

PE 231 History Project Conceptual Overview

Background

The PE 231 group history project is geared toward getting a better understanding of the position of physical education and sport throughout history, and linking this understanding with the social and cultural environment at the time. To understand our current landscape in PE and sport we must be able to ask and seek answers to answer the following question:

Why?

Though this seems like a simple question, it is an important one. For example, questioning why only certain groups may have been allowed to participate in PE or sport leads to further questions about society at the time, what the purpose of PE and sport were, and the general philosophies of the time. The end result will be a detailed look at each assigned region and time period, and a creation of a “philosophy” of PE and sport for that area.

Logistics

The regions and time periods for this project are:

- Ancient Egypt (approx. 1500-700BC)
- Ancient China (approx. 1150-250BC)
- Ancient Greece (approx. 900-300BC)
- Ancient Rome (approx. 500BC-250AD)

The project will be group-based, and each group will have individuals to fill the following roles:

- leader/captain
- technologist
- creative / appearance (images, maps, presentation)
- the “voice”/communications specialist
- secretary/scribe

In some cases, groups only have 4 members and one of these roles will be divided among the other members of the group.

In addition, each individual in the group will have a specific focus on an aspect of history for the region/time period. These foci are:

- women
- religion
- politics/government
- medicine/health
- children (greece only)

Tasks

The most important thing to keep in mind about this project is that it is a process. Please know that you will have something due at each class meeting.

The project will generally follow this progression:

1. Characteristics PE and sport
2. Timeline of major regional and time period events
3. Examination of roles of various foci (women, religion, etc.) within region and time period and influence on PE and sport
4. Synthesis of all information into a philosophy of PE and sport and development of Wiki page.
5. Short (around 15 minutes) presentation to class about your findings

Time will be allotted in class to meet with groups and gather information, and groups will be asked to frequently report back to the class about their progress. In the end there will be 3 work products from this endeavor. These are:

1. Written work (individual/group)
2. Wiki page (group)
3. Presentation (individual/group)

You will be asked to use various media for this project, especially in your presentation and Wiki page. You will need to incorporate *at least* the following:

- images
- maps
- text

Sources

Sources for this project need to be valid and reliable, and can be books, articles, and online content. If you have a question about the validity and reliability of a source, you should check with your group leader. Sources must be documented in APA format.

Wikipedia is not an acceptable source, though you are always welcome to use it to try to better understand a topic, and as a jumping-off point.

Other

You **MUST** keep track of ALL process materials that you develop for this project. Like any project in my classes I will be asking each of you for your worksheets both along the way and at the end of the project.

It is my sincere hope that you ***have fun*** working on this project, and use your creativity to generate a fun, interactive, and visually interesting product!

Name: _____

PE 231 History Project
Personal Assessment

Which of the following **most closely** describes your learning style?

_____ Visual

_____ Kinesthetic

_____ Auditory / rhythmic

_____ Analytical

Please rank yourself (1-8) on the following skills:

_____ Leadership

_____ Organization

_____ Attention to detail

_____ Verbal communication

_____ Written communication

_____ Creativity

_____ Appreciation / Use of Visual Imagery

_____ Technology Literacy (Uploading, downloading, website management)

What do you feel are your 2 greatest strengths as a student?

What do you feel are your 2 greatest weaknesses as a student?

PE 231 Group History Project Part I

Major Characteristics of Physical Education and Sport: Regional and Time Period Focus

To properly get an idea of the essence of Physical Education and Sport at a particular time and place, it is important to understand the major characteristics. Following is a list of questions that should help to guide each student through the research process. In the end, you should be able to, as a group, answer the questions below with support from your findings.

Your answers must be complete, supported, and detailed.

Main Question: What were the main characteristics of Physical Education?

Guidance:

1. Think about the definition from the text/class for physical education (PE). In the current day and age, where does PE occur? Who are the participants in PE? What are the goals? Use this definition to examine PE throughout your time period and region. You may want to take a look at the characteristics of education at the time for hints, as well.
2. Where did PE occur (home, school, etc.)? What were the facilities like?
3. How did PE occur? What form did it take? What activities constituted PE at the time?
4. Who were the participants (men, women, children, income/race/ethnic sub-groups)?
5. Who were the teachers?
6. How did the students learn? Participating? Watching/listening?
7. In what ways was PE supported by the governing bodies at the time?
8. What were the goals of PE activities at the time?

Main Question: What were the main characteristics of Sport?

Guidance:

9. Think about the definition of sport(s) and game(s) from the text/class. What were the main characteristics of each? Who participates? How does sport for all fit into this? Use these thoughts to examine sport throughout your time period and region.
10. Where did sport occur? What were the facilities like?
11. What were the primary sports and games that were played?
12. Were these mostly participant-based or spectator based?
13. Who played them? Was it everyone or just an elite/identified subset of the population?
14. How popular was sport?
15. What categories could you come up with for the various sports and games? Would they be the same ones we use now (see text/lecture)?
16. What was the primary goal of sport (health, entertainment, development, education, diversion, preparation, etc.)

TURN ME OVER

Following is the timeline for Part I:

Tuesday March 24th: Each person needs to have a **typed** list of 5 sources (at least 2 print) identified with notations for which questions can be addressed by that source.

Thursday March 26th: Each person needs to have generated a typed annotated bibliography of the sources that were found, and the points that each source makes to address the above questions.

Tuesday March 31st: Revised annotated bibliography due, groups will generate an in-class final product answering the above questions. Grade will be based on the thoroughness of the information, the extent to which each person's contributions are used, and the process materials completed.

**PE 231 History Project
Bibliography Group Session**

Group Leaders:

Please have each group member describe the sources that she/he found that address the 16 questions about PE and Sport as described on the Part 1 handout. Each source should be written in APA format, and should have a notation that indicates which question number(s) that it addresses. Having your group members share this information will allow others in the group to potentially fill in the gaps where they may be missing some source information. Be sure to guide group members to obtain high-quality sources that allow them to complete the annotated bibliography as Joy described in her session.

After everyone has shared, please collect the typed references from your group members and then take a few minutes after your group members leave to fill in the grid below for each student in your group. Please return this form and the typed references that you collected to me.

Group Leader Name:

Group Member Name	Number of sources	Number of print sources	References Typed?	APA Format?	Sources address all 16 questions? (If no, estimate number missing)

PE 231 Group History Project Part I
Major Characteristics of Physical Education and Sport: Regional and Time Period Focus
IN-CLASS CULMINATION PROJECT

As a group, please come up with complete, supported, detailed answers to the following questions. Your responses will be hand-written, so it may be valuable to sketch them out before creating your final version. I won't be subtracting points for poor handwriting, however I don't expect to receive a final document with *numerous* cross-outs and arrows indicating sections that have been altered, etc.

I will be judging your answers on the criteria given previously in class, which are:

Completeness.

- Description and answer are complete, responding in full to all parts of the question. Examples are important.

Consistency

- Responses are consistent and link to previously learned content in PE and Sport.

Clarity

- Responses are communicated clearly, no uncertainty in meaning.

Synthesis

- Responses aren't simply a series of facts, but rather are an organization of the information found while researching. A complete, organized picture is created from the "parts" found by group members.

Support

- Responses are supported by a variety of valid and reliable sources.

On top of having answers that meet these criteria, I will be looking for citations of both the source material (APA format), and the group member(s) from whom the information came for each answer.

Following is an example of what one portion of a response could look like:

2. School-based PE in Ohio is one prevalent form. It typically occurs on school grounds, either in the gymnasium or in outdoor fields that are owned by the school (Jones, 1999; Smith, 2009). In some cases, agreements are in place to allow school-based activity on city-owned facilities, such as parks and community centers (Bonazzoli, Frey, Kroldrup & Melo, 2008).
 - a. Sources: Fink, Knop, Shade

At the completion of class, you should turn-in

- Your written responses with APA in-text citations and group contributor name (see above example)
- Your individual annotated bibliographies (typed, at least 2 print sources, APA format)
- Your team member evaluation form.

TURN OVER FOR QUESTIONS

What were the main characteristics of Physical Education?

1. In the current day and age, where does PE occur? Who are the participants in PE? What are the goals?
2. Where did PE occur (home, school, etc.)? What were the facilities like?
3. How did PE occur? What form did it take? What activities constituted PE at the time?
4. Who were the participants (men, women, children, income/race/ethnic sub-groups)?
5. Who were the teachers?
6. How did the students learn? Participating? Watching/listening?
7. In what ways was PE supported by the governing bodies at the time?
8. What were the goals of PE activities at the time?

What were the main characteristics of Sport?

9. What are the main characteristics of sport and games as defined in class? Who participates? How does sport for all fit into this?
10. Where did sport occur? What were the facilities like?
11. What were the primary sports and games that were played?
12. Were these mostly participant-based or spectator based?
13. Who played them? Was it everyone or just an elite/identified subset of the population?
14. How popular was sport?
15. What categories could you come up with for the various sports and games? Would they be the same ones we use now?
16. What was the primary goal of sport (health, entertainment, development, education, diversion, preparation, etc.)?

Region / Timeframe:

Group Member Names:

PE 231 Group History Project Part II

Timeline of Major Regional / Time-period Events

To gain an understanding of the context within which Sport and Physical Education were occurring, this portion of the assignment asks you to create a timeline of major regional events during your assigned time period. You should find that many of these events are intertwined. For example, a “holy war” may have occurred, and a subsequent change in the prevalence of a particular religion or set of beliefs may have greatly increased afterwards.

Some of the events that you may find include (but aren't limited to):

- Changes in government / rulers
- Shifts in religious beliefs
- Changes in social structure (classes)
- Invasions / War
- Major disease
- Economic expansion (agriculture, building, goods)
- Changes / advancement in arts / technology

Your final individual product should have key dates, the key occurrences on those dates, and the source (cited in APA in-text format) from which your information came. An example would be:

1776: Continental Congress adopts the Declaration of Independence in Philadelphia. (Smith, 1989)

1777: Continental Congress adopts the Articles of Confederation, the first US Consitution (Jenkins, 1992).

1789: George Washington elected first President of the United States. (Jenkins, 1992).

You will need at least 3 sources for this, and at least one must be print (book).

At the end of the document should be a bibliography of your sources, as always, in APA format.

Due Dates:

Thursday 4/9: Hand-written version of timeline

Tuesday 4/14: Typed version of timeline

PE 231 History Project Part 3 – Individual Focus Topics

For this part, the student will conduct research on an assigned topic from the following list:

- Women
- Medicine/Health
- Politics/Government
- Religion
- Children*

**only Ancient Greece and Rome have this topic*

From the original research, the student will provide complete, cited, supported answers to a set of 5-6 general questions that are agreed upon by their topic peers. Each response should be at least a complete paragraph in length, and *may* sometimes be more. In addition, the student will provide a well-supported answer to the following questions:

What was the role of (*assigned topic*) IN PE and Sport in (*assigned region*)?

What was the influence of (*assigned topic*) ON PE and Sport in (*assigned region*)?

Following are the steps for Part 3:

1. Develop questions with topic peers
2. Find resources to answer these questions
3. Type well supported, complete answers to these questions.

Part 3 will be due on **Tuesday, April 21.**

*****At least THREE sources are required for this portion of the project, one of which must be print.**

Group Names:

PE 231 Part 3 Reporting Guide

Now that you've completed part 3, you have 3 things to accomplish in class today.

First, have each person share their questions and findings from the research they've conducted over the past few days. Have your "secretary" record the primary points from each contributor in the following format (see opposite side of this sheet for template):

Religion

- Point 1
- Point 2
- Point 3

Women

- Point 1
- Point 2
- Point 3

Etc.....

Next, you'll want to start brainstorming for the Philosophy piece that will result from all of your hard work thus far.

Please see the reverse side of this sheet for a template for part 1. Brainstorming thought questions are below:

Brainstorming Thought Questions (you'll want to add more)

Is the general approach to sport and PE in line with the definition of PE we used in class?
How about Sport for All?

To what ends were sport and PE used (health, diversion, etc.)? Who in the population benefitted from this?

How did it reflect the general culture of the time (be sure to consider and integrate influences from your findings about government, medicine, women, religion, children)?

Template for notes from Part 3 reports:

Government

Religion

Medicine

Women

Children

PE 231 – Philosophy of Sport and PE Region and Timeframe

The primary goal of this final piece of group work is to generate a philosophy of sport and physical education for your timeframe. To do this, you need to be succinct, and you need to synthesize and draw from all of the information you have generated so far throughout the project.

The features of this philosophy are as follows:

- 3-4 sentences maximum
- 3 key supporting points (bullet points are fine) from parts 1-3 of your research
 - o You should have points from all sub-topics as well (women, religion, politics, medicine, and children*)
- Should give the reader an idea of how all of these areas (gender, religion, politics, medicine, PE, sport, everyday life, etc...) worked together to create the atmosphere that was prevalent at the time.

Your philosophy will look like this:

In ancient _____ the general philosophy of sport and PE was one of _____.
Etc.....

This philosophy is supported by the following important points:

Sport

- Point 1
- Point 2
- Point 3

PE

- Point 1
- Point 2
- Point 3

Timeline

- Point 1
- Point 2
- Point 3

Religion

- Point 1
- Point 2
- Point 3

Etc...

Remember, the point of this project is to create new learning, but also to examine PE and Sport from a philosophical perspective. We examined philosophies like the Varsity model of sport, Sport for All, and various approaches to PE. How would you classify **your** assigned area? You can use these approaches for comparison, but don't use them as your philosophy.

PE 231 History Project Part 4 –Wiki and Synthesis Requirements

The final portion of this project is the development of the Wiki and the presentation of the results to the class. This will all culminate on **April 28**, which is the next-to-last day of class. So it is by this date that you need to have completed your Wiki page.

The Wiki page should contain the following general sections (see course Wiki for an example at <http://2009sppe231.wikis.owu.edu/History+Sample>):

General Info about Region and Timeframe

This section should contain a **map**, some general information to get the reader oriented to what was going on, and a **timeline**.

History of PE in the Region and Timeframe

You can use your Part 1 responses to guide this section, but be sure it's organized well and that you have fixed any issues from your Part 1 submission. You may want to use sub-headings where needed here. Also, this is a good spot to highlight important people or activities, and pictures / video fit well here also.

History of Sport in the Region and Timeframe

You can use your Part 1 responses to guide this section, but be sure it's organized well and that you have fixed any issues from your Part 1 submission. You may want to use sub-headings where needed here. Also, this is a good spot to highlight important people or activities, and pictures / video fit well here also.

Sections on Each of the Part 3 Topics

In this section, you will provide information from the answers you created for part 3 of the project. Be sure to include information about the role of this topic in sport and PE and its influence on sport and PE.

General Philosophy of Sport and PE

This is the section where you synthesize what you've found. Based on the research you've found, what was the philosophy of the approach to PE and Sport in this region and timeframe? Provide support from each section above, including the contextual information, info on PE and Sport, info about the individual topics, etc. This should link to course definitions about PE and Sport (similarities, differences), and be a pithy description of the important features and general approach to PE and sport. This should be a few paragraphs in length.

References

Cite your sources, APA 5th Edition style!

Other Wiki Requirements and Number**Map** (1+)**Images** (6+)**Video:** (1+)**Other Tips**

Use examples. When you state something, please be sure to use examples to illustrate your point. You can describe examples of what “outdoor” sports would have been like, or perhaps use images that you find. Just be sure to provide some examples to clarify your points.

Provide brief profiles of important people. Leaders, rulers, or important sport figures that shaped your timeframe need to be described.

The Wiki page format was used for a reason, it allows you to use multiple media to give people an idea of what you’ve researched. Use it to your advantage! Get creative!

PE231 – History Project Presentation Day
Tuesday, April 28th, 2009

What will the presentation of your project be like?

The “feel” of it is really up to each individual group, but it should meet the following requirements:

- 15 minutes in length
- Everyone participates
- “Communicator” plays a major role
- Entertaining and creative
- Should provide an overview of the material on the Wiki, but NOT read directly from it
- Use the multimedia that you’ve found for your Wiki (images, maps, video) as material to make your points come to life
- Proceeds in logical order (timeframe, sport and pe and individual features, philosophy / synthesis)
- Wrap up with your philosophy statement

When you finish your presentation, it is my hope that we all have a good sense of what life, sport, and PE was like at the time.

Things you might want to incorporate:

- Costume/Props?
- Class participation in an activity? (keep in mind time limits)
- Role playing / scenes?
- Interview?
- Narrator?
- Anything else you can think of to make it fun and creative!

What will be due on Tuesday April 28th?

- Wiki completed with all sections and requirements met (see Part 4 instructions)
- In-class philosophy assignment