

SPORT HISTORY ALIVE! LEARNING FROM AURORA'S GREATS!

LINKS TO GRADE 7 & 8 ONTARIO CURRICULUM:

B1 Application - History Past and Present

B1.3 Analyse actions taken by various groups in Canada between 1890 and 1914 to improve their lives and compare these actions to those taken by similar groups today.

B2 Inquiry - Perspectives on a Changing Society

B2.2 Gather and organize information and evidence using a variety of primary sources.

1.3 Responding to and Evaluating Media Texts

Evaluate the effectiveness of the presentation and treatment of ideas, information and issues.

1.0 Critical and Creative Thinking (CT) - Health and Physical Education Living Skills

1.5. Use a range of critical and creative thinking skills and processes to assist in making connections, planning, setting goals, analysing and evaluating their choices in connection with learning in health and physical education.

A2. Health and Physical Education - Active Living

A2.1. DPA - participate in sustained moderate physical activity to the best of ability

Questions to spark inquiry

1. How do you think athletes of the past felt about living in Aurora?
2. Why do you think women in Aurora one hundred years ago, played sports in full length dresses?
3. Use photos to compare and contrast basketball, downhill skiing, or tennis uniforms in Aurora today with those of the past.
4. What can cause certain types of athletic wear to become popular? List as many ideas as you can.
5. What is a primary source ? How are photos of Aurora's teams and athletes of the past, primary sources of historical information?
6. Aurora was settled by people of British origins (Loyalists and soldiers of the War of 1812). What are some of the ways in which these British settlers influenced the way of life in Aurora, including the sports played here and in surrounding towns like Newmarket and Richmond Hill?
7. How do climate, economy (the amount of money people have), geography, and settler origins determine the sports played, as towns like Aurora form and grow? Make a "cause and effect" chart to organize your ideas.
8. How did First Nations peoples influence the activities of settlers in many Ontario communities?
9. Write a letter to Mark Heese, telling him your fitness and activity plans and goals. Include a short summary of what you thought of the Sport History Alive! presentation.

Achievement Chart

Category	Level 1	Level 2	Level 3	Level 4
Use of processing skills: interpreting, analysing etc.	uses processing skills -interpreting photos and other primary sources to formulate conclusions with limited effectiveness	uses processing skills -interpreting photos and other primary sources to formulate conclusions with some effectiveness	uses processing skills -interpreting photos and other primary sources to formulate conclusions with considerable effectiveness	uses processing skills -interpreting photos and other primary sources to formulate conclusions with a high degree of effectiveness
Use of creative/critical thinking processes	uses creative/critical thinking processes to evaluate the role sport plays in the development of a community with limited effectiveness	uses creative/critical thinking processes to evaluate the role sport plays in the development of a community with some effectiveness	uses creative/critical thinking processes to evaluate the role sport plays in the development of a community with considerable effectiveness	uses creative/critical thinking processes to evaluate the role sport plays in the development of a community with a high degree of effectiveness
Expression of ideas and information	orally expresses ideas and information with limited effectiveness	orally expresses ideas and information with some effectiveness	orally expresses ideas and information with considerable effectiveness	orally expresses ideas and information with a high degree of effectiveness
Making connections within and between various contexts	makes connections between active participation and healthy active living in and beyond school with limited effectiveness	makes connections between active participation and healthy active living in and beyond school with some effectiveness	makes connections between active participation and healthy active living in and beyond school with considerable effectiveness	makes connections between active participation and healthy active living in and beyond school with a high degree of effectiveness



**SPORTS
HISTORY**
Alive