



CANADA'S SPORTS  
HALL OF FAME  
PANTHÉON DES  
SPORTS CANADIENS

# TEACHER'S GUIDE

## SPECTACULAR SPORTS MOMENTS

CORE SUBJECT: English Language Arts GRADE LEVELS: 4-6



Education Programs  
Supported by Joan Snyder



# SPECTACULAR SPORTS MOMENTS

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## Canada's Sports Hall of Fame

**Canada's Sports Hall of Fame is one of the oldest in North America. Its purpose is to honour Canadians who have contributed to sport in this country either on the field of play as an athlete or as a builder.**

This honour has been extended to include sportswriters and broadcasters as well as unique contributions from non-human sources such as the schooner The Bluenose or the remarkable show jumping horse Big Ben.

The vision for Canada's Sports Hall of Fame began in the late 1940's with Harry Price. He believed that sport united Canadians from coast to coast, and contributed to our national identity. As such, he felt that there needed to be a place entirely devoted to promoting Canada's rich sporting history and amazing sports heroes.



For eight years, Price travelled across the country trying to enlist support to build a museum dedicated to Canadian athletes past and present, a place to celebrate the many achievements by Canadian athletes in the world of sports. His vision finally came to fulfillment in June 1955 when Canada's Sports Hall of Fame opened its doors at the Canadian National Exhibition (CNE) featuring 53 Canadian sporting heroes.

Beginning in the late 1990's, the Hall had been attempting to move to a new location that would enable more Canadians to enjoy the collection. In 2008, nine Canadian cities expressed interest for the right to host the Hall, with Calgary coming out the clear winner.

The Hall opened on July 1, 2011 and currently features 605 Canadian sporting heroes representing over 65 sports. With twelve galleries, 53 interactive displays and more than 2,000 artefacts, the Hall is a rich way to explore Canada's spectacular sporting history.





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## The Galleries

There is no better place to study story telling than a museum dedicated to the stories of Canadian heroes. Canada's Sports Hall of Fame's Spectacular Sports Moments education program teaches students about effective story telling. Linked closely to the Alberta English Language Arts curriculum, the program provides a complete educational experience which includes classroom and on-site activities.

Spectacular Sports Moments focuses on the stories of iconic athletes which are used to discuss the elements of a story and how effective stories are told. The athletes can include:

### BARBARA HOWARD - LEGENDS GALLERY

Barbara Howard broke both gender and racial barriers when she became the first black female athletics athlete to represent Canada. She was known as one of the fastest sprinters of her time. With the outbreak of the Second World War, two Olympic Games were cancelled and Barbara missed the opportunity to compete in her prime. Barbara Howard persevered through hardships and obstacles that tried to slow her down to prove she was as capable as anyone else.

*Students will discuss the influence of setting on events and character.*



### CLARA HUGHES - GLIDE GALLERY

Clara Hughes left a life of smoking, drinking, and skipping school when she was inspired by speed skating legend Gaétan Boucher. Watching Olympic coverage during the Calgary 1988 Olympic Winter Games Hughes decided to pursue the dream of Olympic glory. Her story of winning multiple medals in both cycling and speed skating at the Olympic level are as inspiring as her efforts to raise money for Right to Play's efforts to bring sport to some of the poorest children in the world. Her involvement in the community outside of sport doesn't end there; she is also involved in trying to raise awareness about mental health issues.

*Students will focus on character motivation and point of view.*





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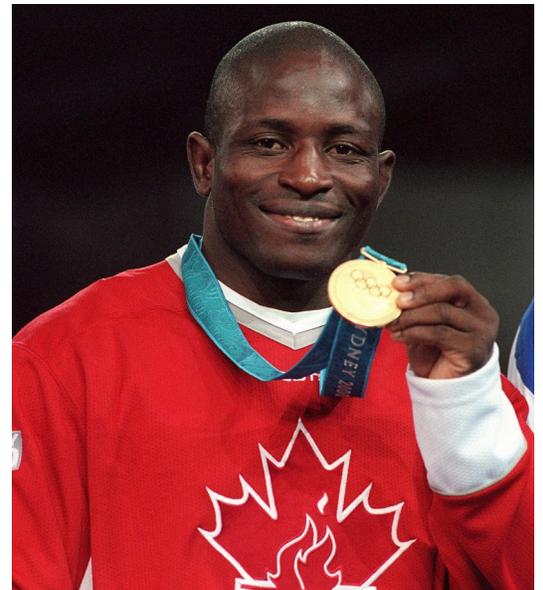
CORE SUBJECT: English Language Arts GRADE LEVELS: 4-6

## The Galleries

### DANIEL IGALI - CONTACT GALLERY

Raised in Africa, Daniel Igali became a refugee in Canada after the 1994 Commonwealth Games in Victoria, BC. As a youngster he had wrestled with his brothers and sisters. Then he met an Olympic wrestler from Nigeria who inspired him to realize his dream of becoming an Olympic wrestler. He became the Nigerian national Champion, then the African Champion the next year, and the year after that he competed in the Commonwealth Games for the Nigerian National team. He was welcomed with open arms to Canada and offered the support and opportunities that helped him graduate from university, win the World Wrestling Championships, and capture gold at the Sydney 2002 Olympic Games.

*This story asks students to make a connection between their families' history, and initial move to Canada, and Daniel's decision to seek refugee status here.*



### ANGELA JAMES - HOCKEY GALLERY

She was one of the first women inducted into the Hockey Hall of Fame, but Angela James' road there was not easy. Raised with her two siblings by a single mother in a very rough neighbourhood of Toronto, she faced racism as a child. She was very athletic and her mother wanted her to pursue swimming instead of hockey because it offered more opportunities for women than professional hockey. James' passion was hockey. Determined to pursue her dream, she joined a league at eight and quickly dominated the league despite it being a boy's league.

*Students will explore the connections between character and the events in the story.*



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# SPECTACULAR SPORTS MOMENTS

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## The Galleries

### DR. JAMES NAISMITH - BOUNCE GALLERY

The father of one of five Canadian invented sports, Dr. Naismith, was working at the YMCA International Training School in the US when he invented basketball to fill the gap between football and baseball. His idea was to have players use skill rather than force to score. This encouraged players to be inventive and use strategy to beat their opponents. A new sport where players had no physical contact and the goal was raised above the ground was born. It's unusualness for the time created a need to reimagine items like a wooden peach basket and a soccer ball into what would become our modern day hoop and ball.

*Students will discuss the influence of setting on events and identify connections in setting and event.*



### CHANTAL PETITCLERC – MOTION GALLERY

Chantal didn't let an accident when she was 13 years old stop her from staying active and playing sports. She began to do wheelchair racing when she entered university at 18 years old and came in dead last in her first race. While for some that would have been the end of their efforts in that sport, Petitclerc decided that she was going to become the best. In four short years she was competing at the Paralympic Games entering both the short sprints and long events to become the only Canadian to win gold medals at the Olympic, Paralympic, and Commonwealth Games.

*Students will explore how detail enriches plot, setting, and character.*

### TERRY FOX – MOTION GALLERY

Terry Fox had to have one leg amputated in an effort to stop the spread of his cancer. After seeing others suffering from cancer as he had, he decided that he wanted to bring them hope and raise money for cancer research by running across Canada. He began the Marathon of Hope in 1980 in St. John's, Newfoundland. As he started running people began to take notice and to run alongside to show their support. Although unable to continue past Thunder Bay, Ontario we all know his legacy. Terry Fox runs are held all over the country every year to continue the work he started.

*Students will build the story in sequence with connection between character and events, as well as the difference between a round and a flat character.*





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### 4x100M RELAY RACE– MOTION GALLERY

To win an Olympic gold in the 4X100m relay you need four strong runners. In 1996, Canada had those four fast runners that allowed us to beat the favoured USA team. Sports stories are often told in one of two different ways. The first is play-by-play, where the events are narrated as they happen. The second is colour commentary. Done afterwards, the narrator speaks about the events with the benefit of hindsight and is able to give more details.

*Students will experience and contrast different storytelling forms. They will also discuss the parts of a plot.*



### NORTHERN DANCER - MARY SIMPSON RIDE GALLERY

Both of Northern Dancer's parents were very successful race horses and great things were expected for Northern Dancer. Unfortunately, because he was shorter and stockier than other race horses with hooves that tended to crack; his owners thought he'd never win races. They tried to sell him, but no one wanted to buy him. Deciding to keep and train him, he became one of the fastest race horses in Canada. Northern Dancer competed in some of the biggest horse races, and won both the Kentucky Derby and the Preakness Stakes in 1964 – the first time a Canadian horse had done so!

*Students will discuss the meanings and values within a story.*



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### MARILYN BELL - SPLASH GALLERY

When the Canadian National Exhibition offered an American marathon swimmer a \$10,000 prize for swimming across Lake Ontario, young Canadian star, Marilyn Bell was furious. She decided to prove that Canadian women could hold their own against anyone by attempting the swim on the same day even though she wasn't offered money to do the swim. With her coach in a boat alongside her Bell battled eels, cold water, currents, and waves in the open water with two other swimmers. Twenty-one hours later both of the other swimmers had dropped out of the marathon swim and Bell became a national hero.

*The importance of place and time in history is discussed as students explore the role that setting has on creating the context for a story.*



### SILKEN LAUMANN – SPLASH GALLERY

Convinced by her sister to take up rowing at about 18 years of age, Laumann quickly rose through the ranks to the top and won gold at the U.S. Championships a year in. She was on a roll until tragedy struck. Her ankle was completely shattered when she was hit by another boat during a warm up race. Five surgeries, serious muscle damage, and doctors telling her she'd never be able to row again couldn't convince Laumann to give up her dream. Despite needing help getting into her boat while in rehabilitation, she kept training hard and competed at the Barcelona 1992 Olympic Games only a few months after her injury.

*Students will focus on character motivation and point of view.*

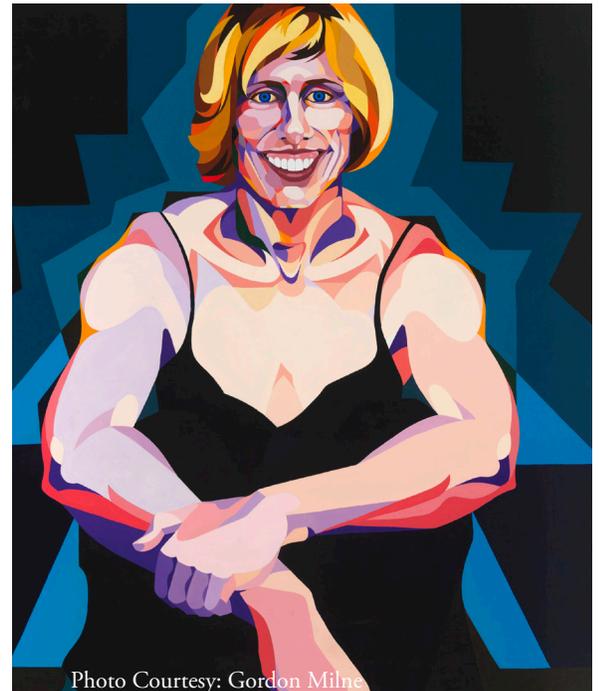


Photo Courtesy: Gordon Milne



# SPECTACULAR SPORTS MOMENTS

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## Curriculum Ties

### Grade 4

The content and activities of Spectacular Sports Moments links to the following learning outcomes for **Grade 4 English Language Arts**:

#### 2.1 RESPOND TO TEXT

Experience various texts

- Retell events of stories in another form or medium.
- Construct meaning from texts.
- Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events.

#### 2.2 UNDERSTAND FORMS, ELEMENTS AND TECHNIQUES

Understand techniques and elements.

- Identify and explain connections among events, setting and main characters in oral, print and other media texts.

#### 2.3 CREATE ORIGINAL TEXT

Structure texts

- Produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot.

### Grade 5

The content and activities of Spectacular Sports Moments links to the following **Grade 5 English Language Arts** learning outcomes:

#### 2.1 RESPOND TO TEXT

Construct meaning from texts

- Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.
- Describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts.
- Describe and discuss the influence of setting on the characters and events.
- Retell or represent stories from the points of view of different characters.

#### 2.2 UNDERSTAND FORMS, ELEMENTS AND TECHNIQUES

Understand techniques and elements

- Identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved.
- Identify and discuss the main character's point of view and motivation.

### Grade 6

The content and activities of Spectacular Sports Moments links to the following **Grade 6 English Language Arts** learning outcomes:

#### 2.1 RESPOND TO TEXTS

Construct meaning from texts

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community.
- Summarize oral, print or other media texts, indicating the connections among events, characters and settings.
- Make judgments and inferences related to events, characters, setting and main ideas of oral, print and other media texts.
- Identify or infer reasons for a character's actions or feelings.
- Appreciate the artistry of texts
- Discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts.

#### 2.2 UNDERSTAND FORMS, ELEMENTS AND TECHNIQUES

Understand techniques and elements

- Discuss the connections among plot, setting and characters in oral, print and other media texts.





# SPECTACULAR SPORTS MOMENTS

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## Pre-Visit Activities

Having planned your visit to Canada's Sports Hall of Fame, it is recommended that you spend a bit of time preparing your students for what they will learn while at the Hall. We have prepared some pre-visit and post-visit activities to help you maximize the learning opportunities from your visit. Please note extensions are located below for each grade.

### TALK ABOUT IT

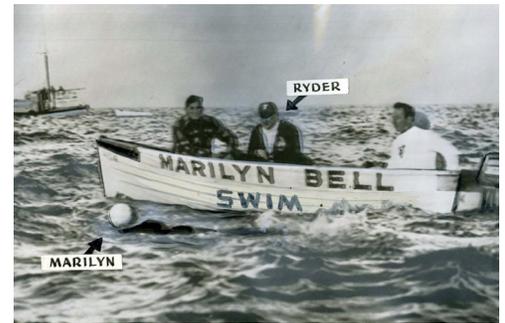
Begin a classroom discussion about sports, focusing on the sports that the students most enjoy playing. You might begin this discussion by asking:

*"Raise your hand if you have participated in sports?"*

*"Which sport do you most like to do?"*

*"Take a moment to think of the best sporting moment that you have ever had. Maybe it was a run, a goal, a ski trip, or some other time that you will forever remember. [Give the students a few seconds to think of a moment]. Would someone share their sporting moment?"*

Give students ample time to tell their sporting moments. If the first few stories lack description, use questions to draw out some of the details. For example, ask the student to describe the setting, to speak about how they felt after scoring a goal, or recount what their coach or teammates said afterwards.



## Grade 4

### Pre-visit Learning Activity Extension

#### LEARN ABOUT IT

Link the stories that the students tell when recounting their best sporting moment to the elements of an oral story.

"Did you notice that most of these sporting moments have a few things in common? They all have:

1. Characters—the people or animals in the story
2. Setting—where and when the story took place
3. Events—what happened in the story

Let's think of how your stories featured each of these."

Create three columns on the board. Label these "characters", "settings", and "events". Recall key words and phrases from the classes' sport memory stories, sorting them into the appropriate columns.

#### THINK ABOUT IT

Discuss how detail is used to enhance character, setting, action and mood in story writing. Often the events are centered around a problem like winning a game, snapping a losing streak, finishing a race, or regaining control after a setback.

Ask the students to complete the My Sporting Moment Story Organizer in Appendix A.

#### TELL ME ABOUT IT

Ask the students to retell their story to a friend using the My Sporting Moment Story Organizer in Appendix A to help.



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## Pre-Visit Activities

### Grade 5

Pre-visit Learning Activity Extension

#### LEARN ABOUT IT

Link the stories that the students tell when recounting their best sporting moment to the elements of an oral story.

“When you told us about your sporting moment, we heard about what you did, how others responded and how it made you feel. It was your point of view.”

“If you are telling a story about yourself, how would you likely present the main character (you)?”

“What are some of the ideas that a person learns when he/she hears a story told from the point of view of the main character?” (e.g., motivation, emotions, opinions, beliefs, etc.)

Use one of the student’s sporting moment stories as an example. Tell the story using a different point of view. Emphasize how another character might not see the student’s story as a great sports memory. Show how they might interpret the story differently.

#### WRITE ABOUT IT

Encourage the students to think of how their story would be different if told by their opponents, the fans, the ball, the horse, etc.

Ask the students to retell their sporting moment story from another point of view in their journal.

#### TELL ME ABOUT IT

Ask the students to share their journal entries.

### Grade 6

Pre-visit Learning Activity Extension

#### LEARN ABOUT IT

Link the stories that the students tell when recounting their best sporting moment to the elements of an oral story.

“Did you notice that most of these sporting moments have a few things in common? They all have:

1. Characters—the people or animals in the story
2. Setting—where and when the story took place
3. Events—what happened in the story

Let’s think of how your stories featured each of these.”

Create four columns on the board. Label these “characters”, “settings”, “problem”, and “events”. Recall key words and phrases from the classes’ sport memory stories, sorting them into the appropriate columns.

#### THINK ABOUT IT

Great stories present a problem or a conflict like winning a game, snapping a losing streak, finishing a race, or regaining control after a setback. As the main character resolves the problem, the audience gets to judge the type of person they are as they interact with others, overcome adversity, or achieve their goals. We observe human nature in action.

Ask the students to think of someone else’s sporting moment story, and write down the problem in the story. Get them to write a few sentences about how the main character demonstrates an admirable trait.

#### WRITE ABOUT IT

Ask the students to retell their peer’s sporting moment story in their journal. Allow them to embellish the story by describing the moment as heroic and motivated by the best of human nature.

#### TELL ME ABOUT IT

Ask the students to share their journal entries.



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## Post-Visit Activities

Once you have returned to class, debrief the visit by asking the students to recount the stories they enjoyed, artefacts they found interesting and activities they most enjoyed. Share your class's favourite moments and what they learned on our Facebook page.

Do you and your class have a favourite Canadian sports hero that you think should be in the Hall? Have they made a contribution to Canada and been retired at least four years? If so, nominate them for Canada's highest sporting honour, induction into Canada's Sports Hall of Fame. Use this link to access the website: [www.sportshall.ca/nominate-your-hero.html](http://www.sportshall.ca/nominate-your-hero.html).

Having heard about effective storytelling, provide the students with one of the following wrap-up assignments with evaluation rubric located in Appendix B:

### Grade 4 Post-visit Learning Activities

1. Retell one of the stories that you heard at Canada's Sports Hall of Fame by drawing a comic strip. Use the caption bars, pictures, and word bubbles to tell the events in proper sequence, show the setting, and describe the character(s).
2. Write a script to orally retell one of the stories that you heard at Canada's Sports Hall of Fame. Use the My Sporting Moment Story Organizer that you used before your visit to help organize your thoughts. Practice telling the story with a friend. The stories can either be told in class, or recorded digitally.

### Grade 5 Post-visit Learning Activities

1. All of the stories that were told at Canada's Sports Hall of Fame were told from the point of view of the narrator or presenter. Retell (written or oral) one of the stories from the point of view of the athlete. Let the audience see the athlete's motivation and emotions.
2. Retell one of the stories that you heard at Canada's Sports Hall of Fame by drawing a comic strip from the point of view of the athlete. Use the caption bars, pictures, and word bubbles to tell the events in proper sequence, show the setting, and describe the character(s).

### Grade 6 Post-visit Learning Activities

1. All of the stories that were told at Canada's Sports Hall of Fame were told from the point of view of the narrator or presenter. Retell (written or oral) one of the stories from the point of view of the athlete. As the student describes the problem, setting & events the athlete's motivation & emotions should become evident.
2. When you were at Canada's Sports Hall of Fame, you saw artefacts for many of Canada's greatest sporting heroes. Refer to the Activity Map, class discussions and your personal memory to recall one of the athletes whose story was not told by the presenter. Do some research and write a story about his/her greatest sporting moment. Make sure to describe the setting, the challenge and the event.

Teachers can also go to the Canada's Sports Hall of Fame Youtube channel to show videos of our Honoured Members. Students can watch induction speeches, learn more about exhibits and hear interviews of our Honoured Members. Also check out the Canadian History and Society Through the Lens of Sport online exhibit at <http://canadasports150.ca/>. It focuses on Women in Sport, Major Sporting Events, Military and Sport, Cultural and Racial Diversity, and Canadian Firsts in Sports.



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## Pre- and Post-Visit Physical Activities



Sport for Life

As part of Canada's Sports Hall of Fame's education programs we encourage all students to get active to round out their experience learning about Canada's greatest sports heroes. To achieve this goal Canada's Sports Hall of Fame is proud to partner with 60 Minutes Kids Club to promote an active lifestyle. Through a month-long Healthy Habits challenge students learn all about the important elements in leading a healthy lifestyle, and the Fundamental Movement Skills tools to encourage physical literacy and goal-setting through simple movements common to all sports. For more information on 60 Minutes Kids Club please visit [www.60minkidsclub.org](http://www.60minkidsclub.org).



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NAME: \_\_\_\_\_

## MY SPORTING MOMENT STORY ORGANIZER

### Characters In My Story:

Main Character \_\_\_\_\_

Three words that describe the main character

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Other Characters

Three words that describe the other characters

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Setting In My Story:

Three words that describe where my story takes place are

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Events In My Story:

Describe the main problem in my story (e.g., we were losing the big game)

List three events that led to my story's problem being solved

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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NAME: \_\_\_\_\_

## EVALUATION RUBRIC

MEETS EXCELLENCE	APPROACHES EXCELLENCE	MEETS ACCEPTABLE	APPROACHES ACCEPTABLE
Characters are well developed and their actions, words and descriptions allow the audience to know their emotion and motivations.	Characters are developed and their actions, words and descriptions allow the audience to know their emotion and motivations.	Characters are partially developed, but their actions, words and descriptions do not allow the audience to know their emotion and motivations.	Characters are not developed.
Setting is clearly and vividly described and includes both time and place.	Setting is clearly described and includes both time and place.	Setting is described and includes either time or place.	Setting is not defined.
Plot flows clearly and sequentially. There is a clear beginning, middle and end to the story.	Plot has some clarity and sequence.	Plot and sequence is limited.	There is no apparent plot or sequence.