2000
Lisa Fernandez	Softball	1996, 2000, 2004
Gary Hall, Jr.	Swimming	1996, 2000, 2004
Kristine Lilly	Soccer	1996, 2000, 2004
Dan O'Brien	Track and Field	1996

Induction Years	Sports	Game Years
Jenny Thompson	Swimming	1992, 1996, 2000, 2004
James Connolly	Legend, Track and Field	1896, 1900, 1906
2004 Olympic Women's Softball Team	Softball	2004
Ed Temple	Coach, Track and Field	1960, 1964, 1980
James L. Easton	Special Contributor	
Ted Stevens	Special Contributor	
2019		
Candace Cable	Para Alpine skiing, Para Nordic Skiing, Para Trac Field	1980, 1988, 1992, 1992, 1994, 1996, 1998, 2002, 2006
Lisa Leslie	Basketball	1996, 2000, 2004, 2008
Nastia Liukin	Gymnastics	2008
Misty May-Treanor	Beach Volleyball	2004, 2008, 2012
Apolo Anton Ohno	Short Track Speedskating	2006, 2008, 2010
Erin Popovich	Para Swimming	2000, 2004, 2008
Dara Torres	Swimming	1984, 1988, 1992, 2000, 2008
Chris Waddell	Para Alpine Skiing, Para Track and Field	1992, 1994, 1996, 1998, 2000, 2002, 2004
1998 Olympic Women's Ice Hockey Team	Ice Hockey	1998
John Carlos	Legend, Track and Field	1968
Tommie Smith	Legend, Track and Field	1968
Ron O'Brien	Coach, Diving	
Tim Nugent	Special Contributor	



United States
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OLYMPIC GAMES

Puzzles and Challenges

DATE:

Olympic soccer player Mia Hamm (1996 and 2000) uses an analogy to explain the importance of steady preparation. Solve the cryptogram below to find out how she describes her approach to training and winning. Use the key to match the numbers to their letters. One letter has been filled in to get you started (24 = F). Challenge! Can you solve it without using the rest of the key?

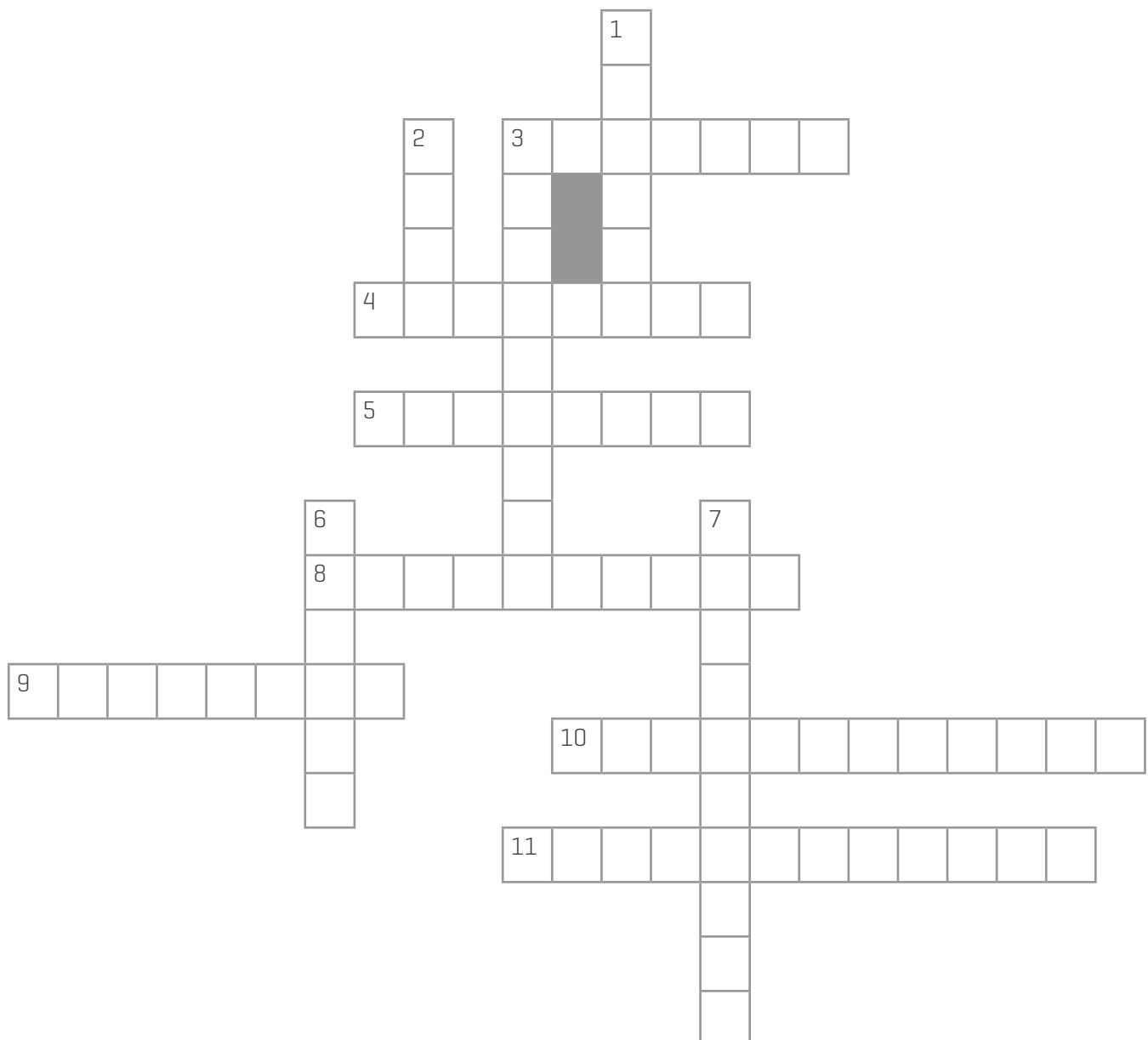
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NAME:
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Crossword: Paralympic Sports

The Paralympic Movement began as the dream of Ludwig Guttman, a Jewish doctor who escaped Nazi Germany in 1939 and fled to England where he treated injured servicemen and women. In 1948, veterans with spinal injuries from WWII competed in archery at the Stoke Mandeville Games, named for the hospital that Guttman opened. The Paralympic Games, officially begun in 1960, now feature more than 5,000 athletes from 150 countries and 600 events.

Match the Paralympic sport to its icon.

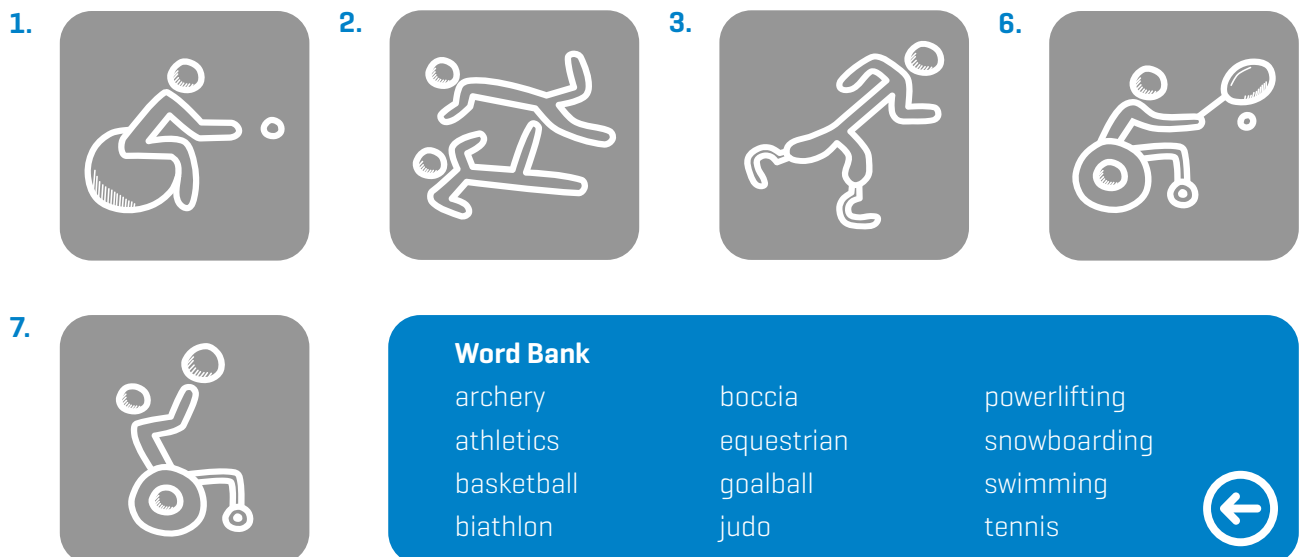


NAME:
CLASS:
DATE:

Across



Down



Word Bank

archery
athletics
basketball
biathlon

boccia
equestrian
goalball
judo

powerlifting
snowboarding
swimming
tennis



NAME:
CLASS:
DATE:

Word Search: Host Countries

The locations of the Olympic and Paralympic Games are announced years in advance so that the host city and country have time to prepare. Find the names of 14 countries that have been selected to host the Games at least twice, up to the year 2028. Can you guess which country has hosted the most Games?

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

Australia
Austria
Canada
China
France
Germany
Greece

Italy
Japan
Norway
South Korea
Switzerland
United Kingdom
United States

Cryptogram, Crossword, and Word Search

TEACHER ANSWER KEY

Cryptogram

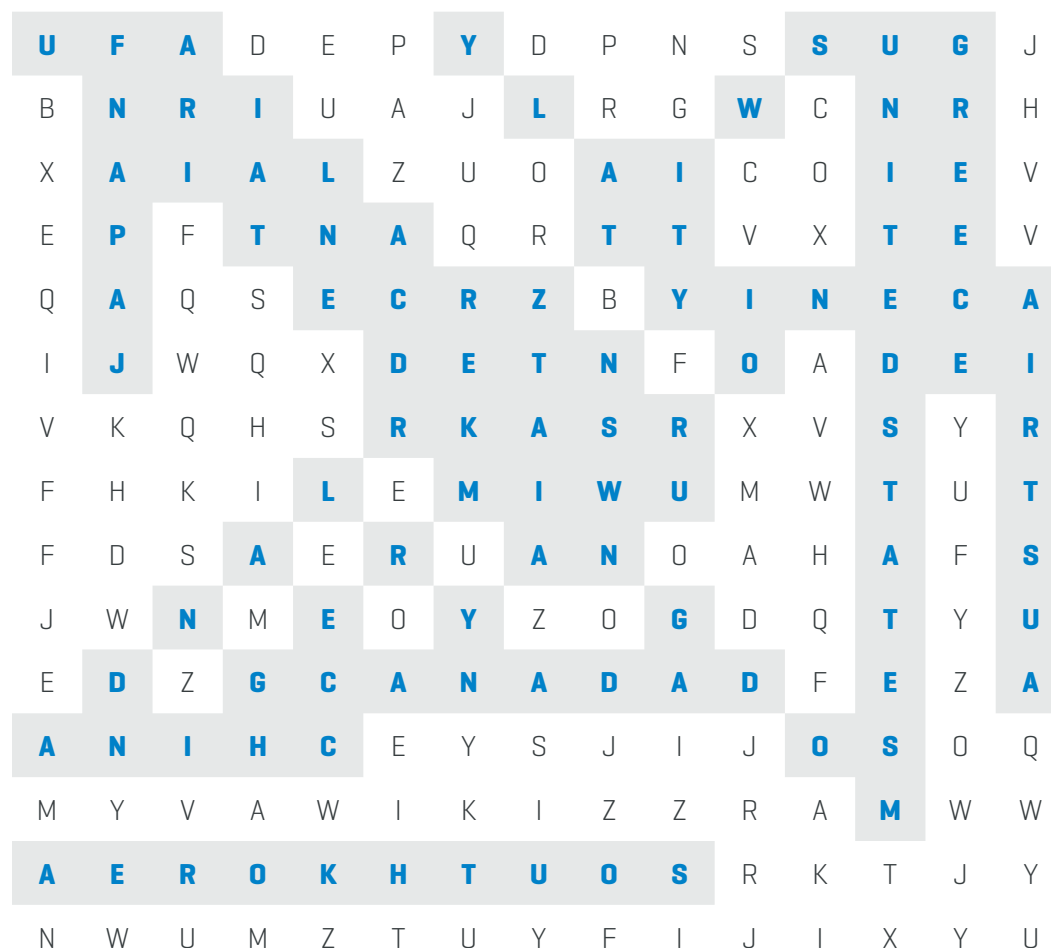
"I am building a fire, and every day I train I add more fuel. At just the right moment, I light the match."

Crossword

- Across: 3. archery, 4. goalball, 5. biathlon, 8. equestrian, 9. swimming, 10. powerlifting, 11. snowboarding
- Down: 1. boccia, 2. judo, 3. athletics, 6. tennis, 7. basketball

Word Search

Can you guess which country has hosted the most Games? UNITED STATES





United States
Olympic
& Paralympic
Museum

BEYOND THE MEDAL

Curriculum Correlations

Beyond the Medal: Curriculum Standards

We know how important it is for you to justify field trips and document how instructional time is spent outside of your classroom. With this in mind, the activities in this Teacher's Guide and the experiences your students have during their field trip to the United States Olympic & Paralympic Museum are correlated to the Next Generation Science Standards, Common Core State Standards for English Language Arts, Common Core State Standards for Mathematics, C3 Framework for State Social Studies Standards, National Core Arts Standards, and National Health Education Standards. These connections are arranged by content area and grade level. The grade level expectations and evidence outcomes for the Colorado Academic Standards follow the national curricula.

NATIONAL CURRICULUM CORRELATIONS

Next Generation Science Standards: MS-LS1-3

Common Core State Standards for English Language Arts

- Grade 6: CCSS.ELA-LITERACY.SL.6.1, CCSS.ELA-LITERACY.SL.6.2, CCSS.ELA-LITERACY.SL.6.4
- Grade 7: CCSS.ELA-LITERACY.SL.7.1, CCSS.ELA-LITERACY.SL.7.2, CCSS.ELA-LITERACY.SL.7.4
- Grade 8: CCSS.ELA-LITERACY.SL.8.1, CCSS.ELA-LITERACY.SL.8.2, CCSS.ELA-LITERACY.SL.8.4
- Grades 6-8: CCSS.ELA-LITERACY.RH.6-8.1, CCSS.ELA-LITERACY.RH.6-8.2, CCSS.ELA-LITERACY.RH.6-8.4, CCSS.ELA-LITERACY.RH.6-8.7, CCSS.ELA-LITERACY.RST.6-8.7, CCSS.ELA-LITERACY.WHST.6-8.1, CCSS.ELA-LITERACY.WHST.6-8.2, CCSS.ELA-LITERACY.WHST.6-8.7, CCSS.ELA-LITERACY.WHST.6-8.8, CCSS.ELA-LITERACY.WHST.6-8.9

Common Core State Standards for Mathematics

- Grade 6: CCSS.MATH.CONTENT.6.RP.A.1, CCSS.MATH.CONTENT.6.RP.A.2, CCSS.MATH.CONTENT.6.RP.A.3, CCSS.MATH.CONTENT.6.G.A.1, CCSS.MATH.CONTENT.6.SP.A.1, CCSS.MATH.CONTENT.6.SP.A.2, CCSS.MATH.CONTENT.6.SP.A.3, CCSS.MATH.CONTENT.6.SP.B.4, CCSS.MATH.CONTENT.6.SP.B.5
- Grade 7: CCSS.MATH.CONTENT.7.RP.A.1, CCSS.MATH.CONTENT.7.RP.A.2, CCSS.MATH.CONTENT.7.G.A.1, CCSS.MATH.CONTENT.7.SP.A.1, CCSS.MATH.CONTENT.7.SP.B.3, CCSS.MATH.CONTENT.7.SP.B.4

C3 Framework for State Social Studies Standards: D1.2.6-8, D1.5.6-8, D2.Geo.3.6-8, D2.Geo.5.6-8, D2.His.1.6-8, D2.His.2.6-8, D2.His.3.6-8, D2.His.4.6-8, D2.His.5.6-8, D2.His.16.6-8, D3.1.6-8

National Core Arts Standards: Visual Arts

- Grade 6: VA:Cr1.2.6a, VA:Cr2.1.6a, VA:Re.7.2.6a, VA:Cn10.1.6a
- Grade 7: VA:Cr1.2.7a, VA:Cr2.1.7a, VA:Re.7.2.7a, VA:Cn10.1.7a
- Grade 8: VA:Cr1.2.8a, VA:Cr2.1.8a

National Health Education Standards, Grades 6-8: 1.8.1, 1.8.9, 2.8.2, 2.8.6, 5.8.7, 6.8.3

COLORADO ACADEMIC STANDARDS

Grade Level Expectations & Evidence Outcomes

Science, Grades 6-8: 2.1.c

Reading, Writing, and Communicating

- Grade 6: 1.1.a, 1.1.b, 1.2.a, 2.2.a, 2.2.b, 2.3.a, 3.1.a, 3.2.a, 4.1.a, 4.2.b, 4.2.c
- Grade 7: 1.1.a, 1.1.b, 1.2.a, 2.2.a, 2.2.b, 2.3.a, 3.1.a, 3.2.a, 4.1.a, 4.2.b, 4.2.c
- Grade 8: 1.1.a, 1.1.b, 1.2.a, 2.2.a, 2.2.b, 2.3.a, 3.1.a, 3.2.a, 4.1.a, 4.2.b, 4.2.c

Mathematics

- Grade 6: 1.6.RP.A.a, 1.6.RP.A.b, 1.6.RP.A.c, 3.6.SP.A.a, 3.6.SP.A.a, 3.6.SP.A.b, 3.6.SP.A.c, 3.6.SP.B.a, 3.6.SP.B.b, 4.6.G.A.a
- Grade 7: 1.7.RP.A.a, 1.7.RP.A.b, 3.7.SP.A.a, 3.7.SP.B.a, 3.7.SP.B.b, 4.7.G.A.a

Social Studies

- Grade 6: 1.1.a, 1.1.b, 1.1.c, 1.2.a, 2.1.a, 2.1.b
- Grade 7: 1.1.a, 1.1.b, 2.1.a, 2.1.b, 2.1.a, 2.1.b

Visual Arts

- Grade 6: 1.2.a, 1.3.a, 1.3.b, 3.1.a, 3.2.c, 4.1.a, 4.1.c
- Grade 7: 1.2.c, 1.3.a, 1.3.b, 2.2.a, 3.1.b, 3.2.a, 4.1.a
- Grade 8: 1.2.d, 2.1.a, 3.1.b, 3.2.a, 4.1.c

Comprehensive Health

- Grade 6: 4.1.b
- Grade 7: 4.1.d
- Grade 8: 4.1.b

Physical Education

- Grade 6: 1.1.f, 2.1.f
- Grade 7: 1.1.e
- Grade 8: 1.1.f



United States
Olympic
& Paralympic
Museum





United States
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