

## March Madness

**Note to teachers:** This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler page published in the *Lansing State Journal* on March 12, 2003. You may reproduce the pages in this supplement to use with students.

### DISCUSSION GUIDE

(SOC.1.1. *Time and Chronology*; SOC.1.2. *Understanding the Past*; SOC 1.3. *Analyze and Interpret the Past*;  
ELA.1. *Meaning and Communication in Context*)

**Basketball's Beginnings.** Why did James Naismith invent his "basket ball" game? (need for an indoor sport) What groups were first to play it? (YMCAs, high school girls) Describe some aspects of the early version of the game. (peach baskets, soccer ball, different size courts and teams) What differences do you see in the historical and modern basketballs that decorate this page? (historical balls are leather and have laces; modern balls are molded, no laces)

**The Girls Were First.** How did the girls at Lansing High School make history in 1898? (1<sup>st</sup> h.s. basketball team in Michigan) Why did the team have a fund-raising summer? (to buy baskets and uniforms) Describe their uniforms (wine colored trimmed with white braid) Why do some sports teams (or their booster clubs) have fund-raisers today?

**Community Pride.** Find the cities mentioned in this article on a map of Michigan. (Chassell, River Rouge, Flint, Lansing) How did basketball teams or players bring pride to each of these cities? How do newspapers and other media play a part in supporting teams and their communities?

**The Michigan Jordan.** Why might you not expect Richie Jordan to be a fantastic basketball player (not very tall or big) How did he become one? (worked hard, practiced) How do you think he felt when he scored 60 points and his team lost? What were some of his awards?

**Hoops in History.** How did the basket used in basketball change? (peach basket to woven wire to net, originally closed at bottom) What does it mean to say that the "ball size is standardized?" (at first different teams played with differently sized balls; when a standard was adopted it set the size of the ball for all games and manufacturers made basketballs the same size) Find these changes: one that speeded up games; one that let players get short periods of rest; one that increased scoring.

### ACTIVITY ONE: Hoops in History

(SOC.1.1. *Time and Chronology*; SOC.1.2. *Understanding the Past*)

Why do things change? Remind students that they already know that many changes are due to nature. For example, the temperatures and seasons change because of the revolution of the earth around the sun, its rotation and tilting on its axis. They grow because cells in their bodies change. In social science and history, however, changes are usually the result of people's actions. Basketball was a human invention. It can serve as an example of the way people's actions produce change. This activity illustrates how change happens.

Part 1: Divide students into groups of 2-5. Assign each group one date and event from the "Hoops in History" time line or from the additional basketball milestones listed at the end of this activity. Have each group research their event, put it on a ball-shaped poster to hang around the room in chronological order and report on what they've learned about the event.

Part 2: James Naismith gave basketball 13 rules when he invented the game. Read Naismith’s rules with the class (page 3). Discuss with students: What other games might have influenced these rules? (How is it like football? How is it like soccer?) Which changes in the game throughout the years resulted from rule changes? Why do you think the rule was changed? Which changes resulted from improvements in equipment? Which may have resulted from some of each? Discuss the impact of television on the play of the game. (E.g., the possession arrow instead of the jump ball speeds up the game; media time-outs slow it down.)

Part 3: Ask each group of students propose a new rule for basketball and present it to the class. Each presentation should include the following:

1. the name and wording of the rule,
2. the reason(s) they feel that basketball needs the new rule or would benefit from it, and
3. the anticipated effects of the new rule on the game—both positive and negative—after a year of play using the rule.

Find out more about high school basketball rules and recent rule revisions at the Web site of the National Federation of State High School Associations at this URL: [www.nfhs.org/rules-basketball.htm](http://www.nfhs.org/rules-basketball.htm).

1897	Team size was set at 5 players on the floor.
1917	State tournament at the University of Michigan is the first attempt to crown a “state champion” in Michigan high school basketball.
1929	The “cage” is eliminated. It was a rope or chicken wire around the court to protect spectators.
1930s	Players begin using seamless balls without laces.
1932	Courts are divided into a front court and a back court. The new 10-second rule says that once the ball is inbounds, the team has 10 seconds to move it past the center line.
1954	Professional basketball introduces the 24-second shot clock.
1972	Title IX is passed. It says that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance” (20 U.S.C. § 1618).

## ACTIVITY TWO: Read a Photograph

(SOC.1.2. *Understanding the Past*; ELA.3. Meaning and Communication in Context)

This activity is based on “reading” or analyzing a photograph. Distribute the basketball photos (page 4) or make a transparency of the page and project it with an overhead projector. Ask students to analyze each photograph, discussing:

1. What are the elements in the scene (people, objects)?
2. What is happening in the picture? How is each individual contributing to the action?
3. What questions does this picture leave unanswered? What else would you need to know?

Ask each student pretend that he/she is the photographer/news person. Assign each to write a one-page story for the school’s newspaper. Repeat the activity with sports photos from the newspaper. After analyzing each photo, read the photo caption or the article that accompanied each photo and let students compare their interpretations with those of the reporter.

## MORE RESOURCES

“NCAA Basketball Fast Break: Lessons Across the Curriculum With the NCAA” provides lesson plans in art, language, physical education and sporting behavior, social studies, math and science that use basketball to interest students in those subjects. Find them at [www.ncaa.org/fastbreak/index1.html](http://www.ncaa.org/fastbreak/index1.html). The plans are available in PDF format grouped by these grade levels: K –2, 3-5 and 6-8. The site asks users to complete a simple registration.

Sachare, Alex *The Basketball Hall of Fame’s Hoop Facts and Stats*. NY: John Wiley & Sons, Inc. 1998. Build math lessons around the data in this colorful book. Grades 7-12.

Webb, Bernice Larson. *The Basketball Man*: James Naismith. Lawrence: The University Press of Kansas, 1973. (GV884.N34W42 1973)

Basketball Hall of Fame History page. [www.hoophall.com/history/history.htm](http://www.hoophall.com/history/history.htm).

Michigan High School Athletic Association. [www.mhsaa.com/](http://www.mhsaa.com/).

## James Naismith's Original 13 Rules for Basket Ball

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 (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 who catches the ball when running at a good speed if he tries to stop.
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, tripping, or striking in any way the person of an opponent shall be allowed; the first infringement of this rule by any player 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 substitute allowed.
6. A foul is striking at the ball with the fist, violation of Rules 3, 4, and such as described in Rule 5.
7. If either side makes three consecutive fouls, it shall count a goal for the opponents (consecutive means without the opponents in the mean time making a foul).
8. A goal shall be made when the ball is thrown or batted from the grounds into the basket and stays there, providing those defending the goal do not touch or disturb the goal. If the ball rests on the edges, and the opponent moves the basket, it shall count as a goal.
9. When the ball goes out of bounds, it shall be thrown into the field of play by the person first touching it. In case of a 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 that side.
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 power to disqualify men according to Rule 5.
11. The referee shall be judge of the ball and shall decide when the ball 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 winner. In case of a draw, the game may, by agreement of the captains, be continued until another goal is made.

The rules were first published in *The Triangle*, the Springfield College school newspaper, on January 15, 1892.

## Photos



Photo: Walter P. Reuther Library, Wayne State University  
Detroit Southeastern vs. Detroit Southwestern, 1933



Photo: Ann Pohl

Fowler vs. Bay City All Saints, 1999 Regional Tournament

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