Grade 5: Module 2B: Unit 1: Lesson 9
Using Quotes and Comparing and Contrasting
Structure: The Invention of Basketball
## Using Quotes and Comparing and Contrasting Structure:
### The Invention of Basketball

<table>
<thead>
<tr>
<th>Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can quote accurately from a text when explaining what the text says explicitly. (RI.5.1)</td>
</tr>
<tr>
<td>I can compare and contrast the structure of information in two or more texts. (RI.5.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can explain how the game of basketball was developed to meet societal needs using quotes from the text.</td>
<td>• Entry task (Lesson 8 homework)</td>
</tr>
<tr>
<td>• I can compare and contrast the structure of two articles that explain the invention of basketball.</td>
<td>• Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball”</td>
</tr>
<tr>
<td>• I can explain how comparing and contrasting the structure of what I read supports my understanding of the ideas presented in informational texts.</td>
<td>• Sequential note-catcher: “First College Basketball Game”</td>
</tr>
<tr>
<td></td>
<td>• Venn diagram</td>
</tr>
<tr>
<td></td>
<td>• Synthesis questions (responses in journal)</td>
</tr>
<tr>
<td></td>
<td>• Independent Reading Choice Board response</td>
</tr>
<tr>
<td>Agenda</td>
<td>Teaching Notes</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Opening</td>
<td>• This lesson follows a pattern similar to Lessons 7 and 8. Students work with two new informational texts, “Dr. James Naismith, Inventor of Basketball” and “First College Basketball Game” to continue building their understanding of how informational texts are structured and inventions are developed to meet societal needs. The structures focused on in this lesson are “Problem and Solution” and “Sequential.”</td>
</tr>
<tr>
<td>A. Reviewing Homework and Engaging the Reader (5 minutes)</td>
<td>• During students’ second read, they are asked to locate and record quotes from the article “Dr. James Naismith, Inventor of Basketball” on the Problem and Solution note-catcher to explain why and how the game of basketball was invented. Then students locate and record quotes from the article “First College Basketball Game” on the Sequential note-catcher to explain how basketball was developed over time. The “Enduring Understanding” question is added only to the Sequential note-catcher, so students are able to use details from both articles to craft a thorough response to the question.</td>
</tr>
<tr>
<td>2. Work Time</td>
<td>• In Work Time C, students use a Venn diagram to consider and record their thinking about the similarities and differences in the ways information is presented in both articles. Then, students write a response to a synthesis question about how the structure of text supports their understanding of ideas presented in informational articles. This helps students prepare for the End of Unit 1 Assessment.</td>
</tr>
<tr>
<td>A. Determining the Gist: The Invention of Basketball (10 minutes)</td>
<td>• In advance:</td>
</tr>
<tr>
<td>B. Second Read: Using Quotes to Explain How Basketball was Developed to Meet Societal Needs (25 minutes)</td>
<td>– Be ready to return students’ Mid-Unit 1 Assessments (from Lesson 6) today with your feedback.</td>
</tr>
<tr>
<td>C. Comparing and Contrasting How Information is Structured to Support Understanding (15 minutes)</td>
<td>– Make sure all anchor charts are posted: Close Readers Do These Things, Group Norms, and Vocabulary Strategies.</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
<td>– Ensure that students have a variety of print and digital resources available to locate the meaning of key terms during Work Time B.</td>
</tr>
<tr>
<td>A. Debrief and Reviewing Learning Targets (5 minutes)</td>
<td>– Review Back-to-Back, Face-to-Face protocol (see Appendix).</td>
</tr>
<tr>
<td>4. Homework</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson Vocabulary
- explain, developed, quotes, problem, solution, criteria, sequential, compare, contrast, structure, presented (from “Dr. James Naismith, Inventor of Basketball”); faced, problem, suitable, skill, relied, relatively (from “First College Basketball Game”); replaced, open-ended, broadcast, ranked

### Materials
- Journals (students’ own, begun in Lesson 1)
- Close Readers Do These Things anchor chart (from Lesson 2)
- Document camera or projector
- “Dr. James Naismith, Inventor of Basketball” (one per student)
- “First College Basketball Game” (one per student)
- Text Structure resource page (from Lesson 7; one to display)
- Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball” (one per student)
- Second read task card: “The Invention of Basketball” (one per student and one to display)
- Vocabulary Strategies anchor chart (from Lesson 2)
- Various reference materials (print and digital; for each group)
- Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball” (answers, for teacher reference)
- Tape, glue, or staples (for each student)
- Sequential note-catcher: “First College Basketball Game” (one per student)
- Sequential note-catcher: “First College Basketball Game” (answers, for teacher reference)
- Venn diagram: comparing and contrasting structure (one per student)
- Venn diagram: comparing and contrasting structure (answers, for teacher reference)
- Synthesis questions (one to display)
<table>
<thead>
<tr>
<th>Opening</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Homework Review and Engaging the Reader (5 minutes)</strong></td>
<td>• Provide a sentence starter to support student discussions: “The compare and contrast structure helped me form an opinion about which invention was most important because it described ____.”</td>
</tr>
<tr>
<td>• Ask students to take out the entry task (on an index card) they completed for homework.</td>
<td></td>
</tr>
<tr>
<td>• Review Back-to-Back, Face-to-Face protocol, then ask students to quickly find a partner they have not yet worked with during this unit (or haven’t worked with recently).</td>
<td></td>
</tr>
<tr>
<td>• Ask students to pair up back-to-back, and then read the homework question aloud:</td>
<td></td>
</tr>
<tr>
<td>* “How did the compare and contrast structure of the article help you form an opinion about which invention was more important?”</td>
<td></td>
</tr>
<tr>
<td>• Give students 2 minutes to refer to their entry task, think about a response to the question, then turn face-to-face to discuss their ideas with partners. Cold call several pairs to share their thinking whole group and listen for:</td>
<td></td>
</tr>
<tr>
<td>– “Details about how Mary Anderson and Margaret Knight had different reasons for developing technologies helped me make a judgment about whose invention was more important to people.”</td>
<td></td>
</tr>
<tr>
<td>– “Based on the article’s description of how Mary’s idea wasn’t popular at first but Margaret Knight’s was, I decided that Margaret’s invention must have met a greater need,” or similar suggestions.</td>
<td></td>
</tr>
<tr>
<td>• Collect students’ entry task to review and determine their understanding of how text structure supported their ability to make a judgment about which invention met a greater societal need.</td>
<td></td>
</tr>
<tr>
<td>• Refocus whole group. Remind students that they have been focusing both on technologies that have been developed to meet societal needs, and how information about those inventions is structured to support our understanding of why and how new or improved technologies were developed to meet people’s needs. Tell them that today they will read two articles about the invention of the game of basketball, then consider how the structure of each article organizes information similarly and differently to help the reader understand how basketball was developed to meet the needs of society.</td>
<td></td>
</tr>
</tbody>
</table>
### A. Determining the Gist: The Invention of Basketball (10 minutes)

- Ask students to take out their **journals** and join their regular small groups (from Lessons 1–8.)

- Direct students’ attention to the **Close Readers Do These Things anchor chart** posted on the **document camera** and ask them to collectively share out what they typically do when they begin work with a new text. Listen for: “read for the gist,” or similar ideas.

- Distribute the article **“Dr. James Naismith, Inventor of Basketball.”** Then explain to students that the first read will be aloud, as this article is above grade-level and may contain unfamiliar terms that will interfere with their initial comprehension of the text.

- Tell students to follow along silently as you read the text read aloud. After the article has been read aloud, ask:
  * “What is the gist of this article?”

- Give students 1 or 2 minutes to discuss their thinking in groups, then record a gist statement on the page in their journal where they recorded gist statements in Lessons 7 and 8. Then cold call a few students to share out whole group. Listen for:
  - “Dr. Naismith invented basketball so his students would have a sport to play inside during the cold winter.”
  - “Dr. Naismith wanted to invent a game of skill that could be played inside,” and similar suggestions.

- Tell students that now they will hear a second short text about the invention of basketball read aloud.

- Distribute the text **“First College Basketball Game”** and ask students to follow along silently once again as you read aloud.

- After the read-aloud, ask students to consider:
  * “What is the gist of the second article?”

- Once again, allow students 1 or 2 minutes to discuss their thinking in groups then record a gist statement. Cold call several students to share out whole group. Listen for: “This article is about how the game of basketball changed over time,” “how basketball became popular,” or similar ideas.

- Say something along the lines of: “Based on the gist statements you shared, we can safely say that both texts provide information about the invention of basketball. However, we can also say that each article presents somewhat different information about why and how basketball was developed to meet people’s needs. During the next part of Work Time, you will work with your group members to reread each article, then locate and record quotes to support your understanding of the ideas each author is trying to convey.”
**B. Second Read: Using Quotes to Explain How Basketball was Developed to Meet Societal Needs (25 minutes)**

- Ask students to set aside “First College Basketball Game,” as they will work with the “Dr. James Naismith, Inventor of Basketball” text first.
- Then, read the first learning target aloud:
  * “I can explain how the game of basketball was developed to meet societal needs using quotes from the text.”
- Remind students they worked with similar targets during the previous two lessons, then ask them to think about how they could restate the target in their own words. Cold call several students to share their thinking whole group.
- Display and ask students to turn to the page in their journals where they attached the **Text Structure resource page**. Focus students’ attention on the row titled “Problem and Solution,” then read the description aloud. Ask students to think about and discuss in groups what the words *problem* and *solution* mean.
- After 1 or 2 minutes, cold call members from each group to share their thinking with the class. Listen for examples such as:
  - “A problem is a difficulty, a dilemma.”
  - “A solution is an answer to the problem,” or similar ideas.
- Next, distribute the **Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball.”** Then display and distribute the **second read task card: “The Invention of Basketball.”**
- Direct students to focus on just Part I directions for their work with the Dr. James Naismith article. Read each direction aloud, pausing on direction 2. Direct students’ attention to the **Vocabulary Strategies anchor chart,** and remind them they have worked on determining the meaning of unfamiliar terms from context, various reference materials, and their understanding of roots, affixes, prefixes, and suffixes over this unit. Ask students to think then discuss in groups:
  * “How can you use various strategies to help you determine the meaning of unfamiliar words and phrases?”

**Meeting Students’ Needs**

- To support visual learners and ELL students, display a drawing, picture from the internet, or familiar synonym above or below key words in learning target.
- For students who struggle with the physical act of writing, allow them to type their responses on a computer or word processor, or dictate their analysis paragraph to an aide or a peer acting as a scribe.
- Consider using a think-aloud strategy, either with small groups or individual students, to model using context clues to determine the meaning of the first several terms.
**Work Time (continued)**

- After 1 or 2 minutes, cold call a few students to share out whole class. Listen for:
  - “I can use context such as words and phrases that surround an unfamiliar term to give me a clue about unfamiliar terms.”
  - “I can read sentences before and after the word to help me figure out the meaning.”
  - “I can substitute a synonym for the word and read to determine if the sentence makes sense with the new word.”
  - “I can use print and online reference materials to locate the meaning of the word.”
  - “I can use my understanding about parts of the word to help me figure out what it means,” or similar ideas.

- Continue reading the directions aloud, pausing on 5. Ask students to focus on the word *criteria* in this direction. Ask students to think about and discuss with group members what the word “criteria” means in the context of this direction. After 1 or 2 minutes, invite students to share their thinking whole group. Listen for ideas such as: “Criteria in this context means qualities Dr. Naismith wanted to include,” “the standards he had for creating the game,” “the principles that guided his creation of the game,” or similar suggestions. If students are not able to determine the meaning of criteria as it is used in this context, provide a definition and examples for them.

- Clarify directions as needed. Make various reference materials available to students as they work.

- Give students 6 to 7 minutes to reread the second paragraph of the article and record quotes in their note-catchers to explain the problem, solution, and criteria for developing the solution. Circulate to offer support and guidance as needed.

- Refocus whole group. Cold call members from each group to share out quotes they recorded to explain the problem, solution, and criteria Dr. Naismith had for inventing the game of basketball. Refer to Problem and Solution note-catcher: “Dr. James Naismith, Inventor of Basketball” (answers, for teacher reference) as needed.

- Then focus students on the key terms listed at the top of their note-catchers and in the Part I directions: faced, suitable, skill, relied, and relatively. Invite students to share out a synonym or short definition for each word. Listen for:
  - “Faced in this context means he was dealing with a problem, he came upon a problem.”
  - “Suitable means appropriate, the right solution for a problem.”
  - “Skill in this context means ability, talent.”
  - “Relied means depended on.”
  - “Relatively means as compared to,” or similar ideas.
## Work Time (continued)

<table>
<thead>
<tr>
<th>Meeting Students' Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give students 2 minutes to revise or add to their note-catchers based on understandings about key vocabulary.</td>
</tr>
<tr>
<td>• Then, ask students to <strong>tape</strong>, <strong>glue</strong>, or <strong>staple</strong> their Problem and Solution note-catchers onto the next blank page in their journals.</td>
</tr>
<tr>
<td>• Ask students to set aside the Dr. Naismith article and take out the “First College Basketball Game” text. Distribute the <strong>Sequential note-catcher: “First College Basketball Game,”</strong> then display and ask students to refer once again to their Text Structure resource page. Direct students’ attention to the row titled “Sequential” and read the description aloud. Ask students to think about and discuss in groups what the word <em>sequential</em> means.</td>
</tr>
<tr>
<td>• After 1 or 2 minutes, cold call a few students to share out their thinking whole group. Listen for:</td>
</tr>
<tr>
<td>– “Sequential means the order in which something happens.”</td>
</tr>
<tr>
<td>– “Chronological, in order of time, earliest to latest or most recent,” and similar ideas.</td>
</tr>
<tr>
<td>• Direct students to refer back to the second read task card, and focus on the directions for Part II. Read each step aloud, pausing on Step 2 to reiterate that students should try to determine the meaning of key words and phrases in the text as they reread.</td>
</tr>
<tr>
<td>• Give students 6 to 7 minutes to reread the second and third paragraphs of the article and record quotes in their note-catchers to explain how basketball developed over time. Circulate to support and offer guidance to individuals and small groups as needed.</td>
</tr>
<tr>
<td>• Refocus whole group. Cold call several students to share aloud the quotes they recorded to explain how basketball was developed over time. Refer to the <strong>Sequential note-catcher: “First College Basketball Game” (answers, for teacher reference)</strong> as needed.</td>
</tr>
<tr>
<td>• Once again, focus students’ attention on the key words listed at the top of their note-catchers and in the Part II directions: <strong>replaced</strong>, <strong>open-ended</strong>, <strong>broadcast</strong>, and <strong>ranked</strong>. Invite members from each group to share out a synonym or short definition for each term. Listen for:</td>
</tr>
<tr>
<td>– “Replaced means substituted, changed, used instead.”</td>
</tr>
<tr>
<td>– “Open-ended in this context means there was a hole in both ends of the basket.”</td>
</tr>
<tr>
<td>– “Broadcast means it was shown on television, filmed.”</td>
</tr>
<tr>
<td>– “Ranked means how important something is, how it is rated,” or similar suggestions.</td>
</tr>
</tbody>
</table>
**Work Time (continued)**

- Give students 2 minutes to add to or revise the quotes they added to their Sequential note-catchers, based on new understandings about key words.
- Then, focus students’ attention on Part III of the second read task card. Read the directions aloud and provide clarification as needed.
- Give students 4 or 5 minutes to complete the “Enduring Understanding” chart at the bottom of their Sequential note-catchers. Circulate to support.
- Cold call a few students to share the quotes they added to the chart whole group.
- Then ask students to tape, glue, or staple their Sequential note-catchers onto the next blank page in their journals.

**C. Comparing and Contrasting How Information is Structured to Support Understanding (15 minutes)**

- Read the second learning target aloud:
  - “I can compare and contrast the structure of two articles that explain the invention of basketball.”
- Ask students to recall what they know about the meaning of the key words in this target: compare, contrast, structure, and explain. Then ask students to think about and discuss with group members:
  - “How could you restate this target in your own words?”
- After 1 or 2 minutes, cold call several students to share their thinking with the class. Listen for ideas like:
  - “I can explain how the information in each article is similar and different,” or similar suggestions.
- Distribute the Venn diagram: comparing and contrasting structure. If students are unfamiliar with a Venn diagram, take a moment to explain that information from the articles that is different should be written in the outer left- and right-hand sides of the circles. Information that is similar should be written in the central area, where the two circles overlap.
- Read the directions aloud and tell students they should write general statements about the information contained in each article, rather than direct quotes to compare and contrast the information. Clarify directions or model by providing one example of a similarity and one example of a difference. See Venn diagram: comparing and contrasting structure (answers, for teacher reference) for ideas.

**Meeting Students’ Needs**

- To support visual learners and ELL students, display a drawing, picture from the internet, or familiar synonym above or below key words in the learning targets.
- For students who struggle with the physical act of writing, allow them to dictate similarities and differences they notice and/or responses to the synthesis questions to an aide or peer acting as a scribe.
Work Time (continued)

- Give students 7 to 8 minutes to:
  1. Refer to the articles and your note-catchers to determine similarities and differences between the information presented in each article.
  2. Discuss your thinking with group members.
- Record your ideas in the Venn diagram.
- As students work in groups, circulate throughout the room to offer support and guidance as needed.
- After 7 or 8 minutes, refocus whole group and cold call several students to share out with the class what they added to their Venn diagrams.
- Ask students to tape, glue, or staple the Venn diagram onto the next blank page in their journals.
- Then, ask students to turn to a new blank page in their journals and display the synthesis questions where all students can see them. Read the synthesis questions aloud and provide clarification if needed.
- Give students 3 or 4 minutes to complete the following:
  1. Refer to the articles “Dr. James Naismith, Inventor of Basketball,” “First College Basketball Game,” your note-catchers, and the Venn diagram to help you formulate responses to the synthesis questions.
  2. Discuss your thinking with group members.
  3. Record a response to each synthesis question in your journal.
- As students work in groups, circulate to offer support as needed.
- Tell students they will share their synthesis responses during the debrief.
## Closing and Assessment

**A. Debrief and Reviewing Learning Targets (5 minutes)**

- Bring students together whole group.
- Then ask students to share with a nearby partner who is not a member of their regular small group their responses to the synthesis questions from Work Time C.
- Give students 2 or 3 minutes to discuss their thinking with partners. Then, invite students to share their thinking whole group. Listen for ideas such as:
  - “The Dr. Naismith article is structured as problem and solution; the purpose of the article is to explain why basketball was developed and how it met people’s needs.”
  - “The College Basketball article is structured in a sequential order; the purpose of the article is to explain how basketball has developed or changed over time.”
  - “The problem and solution structure helped me understand that people needed a sport to play inside during wintertime in Massachusetts, whereas the sequential structure helped me understand how basketball changed over time to appeal to players, to appeal to fans,” or similar suggestions.
- Redirect students’ attention to the learning targets. Read each target aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their mastery toward each target. Note students who show a thumbs-down, as they may need more support locating quotes to explain or determining how structure supports their understanding of complex idea presented in informational texts.
- Inform students they will take the End of Unit 1 Assessment in the next lesson.

## Meeting Students’ Needs

**Homework**

- Reread the articles “Dr. James Naismith, Inventor of Basketball” and “First College Basketball Game” aloud independently or to someone at home to practice your fluency skills.
- Revise or add to your Problem and Solution and/or Sequential note-catchers based on new understandings.
- If you did not finish in class, complete your four-column chart for each of the key vocabulary words.
- Read your independent reading book for at least 15–20 minutes and write a response to the final (center square) question on your Independent Reading Choice Board. Be prepared to discuss the qualities you are looking for in the next independent reading book you choose.

- Allow struggling writers to dictate their responses to someone at home.
- Consider providing a recording of the text for struggling readers.
Dr. James Naismith is known world-wide as the inventor of basketball. He was born in 1861 in Ramsay township, near Almonte, Ontario, Canada. The concept of basketball was born from Naismith's school days in the area where he played a simple child's game known as duck-on-a-rock outside his one-room schoolhouse. The game involved attempting to knock a "duck" off the top of a large rock by tossing another rock at it. Naismith went on to attend McGill University in Montreal, Quebec, Canada.

After serving as McGill's Athletic Director, James Naismith moved on to the YMCA Training School in Springfield, Massachusetts, USA in 1891, where the sport of basketball was born. In Springfield, Naismith was faced with the problem of finding a sport that was suitable for play inside during the Massachusetts winter for the students at the School for Christian Workers. Naismith wanted to create a game of skill for the students instead of one that relied solely on strength. He needed a game that could be played indoors in a relatively small space. The first game was played with a soccer ball and two peach baskets used as goals. Naismith joined the University of Kansas faculty in 1898, teaching physical education and being a chaplain.

James Naismith devised a set of thirteen rules of basketball:

1. The ball may be thrown in any direction with one or both hands.
2. The ball may be batted in any direction with one or both hands, but never with the fist.
3. A player cannot run with the ball. The player must throw it from the spot on which he catches it, allowance to be made for a man running at good speed.
4. The ball must be held in or between the hands. The arms or body must not be used for holding it.
5. No shouldering, holding, pushing, striking or tripping in any way of an opponent. The first infringement of this rule by any person shall count as a foul; the second shall disqualify him until the next goal is made or, if there was evident intent to injure the person, for the whole of the game. No substitution shall be allowed.
“Dr. James Naismith, Inventor of Basketball”

6. A foul is striking at the ball with the fist, violations of Rules 3 and 4 and such as described in Rule 5.

7. If either side make three consecutive fouls it shall count as a goal for the opponents (consecutive means without the opponents in the meantime making a foul).

8. Goal shall be made when the ball is thrown or batted from the ground into the basket and stays there, providing those defending the goal do not touch or disturb the goal. If the ball rests on the edge and the opponents move the basket, it shall count as a goal.

9. When the ball goes out of bounds, it shall be thrown into the field and played by the first person touching it. In case of dispute the umpire shall throw it straight into the field. The thrower-in is allowed five seconds. If he holds it longer, it shall go to the opponent. If any side persists in delaying the game, the umpire shall call a foul on them.

10. The umpire shall be judge of the men and shall note the fouls and notify the referee when three consecutive fouls have been made. He shall have the power to disqualify men according to Rule 5.

11. The referee shall be the judge of the ball and decide when it is in play in bounds, to which side it belongs, and shall keep the time. He shall decide when a goal has been made and keep account of the goals with any other duties that are usually performed by a referee.

12. The time shall be two 15-minute halves with five minutes' rest between.

13. The side making the most goals in that time shall be declared the winners.

In addition to the creation of the basketball, James Naismith graduated as a medical doctor, primarily interested in sports physiology and what we would today call sports science and as Presbyterian minister, with a keen interest in philosophy and clean living. Naismith watched his sport, basketball, introduced in many nations by the YMCA movement as early as 1893. Basketball was introduced at the Berlin Olympics in 1936. Naismith was flown to Berlin to watch the games. He died in Lawrence, Kansas, in 1939.

Today basketball has grown to become one of the world's most popular sports.
January 18, 1896

When you are out on the court playing basketball, or watching it on TV, have you ever wondered who invented the game? The first ever college basketball game was played on January 18, 1896, when the University of Iowa invited student athletes from the new University of Chicago for an experimental game. Final score: Chicago 15, Iowa 12, a bit different from the 100-point scores of today.

In December 1891, Canadian-born James Naismith, a physical education teacher at the YMCA (Young Men's Christian Association) training school, took a soccer ball and a peach basket in the gym and invented basketball. In 1893, he replaced the peach basket with iron hoops and a hammock-style basket. Ten years later came the open-ended nets of today. Before that, you had to retrieve your ball from the basket every time you scored.

In 1963, college games were first broadcast on national TV, but it wasn't until the 1980s that sports fans ranked basketball up there with football and baseball. It's a popular neighborhood sport, too. The next time you shoot hoops with your family or friends, you can tell them how it all got started.
Problem and Solution Note-catcher: “Dr. James Naismith, Inventor of Basketball”

*How does the way a text is structured support our understanding of complex ideas?

Key Terms: faced, suitable, skill, relied, relatively

PROBLEM

SOLUTION

Quotes that explain at least two of Dr. Naismith’s criteria for developing a solution:
Second Read Task Card: The Invention of Basketball

**Part I: Problem and Solution note-catcher**

14. Independently reread *only* the second paragraph of the article “Dr. James Naismith, Inventor of Basketball.”

15. As you read, circle the key words: *faced, suitable, skill, relied, and relatively*. Try to determine the meaning of each word by using a variety of strategies, including context, reference materials, and your understanding about parts of words. Be sure to discuss your thinking with group members.

16. Locate a quote that explains the problem Dr. Naismith was trying to solve. Discuss your thinking with group members, then record the quote in the “PROBLEM” box.

17. Locate a quote from the article that explains what Dr. Naismith invented to solve the problem. Discuss your thinking with group members, then record the quote on the line in the top part of the “SOLUTION” box.

18. Locate at least two quotes that describe Dr. Naismith’s *criteria* for developing a solution. Discuss your thinking with group members, then record the quotes in the lower half of the “SOLUTION” box.

**Part II: Sequential note-catcher**

1. Independently reread *only* the second and third paragraphs of the article “First College Basketball Game.”

2. As you read, circle the key words: *replaced, open-ended, broadcast, and ranked*. Try to determine the meaning of each word by using a variety of strategies, including context, reference materials, and your understanding about parts of words. Be sure to discuss your thinking with group members.

3. Locate three to five quotes that explain how the game of basketball was developed over time. Discuss your thinking with group members, then record the quotes in sequential order.

**Part III: Enduring Understanding**

1. Read the “Enduring Understanding” question at the bottom of the Sequential note-catcher.

2. Refer to the text and quotes you recorded into BOTH note-catchers to help you think of an answer to the question.

3. Discuss your thinking with group members.

4. Fill in the chart using quotes from both texts to show how the invention of basketball met people’s needs.
**Problem**

“Naismith was faced with the problem of finding a sport that was suitable for play inside during the Massachusetts winter (for the students at the School for Christian Workers).”

---

**SOLUTION**

“... the sport of basketball was born.”

Quotes that explain at least two of Dr. Naismith’s criteria for developing a solution:

1. “... a game of skill for the students instead of one that relied solely on strength.”
2. “... a game that could be played indoors in a relatively small space.”
3. “The first game was played with a soccer ball and two peach baskets used as goals.”
**Sequential Note-catcher: “First College Basketball Game”**

*How does the way a text is structured support our understanding of complex ideas?*

Key Terms: replaced, open-ended, broadcast, ranked

List three to five events that explain the development of basketball, in the order in which they occurred:

<table>
<thead>
<tr>
<th>Event</th>
<th>1st Event</th>
<th>2nd Event</th>
<th>3rd Event</th>
<th>4th Event</th>
<th>5th Event</th>
</tr>
</thead>
</table>
Enduring understanding: How did the invention of basketball meet societal needs?

Fill in the chart below using evidence from the text to show how the invention of basketball met the needs of society. Use quotes from both texts in your response.

<table>
<thead>
<tr>
<th>The invention of basketball met societal needs.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EVIDENCE</strong> (quote from text)</td>
<td><strong>SOURCE</strong> (name of article)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sequential Note-catcher: “First College Basketball Game”
(Answers, for Teacher Reference)

<table>
<thead>
<tr>
<th>Event</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>“In December 1891, Canadian-born James Naismith ... took a soccer ball and a peach basket in the gym and invented basketball.”</td>
</tr>
<tr>
<td>2nd</td>
<td>“In 1893, he replaced the peach basket with iron hoops and a hammock-style basket.”</td>
</tr>
<tr>
<td>3rd</td>
<td>“Ten years later came the open-ended nets of today. Before that, you had to retrieve your ball from the basket every time you scored.”</td>
</tr>
<tr>
<td>4th</td>
<td>“In 1963, college games were first broadcast on national TV ...”</td>
</tr>
<tr>
<td>5th</td>
<td>“... it wasn't until the 1980s that sports fans ranked basketball up there with football and baseball.”</td>
</tr>
</tbody>
</table>
Enduring understanding: How did the invention of basketball meet societal needs?

Fill in the chart below using evidence from the text to show how the invention of basketball met the needs of society. Use quotes from both texts in your response.

<table>
<thead>
<tr>
<th>The invention of basketball met societal needs.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EVIDENCE (quote from text)</td>
<td>SOURCE (name of article)</td>
</tr>
<tr>
<td>“... a sport that was suitable for play inside during the Massachusetts winter ...”</td>
<td>“Dr. James Naismith, Inventor of Basketball”</td>
</tr>
<tr>
<td>“... a game of skill for the students instead of one that relied solely on strength.”</td>
<td>“Dr. James Naismith, Inventor of Basketball”</td>
</tr>
<tr>
<td>“... a game that could be played indoors in a relatively small space.”</td>
<td>“Dr. James Naismith, Inventor of Basketball”</td>
</tr>
<tr>
<td>“Ten years later came the open-ended nets of today. Before that, you had to retrieve your ball from the basket every time you scored.”</td>
<td>“First College Basketball Game”</td>
</tr>
</tbody>
</table>
Refer to the articles and your note-catcher to complete the Venn diagram below.

- In your own words, explain at least two ways the information about the invention of basketball is *similar* in the two articles.
- In your own words, explain at least two ways the information about the invention of basketball is *different* in the two articles.
Below are sample answers. Accept any student responses that are supported by details from the text.

### “Dr. James Naismith, Inventor of Basketball”
- Explains how Dr. Naismith invented basketball so students could have a game to play inside during the winter (the problem).
- Gives details about criteria Dr. Naismith used to invent the game of basketball

### Similarities
- Both articles state basketball was invented by Dr. James Naismith in 1891.
- Both articles explain how basketball met people’s needs (a game to play in winter and popular with sports fans).

### “First College Basketball Game”
- Explains how basketball changed over time.
- Lists dates when changes were made to basketball and describes the specific changes made each time.
- Explains how basketball is popular with sports fans.
Synthesis Questions

What is the structure of the article “Dr. James Naismith, Inventor of Basketball”? What is the purpose of the article?

What is the structure of the article “The First College Basketball Game”? What is the purpose of the article?

How did reading two different types of articles help you better understand the invention of the game of basketball?