

**NAME** ..... **DATE RECEIVED** .....

# SS QUARTER 1

## UNIT 2: OLYMPICS



**\*\*LESSONS MUST BE COMPLETED ON A DAILY BASIS\*\***

4 - Exceeds	3 - Meets	2 - Approaching	1 - Beginning	0
100-90% My work meets ALL the criteria for high quality consistently. All responses are in complete sentences.	My work is 90-75% complete and/or misses 1-2 criteria sometimes. Most responses are in complete sentences.	My work is 75-50% complete. My work has evidence of quality but not consistently. Some responses are in complete sentences.	More than 50% of my work is not done or not yet meeting many criteria for quality.	No work completed.

**PACKET STARTED:** .....

**PACKET COMPLETED:** .....

Name:

Date:

## **ESSENTIAL QUESTION:**

# ***ARE THE OLYMPICS ABOUT MORE THAN SPORTS?***

## **Table of Contents**

### **Lesson 1: What is the history and mythology of the ancient Greeks regarding the Olympics?**

Source A: Images of the ancient Olympic Games

Source B: TedEd Video- The Origins of the Olympics

### **Lesson 2: What are the goals of modern Olympic movement?**

Source A2: Back to Greece: Olympics then and now

Source B2: Video- Looking Ahead to Tokyo 2020

### **Lesson 3: What is Olympism?**

Source A3: International Olympic Committee: "What is Olympism?" excerpt

Formative Assessment: Journal writing and Exit Ticket

### **Lesson 4: How does Olympism play out in real life?**

Source A4: The most unusual friendship in history

### **Lesson 5: Drafting and Editing**

### **Lesson 6: Summative Assessment: Are the Olympics about more than sports?**

Name:	Date:
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**Q1 Olympics Unit 2**  
**Lesson 1: What is the history and mythology of the ancient Greeks regarding the Olympics?**

**Learning Target:**

- I can list information related to the history and mythology of the ancient Greek Olympics

**Do Now:** Geography Review- Name 3 out of the 5 themes of geography. Looks back at your notes if needed!

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**Interpreting Evidence:** Use **Lesson 1: Source A: Images of the Ancient Olympic Games** to fill out the graphic organizer. Gather information from every source.

#	Name of person, place, or event related to Ancient Greek Olympics	Brief description of the person, place or event you listed.	Which source told you that information? (Source title)
1			
2			
3			
4			
5			

Name:

Date:

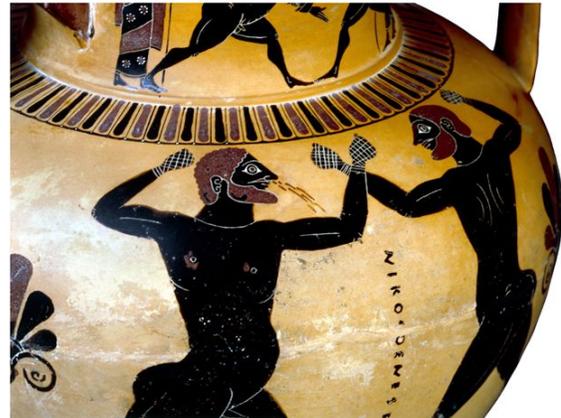
### Lesson 1: Source A: Images of the Ancient Olympic Games

The first ancient Olympic Games are thought to have begun in 776 BCE in Olympia, Greece. The ancient Games took place every four years and were always held in Olympia. Originally, the Games only lasted one day but later expanded to multiple days. Only free Greek male citizens could compete. Events included the long jump, boxing, javelin, running, horse racing, and an event called pankration which blended boxing and wrestling. The Games served as part of a religious festival honoring Zeus. In 393 CE Roman Emperor Theodosius, in trying to rid the Roman Empire of paganism, banned the Games. It would not be until 1896 CE when the Olympic Games would be revived in Athens, Greece and then include competitors from around the world.

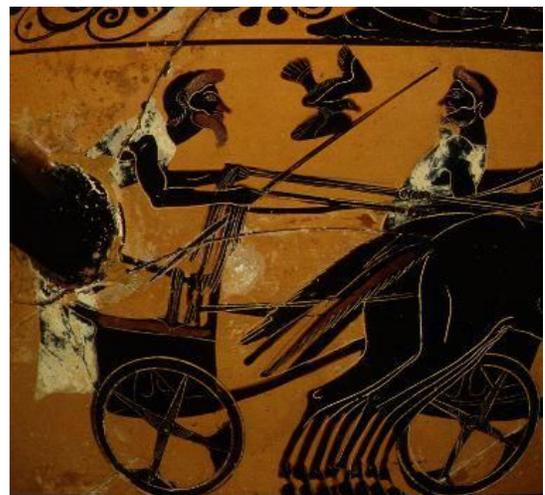
**Image 1:** Greek artists painted scenes from the ancient Olympic Games onto ceramic jars or amphoras. This scene depicts a competitor in the long jump who is using hand-held weights, called halteres, to jump farther. Athletes used wooden pegs, called semeions, to mark off their landings.



**Image 2:** This scene portrays a boxing match. Boxing was added to the Olympic Games around 688 BCE. Fighters wore leather straps, originally made from ox hide, over their hands and wrists,



**Image 3:** There were both 2-horse chariot and 4-horse chariot races, with separate races for chariots drawn by foals (young horses). Another race was between carts drawn by a team of 2 mules. The course was 12 laps around the stadium track (9 miles).



Name:

Date:

**Lesson 1- Source B: The Origins of the Olympics (video)**

3  
Key facts from  
the video

2  
Ideas I found  
Interesting

1  
Question/  
Opinion I have  
about the topic

Name:

Date:

### Q1 Olympics Unit 2

#### Lesson 2: What are the goals of modern olympic movement?

**Learning Target:**

- I can compare and contrasts the modern Olympic movement with the ancient Olympics.

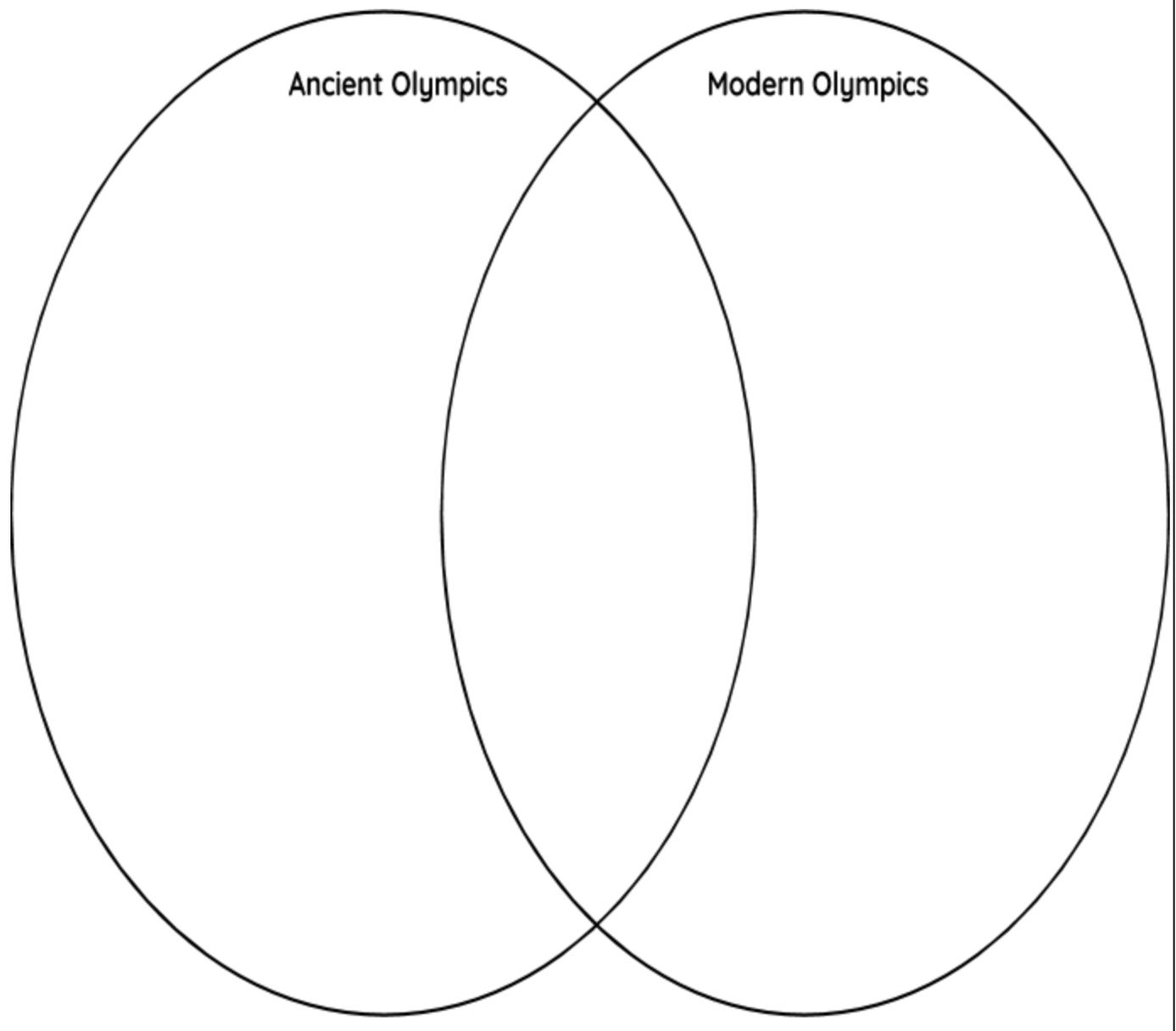
**Do Now:** Name all 7 continents.

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**Comparisons and Contextualization:** Using **Lesson 1: Source A: Images of the Ancient Olympic Games** (from yesterday) and **Lesson 2-Source A2: Back to Greece: Olympics Then and Now** , fill out the venn diagram to compare and contrast the ancient and modern Olympics.



Name:

Date:

## **Lesson 2 Source A2: Back to Greece: Olympics Then and Now**

By: Diane Zahler

1 The first Olympic Games were held in 776 B.C. They were called Olympics because of their location, in Olympia, Greece. The competition consisted of a single foot race called the stadion. A cook named Koroibos won it, and the Olympics were born.

2 These early Games were part of a religious celebration. They honored the Greek god Zeus. Only men were allowed to compete in the Olympic Games. In fact, women were not even allowed to watch. Over the years, the Games grew. More events were added. The long jump and wrestling were popular among the Greeks.

3 When the Olympic Games were held, warring groups stopped fighting to join in. Prize winners became instant heroes. They were given free food and housing for the rest of their lives. Before long, athletes were coming to the Olympics from all over the world. The only prize a winner received was a wreath of olive leaves. It was the most sought-after award in the world.

### **The Modern Era**

4 In 394 A.D., the Olympics were banned. They weren't held again for over a thousand years. In 1896, the Games were revived. They were held in Greece, to honor their beginnings. Some of the sports played in these Games are no longer played, including the tug-of-war.

5 In 2004, the Olympic Games were once again held in Greece. The Games are now divided into the Summer Olympics and the Winter Olympics. Each is held every four years. Athens hosted the Summer Olympics. Twenty-eight sports were represented. More than ten thousand athletes competed. Over twenty thousand reporters covered the events. There were more than three hundred medal ceremonies. Winners of events now receive a gold medal. Second-place athletes get a silver medal. Third place results in a bronze medal.

6 Gymnastics is one of the most popular sports in today's Olympics. It is also one of the oldest sports. There were over ninety male and over ninety female gymnasts at the 2004 Games. They came from more than thirty different countries and competed over eight days. More than fifteen thousand people watched them in Athens and millions more watched on television.

### **The Torch Is Lit**

7 One of the best-loved parts of the Games is the journey of the torch. The torch is lit before each Olympics. It is passed from bearer to bearer, around the world. Each torchbearer runs for a short distance. For the 2004 Olympics, the torch was lit in Olympia, Greece, where the Games began. It visited every city that ever hosted the Summer Olympics. It also passed through Africa and South America for the first time. The torch represents the values of the Games. These values include unity and peace. The journey of the torch shows the aim of the Games, which is to bring people of the world together. During the opening moments of the Games, the torch entered the stadium. The Olympic Flame was lit using the flame of the torch. It burned throughout the Games. After the flame was lit, the athletes took the Olympic Oath.

8 We swear that we will take part in these Games in the true spirit of sportsmanship, and that we will respect and abide by the rules that govern them, for the glory of sport and the honor of our country.

Name:

Date:

**Lesson 2- Source B2: Looking Ahead to Tokyo 2020 (video)**

3  
Key facts from  
the video

2  
Ideas I found  
Interesting

1  
Question/  
Opinion I have  
about the topic

Name:

Date:

## Q1 Olympics Unit 2 Lesson 3: What Is Olympism?

### Learning Target:

- I can identify and discuss the values of Olympism

**Do Now:** Name all 5 oceans.

**Lesson 3: Source A3: International Olympic Committee: “What Is Olympism?”** excerpt from the report *Olympism and the Olympic Movement, 2012*

OLYMPISM AND THE OLYMPIC MOVEMENT

WHAT IS OLYMPISM?

## WHAT IS OLYMPISM?

Olympism is a **philosophy of life** which places **sport at the service of humanity**. This philosophy is based on the interaction of the qualities of the **body, will and mind**. Olympism is expressed through actions which link **sport to culture and education**.

This philosophy is an essential element of the Olympic Movement and the celebration of the Games. It is also what makes them unique.

The pursuit of this ideal and the other “fundamental principles of Olympism” [set out in the *Olympic Charter*] gives rise to a series of values, which are applicable both on the field of play and in everyday life.

The IOC has identified the following **three Olympic values**:

**Excellence** In the Olympic ideal, this value refers to giving one’s best, on the field of play or in life, without measuring oneself with others, but above all aiming at reaching one’s personal objectives with determination in the effort. It is not only about winning, but mainly about participating, making progress against personal goals, striving to be and to do our best in our daily lives and benefiting from the combination of a strong body, will and mind.

**Friendship** Men and women are at the centre of the Olympic Movement’s focus encouraging the links and mutual understanding between people. This value broadly refers to building a peaceful and better world through solidarity, team spirit, joy and optimism in sport. The Olympic Games inspire humanity to overcome political, economic, gender, racial or religious differences and forge friendships in spite of those differences. The athletes express this value by forming life-long bonds with their team-mates, as well as their opponents.

**Respect** In the Olympic ideal, this value represents the ethical principle that should inspire all who participate in the Olympic programmes. It includes respect for oneself and one’s body, respect for one another, for rules and for the environment. It thus refers to the fair play that each athlete has to display in sport, as well as avoiding doping.





Name:	Date:
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**Q1 Olympics Unit 2**  
**Lesson 4: How does Olympism play out in real life?**

**Learning Target:**

- I can connect olympic values to events that real life events.

**Do Now:** What are the three values of Olympism? Why are they important to the Olympics?

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**Lesson 4 Source A4: The Most Unusual Friendship in History** By: John Krich and Mike Chinoy. Read the article “The Most Unusual Friendship in History” and respond to the questions.

Article	Questions
<p>Exhausted, the two men fell into each other’s arms in celebration. They had just crossed the finish line after two days and 10 grueling events, culminating in a 1,500-meter run. American Rafer Johnson and Taiwan’s C. K. Yang, participants in the 1960 Rome Olympics, had thrilled the crowds in the hardest-fought of competitions to determine the world’s greatest athlete: the decathlon.</p> <p>The duo — one African-American, the other Taiwanese-Aboriginal — had struggled for years to earn a chance at Olympic glory. Their lives, which began at opposite ends of the Earth, seemed destined to be linked, both having overcome poverty, discrimination and complex politics to pioneer a multicultural playing field.</p> <p>Training together for the two years leading to the 1960 Summer Games, Johnson and Yang faced enormous pressures. The politics of the Cold War and the early shock waves of America’s Civil Rights Movement meant that the pair — who jokingly called themselves a “two-man United Nations” — nearly missed their chance to compete.</p> <p>Johnson was already a symbol of civil-rights advancement, having been elected student body president at UCLA, and felt the weight of both his race and personal expectations. The reigning world decathlon record holder, he had suffered a serious injury the year before and, after placing second at the 1956 Melbourne games, he knew this would be his last chance to win Olympic gold. Yet he also faced pressure to boycott the games from radical civil-rights activists. Johnson, however, rebuffed their demands, telling critics, “I’m not a quitter. I’ll make my point about civil rights by beating everybody.” And with that he entered the Stadio Olimpico at the front of the U.S. delegation — the first Black man given the honor of carrying the American flag during the opening ceremony.</p>	<p>Who is this article about and what did they do?</p>  <p>What are their identities?</p>  <p>~~~~~</p> <p>Gist: Politics almost got in the way of their ability to compete.</p>  <p>Note: The Civil Rights Movement was the struggle African Americans faced to achieve equal rights as white Americans.</p>  <p>What did Johnson get to do?</p>

Name:

Date:

Yang, although perennially cheerful — and constantly joking — bore even greater burdens. He shouldered the weight of an entire nation: Chiang Kai-shek's Republic of China on Taiwan, locked in a bitter struggle with its communist rivals on mainland China. If anyone could put Taiwan on the map, it was Yang. Moreover, he carried the hopes of ethnic Chinese around the world: As of 1960, no one with a Chinese surname had ever won an Olympic medal.

But as much as politics threatened to stand in their way, these competitors had been overcoming obstacles since childhoods that were eerily similar. Yang grew up in the poverty-stricken mountain villages of southeastern Taiwan, while Johnson was raised in the cotton fields of the segregated American South. Oak Cliff, Texas, where Johnson spent his early years, was an all-Black township of shacks, bereft of sidewalks or public facilities.

Much like African-Americans, Taiwan's 16 native peoples, the so-called aboriginals who have lived on the island off southeastern China for thousands of years, have long used sport as a path out of poverty and discrimination. But none surpassed the achievements of Yang, who honed his running skills as a child chasing the wreckage of American aircraft shot down by Japanese occupiers during World War II. Growing up under Japanese rule, Yang was forced into hard labor and nearly died of malaria.

It wasn't until he learned that the 1954 Asian Games would be held in the Philippines — where six of his uncles who had been conscripted by the Japanese had disappeared during the war — that Yang began practicing the high jump. He sewed together his father's old shoes and raised a stick of bamboo in the forest, later graduating to jumping over rows of bicycles, which simulated hurdles.

Yang made the Asian team, competing in the decathlon. The "Iron Man of Asia," however, lagged a few paces behind his idol, Johnson, when the two competed in the 1956 Melbourne Games (Johnson won silver and Yang finished eighth). A couple of years later, Yang got permission to compete in the U.S. decathlon championship at Palmyra, New Jersey, where Johnson, chosen as *Sports Illustrated's* Sportsman of the Year for 1958, was the heavy favorite. Yet Yang managed to finish second — a strong performance that prompted Taiwanese authorities to arrange for him to train in the U.S., accompanied, of course, by a faithful government minder.

Yang immediately set his sights on UCLA, Rafer's stomping grounds, but found that he was intimidated by the thought of practicing with the American. "I really didn't like the idea of working with my idol. But Rafer was a very, very warm person," Yang later said. "From the very beginning, we hit it off," says Johnson, who, in entering UCLA, had become the first person in his family to attend college. He had chosen UCLA for another reason: to train with legendary track and field coach Elvin "Ducky" Drake, who agreed, with Johnson's support, to take

What burden did Yang face?

How were Yang and Johnson's circumstances similar?

What are the two ways that Yang trained himself?

~~~~~  
Gist: Both men competed together and did well. Yang got to train in the U.S.

Where did the two men train?

Name:

Date:

Yang under his wing as well.

Johnson was serious, intense and idealistic, compared to the shy and mischievous Yang. They made an unlikely pair but were soon hanging out both on and off the track. “We did a lot of stuff together around campus,” says Johnson, “and I tried to introduce him not only to the campus, but to some places outside of L.A.”

Since Yang was a stranger in a new land, Johnson often kept him company on weekends, regularly inviting him to his hometown of Kingsburg, where he scarfed up “soul food” cooked by Rafer’s mother. Soon he was like one of the family, joining them at church, where the preacher led fervent prayers for Rafer to win a gold medal at the 1960 games. Yang couldn’t help wondering where that left him. “My gosh!” he would recall. “All of those people asking God to help him win a gold medal! So I asked them, please send up word to Him for my medal too!”

In mid-1959, Johnson was in a car crash and badly injured his back. For months, he awoke from nightmares drenched in sweat after dreaming that doctors told him he would not heal in time for the Rome Olympics. It was Yang who served as his staunchest supporter throughout his recovery and rehabilitation. He pushed Johnson to practice and cheered the loudest when his back healed in time for the Olympic trials. “We tried to help one another,” Yang later said.

Both men made the cut, putting Coach Drake in the difficult position of guiding them to best each other. Johnson recalls, “He simply told us, ‘No matter what the ratings are in the world, no matter what other athletes have done, this decathlon will be decided between the two of you.’ ” The pair exchanged leads over the course of the 10 events. But even in the midst of such intense competition, Yang offered Johnson suggestions about how to improve his performance in the pole vault. When his own turn at the event came, an overly ambitious Yang asked that the bar be raised, and fatefully grazed it, losing precious points.

In the end, it came down to the final event: the 1,500 meters. Both men sought advice from Ducky Drake and, with the crowds cheering wildly, Johnson won the gold while Yang took silver, becoming the first person with a Chinese surname to win an Olympic medal. The two competitors embraced and collapsed — a moment immortalized in an iconic Olympic photo.

Johnson and Yang remained friends the rest of their lives, and Johnson would later muse that the way the decathlon ended had “retold the story of our friendship.” Shortly before his death in 2007, Yang reflected on their rapport, noting that **“sports is about opening your heart to others.”**

~~~~~  
What proof is there that the two men were close?

~~~~~  
How does this story end?

|       |       |
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| Name: | Date: |
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**SS Q1 Unit 2: Olympics**  
**Formative 1: Are the Olympics about more than sports? (graphic organizer)**

**Learning Target:**

- I can use a graphic organizer to construct a response to a given prompt
- I can share my ideas using the claim, evidence and reasoning (CER) writing method
- I can make an argument using specific claims and relevant evidence from historical sources.

|                        |                                                        |
|------------------------|--------------------------------------------------------|
| <b>Writing Prompt:</b> | <b><u>Are the Olympics about more than sports?</u></b> |
|------------------------|--------------------------------------------------------|

**Directions:** Use the sources and your understanding from the past lessons to answer the question above and fill out the chart. Respond in complete sentences and **use 2 different sources for your evidence.**

|                                                                                                                                                                                                                                                                              |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Claim Statement:</b><br/>         The claim should be one sentence that clearly and simply answers the essential question. Rephrase the prompt to set up your claim statement.<br/>         NO "I" STATEMENTS!!!</p>                                                   |  |
| <p><b>Supporting Argument: Evidence #1</b><br/>         What evidence do you have from the sources you investigated to support your claim?<br/><br/>         Cite your source to introduce the quote: Source _____<br/>         (states, argues, says, discusses, shows)</p> |  |
| <p><b>Reasoning #1</b><br/>         Explain your evidence and how it supports your claim.</p>                                                                                                                                                                                |  |

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| Name: | Date: |
|-------|-------|

|                                                                                                                                                                                                                                                                                 |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Supporting Argument:<br/>Evidence #2</b><br/>What evidence do you have from the sources you investigated to support your claim?</p> <p>Cite your source to introduce the quote: Source _____<br/>(states, argues, says, discusses, shows)</p>                             |  |
| <p><b>Reasoning #2</b><br/>Explain your evidence and how it supports your claim.</p>                                                                                                                                                                                            |  |
| <p><b>Pulling It Together -<br/>Concluding Sentence</b><br/>What is your overall understanding of the writing prompt?</p> <p>Start with a transition word and briefly restate the two supporting arguments you gave in your response.</p> <p>(Finally, Thus, Therefore,...)</p> |  |

|       |       |
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| Name: | Date: |
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| <b>CER Writing Rubric</b>  |                                                                                                                                                                                                                     |                                                                                                                                                                             |                                                                                                                                                                         |                                                                                                                                                                                    |                                                                                                                                 |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Rubric Categories          | 4                                                                                                                                                                                                                   | 3                                                                                                                                                                           | 2                                                                                                                                                                       | 1                                                                                                                                                                                  | 0                                                                                                                               |
| <b>CLAIM (W.6.2)</b>       | Claim is clearly communicated and rephrases the question. Uses complete sentence and responds to the writing prompt. (1 sentence)                                                                                   | Claim sentence mostly responds to the writing prompt but ideas may not be complete. Contains "I" statement. (1 sentence)                                                    | Claim sentence somewhat responds to the writing prompt, but is incomplete or disorganized. (1 sentence)                                                                 | Claim sentence does not respond to the writing prompt. Or may be confusing and unclear. (0-1 sentence)                                                                             | Claim is missing                                                                                                                |
| <b>EVIDENCE (W.6.2)</b>    | 2 pieces of evidence (direct quotes), from different sources, are strongly integrated, relevant, and specific. All evidence is cited correctly and properly introduced.                                             | 2 pieces of evidence (direct quotes), from different sources, are integrated and relevant but may be an incomplete idea. Evidence is missing citation or is not introduced. | 1-2 pieces of evidence (direct quotes) are provided but may be incomplete or paraphrased. Only 1 source is used. Evidence is missing citation and/or is not introduced. | Evidence (direct quote) is minimal, incomplete, or unresponsive of claim. Evidence may be paraphrased/ summarized. Only 1 source is used. Evidence is not cited and/or introduced. | No Evidence Provided                                                                                                            |
| <b>REASONING (W.6.2)</b>   | Reasoning uses details to clearly explain how the evidence provided supports or shows the claim. Reasoning makes real world connections about what they evidence may mean. Uses complete sentences. (2-3 sentences) | Reasoning mostly explains how the evidence supports the claim but lacks a deeper understanding and makes minimal real world connections. (2 sentences)                      | Reasoning somewhat supports the claim but is unclear or confusing. (1-2 sentences)                                                                                      | Very little reasoning is provided. Ideas are incomplete and or not supportive of the claim. (0-1 sentence)                                                                         | Reasoning is not provided.                                                                                                      |
| <b>CONVENTIONS (L.6.2)</b> | Less than 2 errors with formatting, punctuation, grammar, & spelling                                                                                                                                                | Less than 3 errors with formatting, punctuation, grammar, & spelling                                                                                                        | Less than 4 errors with formatting, punctuation, grammar, & spelling                                                                                                    | Less than 5 errors with formatting, punctuation, grammar, & spelling                                                                                                               | Minimal to no use of correct formatting, punctuation, grammar, & spelling<br><br>Unintelligible, off-topic, and/or copied text. |



|       |       |
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| Name: | Date: |
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| <b>CER Writing Assessment Rubric</b> |                                                                                                                                                                                                                     | <b>SCORE _____ /4 point scale</b>                                                                                                                                           |                                                                                                                                                                         |                                                                                                                                                                                    |                                                                                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Rubric Categories                    | <b>4</b>                                                                                                                                                                                                            | <b>3</b>                                                                                                                                                                    | <b>2</b>                                                                                                                                                                | <b>1</b>                                                                                                                                                                           | <b>0</b>                                                                                                                        |
| <b>CLAIM (W.6.2)</b>                 | Claim is clearly communicated and rephrases the question. Uses complete sentence and responds to the writing prompt. (1 sentence)                                                                                   | Claim sentence mostly responds to the writing prompt but ideas may not be complete. Contains "I" statement. (1 sentence)                                                    | Claim sentence somewhat responds to the writing prompt, but is incomplete or disorganized. (1 sentence)                                                                 | Claim sentence does not respond to the writing prompt. Or may be confusing and unclear. (0-1 sentence)                                                                             | Claim is missing                                                                                                                |
| <b>EVIDENCE (W.6.2)</b>              | 2 pieces of evidence (direct quotes), from different sources, are strongly integrated, relevant, and specific. All evidence is cited correctly and properly introduced.                                             | 2 pieces of evidence (direct quotes), from different sources, are integrated and relevant but may be an incomplete idea. Evidence is missing citation or is not introduced. | 1-2 pieces of evidence (direct quotes) are provided but may be incomplete or paraphrased. Only 1 source is used. Evidence is missing citation and/or is not introduced. | Evidence (direct quote) is minimal, incomplete, or unresponsive of claim. Evidence may be paraphrased/ summarized. Only 1 source is used. Evidence is not cited and/or introduced. | No Evidence Provided                                                                                                            |
| <b>REASONING (W.6.2)</b>             | Reasoning uses details to clearly explain how the evidence provided supports or shows the claim. Reasoning makes real world connections about what they evidence may mean. Uses complete sentences. (2-3 sentences) | Reasoning mostly explains how the evidence supports the claim but lacks a deeper understanding and makes minimal real world connections. (2 sentences)                      | Reasoning somewhat supports the claim but is unclear or confusing. (1-2 sentences)                                                                                      | Very little reasoning is provided. Ideas are incomplete and or not supportive of the claim. (0-1 sentence)                                                                         | Reasoning is not provided.                                                                                                      |
| <b>CONVENTIONS (L.6.2)</b>           | Less than 2 errors with formatting, punctuation, grammar, & spelling                                                                                                                                                | Less than 3 errors with formatting, punctuation, grammar, & spelling                                                                                                        | Less than 4 errors with formatting, punctuation, grammar, & spelling                                                                                                    | Less than 5 errors with formatting, punctuation, grammar, & spelling                                                                                                               | Minimal to no use of correct formatting, punctuation, grammar, & spelling<br><br>Unintelligible, off-topic, and/or copied text. |

Name:

Date:

## **SS Unit 2 Olympics - Formative Assessment 2**

**Directions:** Write a multi-paragraph essay that responds to the following question:

**Should the 2018 Winter Olympics be held in South Korea?**

\*You will use the following sources to find evidence for your essay response, cite them as Source A or Source B.

\*Complete the Olympics Multi-paragraph Essay Format handout for your written response. Make sure you read all directions for each sentence of the essay.

**Directions for reading Sources A and B:** Read the following articles, Source A and B, and highlight key details in the text using two different highlighter colors- label one color as YES- to support having the Games in South Korea and label the other color as NO- against having the Games in South Korea.

Source A: Rural South Korean County Prepares For Role As 2018 Winter Olympics Host  
June 22, 2017 4:56 AM ET  
www.npr.org

Jeon Chung-won tends sheep on the hilly farm where he was born in PyeongChang, a rural county a few hours' drive east of South Korea's capital Seoul.

"It's a simple, peaceful place where the mountain air hugs you," says Jeon, 32. "I really love this place."

Only a handful of domestic (local) tourists typically come to PyeongChang, to hike green hills dotted with Buddhist temples or visit a small ski station nearby. But that is about to change.

Next year, this sprawling (expansive) county of just 43,000 people will host the [2018 Winter Olympics](#), East Asia's first Winter Olympics to be held outside of Japan. The opening ceremony is set for Feb 9.

Even South Koreans might struggle to find PyeongChang on a map. It's 80 miles east of Seoul and 40 miles south of the de-militarized zone that separates North Korea and South Korea.

The county doesn't want to be confused with North Korea's capital city Pyongyang — so much so that PyeongChang altered the spelling of its name for its Olympic bid, capitalizing the 'C' in the middle.

Nevertheless, a delegate (representative) to a recent conference there [mistakenly flew to North Korea](#) instead. Luckily, he was able to travel onward.

PyeongChang, not surprisingly, has been a favorite of elite athletes — marathoners and skiers who train in the hills. The town sits 2,300 feet above sea level, with clean mountain air and lots of seasonal snow.

"When I came here for the first time, this place was really undeveloped," says Bae Ji-young, 28, who moved here 15 years ago to train with South Korea's national cross-country ski team. "Normally we have a lot of heavy snow. So I climbed every mountain."

Bae has watched hundreds of buildings — hotels, restaurants and sports venues (sites) — shoot up

Name:

Date:

over the course of three Olympic bids by PyeongChang. The third was successful.

"We hear a lot of stories about the Olympic Games, where they're still building things as athletes walk in," says Nancy Park, a spokeswoman for the PyeongChang Organizing Committee. "We don't have that situation."

She says 97 percent of the area's Olympic venues are already complete. Half of them were built for previous Olympic bids. Organizers are installing 5G for Internet access, and encouraging local taxi drivers to learn English.

The challenge, however, is the surrounding infrastructure (roads and bridges) — or lack thereof.

Single-lane mountain roads are being widened. There's no local airport. A high-speed rail link is being built from the capital Seoul. Eight months out, all of PyeongChang is like an obstacle course of orange cones.

And there's another possible hazard: North Korea, just 40 miles away.

North Korean athletes have been granted rare permission to drive across the DMZ to compete.

"As of yet, they don't have any qualified athletes, but if they do attend, they'll be staying in the Olympic village," Park says. "Obviously, there's a lot of attention on these North Korean athletes, but they are a symbol of the peace element of the Olympics."

When a North Korean propaganda (misleading advertisement) balloon recently blew across the border, South Korean soldiers stationed near PyeongChang fired 90 machine gun rounds at it.

Residents say they're more worried about absorbing the estimated 80,000 Olympic tourists a day, come February. In addition to newly built hotels, tourists will have the option of booking accommodation (housing) in some of the dozens of Buddhist temples that dot the forested PyeongChang hills. Some of the temples date back to the 7th century and offer traditional Korean temple stays, in which visitors pray with Buddhist monks, sleep overnight and help prepare simple, locally grown meals.

A tour guide at one of the most famous temples, [Woljeongsa](#), admits he's actually a Catholic but says he's proud to show off Korea's Buddhist past. Choi Du-yeol says he's been brushing up on Korean history in advance of receiving tourists for the Olympic Games.

"We're all working together to show off our tiny corner of Korea to the world," says Choi.

Name:

Date:

**Source B: U.S.-North Korean rhetoric battle may be making Olympic officials nervous about Winter Games in South Korea**

Pyeongchang lies in mountainous terrain at the uppermost eastern corner of South Korea, about an hour from the border with North Korea. Normally, its proximity (closeness) to the demilitarized zone, and the North beyond, would not be an issue.

But six months from now, thousands of athletes from around the world are set to gather at that remote location for the 2018 Winter Olympics.

Given the escalated tensions in the region — with President Trump threatening “fire and fury” and North Korea responding with plans to send a volley of missiles toward the U.S. territory of Guam — Pyeongchang’s location has become a global concern.

“You’ve got to know that [Olympic officials] are nervous,” said Mark Dyreson, a sports historian at Penn State. “They’re in a tough situation.”

Though the International Olympic Committee has resisted any knee-jerk reaction to the battle of words between Trump and North Korea’s Kim Jong Un, it is clearly listening.

Much can change, either good or bad, as the clock ticks down to the opening ceremony on Feb. 9. An IOC spokeswoman said: “We are monitoring the situation on the Korean peninsula very closely.”

This isn’t the first time the Olympic movement has butted up against politics or possible violence. No matter how often IOC leaders talk about “the autonomy (self-governing) of sport,” the real world keeps intruding (forcing its way in).

“The Games have always been politicized,” said Michael Heine, director of the International Center for Olympic Studies in Canada. “From Mexico City to Beijing to Berlin, there are plenty of examples.” The 1916 Summer Olympics — scheduled for Berlin — were scratched when World War I engulfed (overwhelmed) Europe. World War II similarly forced the cancellation of the Summer and Winter Games in 1940 and 1944.

In other instances, the competition has been shadowed by regional (local) wars, economic depression, boycotts, disease and terrorism.

Palestinian terrorists raided the athletes village during the 1972 Munich Olympics, a siege that led to the deaths of 11 Israeli team members. At the 1996 Atlanta Games, a bomb exploded in a downtown park, killing two and injuring dozens more.

A Chechen rebel leader urged Islamist militants to “do their utmost to derail” the 2014 Sochi Olympics in Russia. Before the 2016 Rio de Janeiro Games, the Zika virus outbreak was declared a global health emergency.

In each of these cases, the Games proceeded on schedule.

Still, experts wonder if the Korean crisis might be different. Heine asked: “Will there be a tipping point? Could the Games be moved or postponed at this late date?”

When Seoul hosted the 1988 Summer Games, there was concern that North Korea might open a dam on its side of the border, sending floodwaters toward the southern capital city.

Name:

Date:

This time, the seeming unpredictability of Trump and Kim is most worrisome to Heine. He said he suspects that some countries — especially those where winter sports are not that popular — might reconsider sending teams.

As a University of California professor who studies international politics, Steven Weber does not believe that athletes will be at risk in Pyeongchang, but he said the Winter Games “will give the North Koreans an opportunity to make a different kind of noise.”

“The thing they like to do is demonstrate their ability to disrupt other people’s plans,” Weber said. “It gives them a leverage they wouldn’t otherwise have.”

The communist state has demonstrated a growing expertise in cyber attacks that might allow it to cause havoc, if only momentarily, during the 17 days of competition.

“They might have the capability to turn the lights out for an hour ... not to hurt anybody but to show they can keep this thing from coming off smoothly,” Weber said.

Talks of forming a North-South hockey team and holding ski events north of the border have fallen through, but there could be time for other forms of diplomacy between neighbors still technically at war — their 1950s conflict ended by a ceasefire and the creation of the 160-mile demilitarized zone. “Sports are one of the few things that could be offered to North Korea as a face-saver for backing down a little bit,” Weber said.

For now, Pyeongchang 2018 organizers say they are working with the South Korean government while continuing to prepare for next February. It is probably too late to move the Games to another country. Short of armed conflict in the region, postponement seems just as unlikely.

“The IOC has very few options,” Heine said. “I think they will persevere.”

Name:

Date:

**Olympics - Multi-Paragraph Essay Format:**

**Tips:**

- NO "I" statements!! Avoid use of 1<sup>st</sup> person pronouns!
- Form a clear, complete and concise thesis statement
- Cite all evidence used and punctuate quotes correctly ("...")
- Reasoning should show depth of knowledge, it should NOT repeat what the evidence already states!

**Essay Prompt: Should the 2018 Winter Olympics be held in South Korea?**

**I. Paragraph#1: Introduction:**

A. Get the reader's attention by using a "hook." (Present the *topic* in general terms- ?, factual statement, quote)

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B. Background information of the *topic*- whether or not South Korea should host the winter Olympics.

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C. Thesis Statement must clearly state *your position* to the essay prompt.

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**II. Paragraph #2: Body Paragraph #1- first supportive claim of your position presented in the thesis:**

A. Claim/Topic sentence states your first supportive claim.

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B. Evidence from article that supports your claim- direct quote! You MUST cite your source as Source A or B  
According to Source \_\_\_\_\_,

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Name:

Date:

C. Reasoning Sentence 1- explain what the evidence is discussing in your own words the evidence supports your claim

Three horizontal lines for writing.

D. Reasoning Sentence 2- explain how the evidence supports your claim

Three horizontal lines for writing.

III. Paragraph #3: Body Paragraph #2- second supportive claim of your position (claim statement) presented in the introduction:

A. Claim/Topic sentence states your first supportive claim.

Three horizontal lines for writing.

B. Evidence from article that supports your claim- direct quote! You MUST cite your source as Source A or B According to Source \_\_\_\_\_,

Four horizontal lines for writing.

C. Reasoning Sentence 1- explain what the evidence is discussing in your own words the evidence supports your claim

Three horizontal lines for writing.

D. Reasoning Sentence 2- explain how the evidence supports your claim

Three horizontal lines for writing.

IV. Paragraph #4: Conclusion:

A. Restate your claim statement: rephrase the thesis from your introduction (flip the sentence)

Two horizontal lines for writing.

B. Final statement/Big Idea. Show your overall understanding of the topic

Two horizontal lines for writing.

|       |       |
|-------|-------|
| Name: | Date: |
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| <b>Multi-Paragraph Writing Assessment Rubric</b> |                                                                                                                                                                                                           | <b>SCORE _____/4 point scale</b>                                                                                                                       |                                                                                                                                               |                                                                                                                                               |                                                                                                      |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Rubric Categories</b>                         | <b>4</b>                                                                                                                                                                                                  | <b>3</b>                                                                                                                                               | <b>2</b>                                                                                                                                      | <b>1</b>                                                                                                                                      | <b>0</b>                                                                                             |
| <b>THESIS (W.6.2)</b>                            | Thesis sentence is clearly communicated and rephrases the question. Uses complete sentence and responds to the writing prompt. (1 sentence)                                                               | Thesis sentence mostly responds to the writing prompt but ideas may not be complete. Contains "I" statement. (1 sentence)                              | Thesis sentence somewhat responds to the writing prompt, but is incomplete or disorganized. (1 sentence)                                      | Thesis sentence does not respond to to the writing prompt. Or may be confusing and unclear. (0-1 sentence)                                    | Thesis sentence is missing                                                                           |
| <b>EVIDENCE (W.6.2)</b>                          | Evidence (direct quote) is strongly integrated, relevant, and specific. All evidence is cited correctly. -1 direct quote is provided.                                                                     | Evidence (direct quotes) is integrated and relevant but may be an incomplete idea. Evidence is missing citation. -1 direct quote is provided.          | Evidence may be appropriate but is paraphrased and not a direct quote. -Evidence is missing citation.                                         | Evidence is minimal or irrelevant. -Evidence is incomplete and paraphrased.                                                                   | No Evidence Provided                                                                                 |
| <b>REASONING (W.6.2)</b>                         | Reasoning uses details to clearly explain how the evidence provided supports the claim. Reasoning makes real world connections about what the evidence may mean. Uses complete sentences. (2-3 sentences) | Reasoning mostly explains how the evidence supports the claim but lacks a deeper understanding and makes minimal real world connections. (2 sentences) | Reasoning somewhat supports the claim but is unclear or confusing. (1-2 sentences)                                                            | Very little reasoning is provided. Ideas are incomplete and or not supportive of the claim. (0-1 sentence)                                    | Reasoning is not provided.                                                                           |
| <b>PURPOSE &amp; ORGANIZATION</b>                | The response has a clear and effective organizational structure. The topic and claim are clearly communicated and there is a logical progression of ideas.                                                | The response has an organizational structure. The topic and claim are communicated and there is an adequate progression of ideas.                      | The response has an inconsistent organizational structure. The topic and claim are somewhat communicated with an uneven progression of ideas. | The response has little or no organizational structure. The topic and claim are confusing and unfocused with an unclear progression of ideas. | Unintelligible, off-topic, and no organizational structure is used.                                  |
| <b>CONVENTIONS (L.6.2)</b>                       | adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling                                                                                                      | x                                                                                                                                                      | limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling                                           | x                                                                                                                                             | Minimal to no use of correct sentence formation, punctuation, capitalization, grammar,, and spelling |

Name:

Date: