

## Lesson Plan

### Focus on Fairness

**Book:** *Fairness in Sports*

**Series:** Sports Build Character

**Level:** Beacon

### Objective

To help students identify how an author uses examples to support statements or arguments, and to practice crafting their own arguments based on examples from a text.

### Supplies

- *Fairness in Sports* book
- “Focus on Fairness” Guided Reading Assignment (attached)

### Before the Activity

Read through the *Fairness in Sports* book, or assign it to students to read it on their own. Print one “Focus on Fairness” GRA for each student.

### Activity

Ask students to raise their hand if any of them have ever said, “It’s not fair!” Call on a few students and let them give examples of times either they or others have said this. Then, explain that people often say, “It’s not fair!” when they feel they are not getting equal treatment. But fairness is just as much about making sure others are treated well as it is about making sure we are treated well ourselves. In fact, sometimes standing up for what is fair can actually cause us to lose.

Chapter 2 (“Fairness in Action”) gives several examples of professional athletes who stood up for what was fair, even if it meant helping their opponents. Turn to page 24 and choose a student to read that page out loud. On page 24, the author uses two of the stories from Chapter 2 as examples to support his statements. Give each student a “Focus on Fairness” GRA. Students should answer each question to learn more about how the author uses specific examples to support his statements.

### Evaluation

Collect the GRAs at the end of the activity and use the attached answer key to grade them, giving students up to 20 points.

**Standards**

This lesson may be used to address the Common Core State Standards' reading informational texts standards, grade 4 (RI 4.8) and the National Council for Social Studies Standard 10.

## Focus on Fairness

1. How does the story about Shawn Crawford support the author's point that fairness may mean giving up what you want?
2. Can you think of another example from your life or someone else's that supports this point?
3. How does the story about Sara Tucholsky support the author's point that fairness may involve changing how you usually do things?
4. Can you think of another example from your life or someone else's that supports this point?
5. Pages 9 to 11 tell the story of swimmer Dara Torres. On page 9, the author writes, "she made sure she earned each [Olympic medal] fairly." How does the author support this statement?
6. Write a one-sentence statement about fairness, similar to the statements on page 24. The statement should support Dara Torres's story.
7. Pages 13 to 15 tell the story of tennis player Andy Roddick. On page 15, the author writes, "he did not want to win unfairly." How does the author support this statement?
8. Write a one-sentence statement about fairness, similar to the statements on page 24. The statement should support Andy Roddick's story.

## Focus on Fairness ANSWER KEY

1. How does the story about Shawn Crawford support the author's point that fairness may mean giving up what you want?

Like many athletes, Crawford really wanted to win a medal at the Olympics. When two athletes were disqualified, Crawford was given the silver medal. Even though he wanted the medal, Crawford did not think this was fair. So, he chose to give the medal to the Churandy Martina, the runner who had come in second. (pp. 17–19) (3 points)

2. Can you think of another example from your life or someone else's that supports this point?

Answers will vary. (2 points)

3. How does the story about Sara Tucholsky support the author's point that fairness may involve changing how you usually do things?

Sara Tucholsky hit a home run, but she had hurt her knee and could not walk around the bases to make it count. But two players from the opposing team thought Tucholsky's deserved to score. So, they chose to help Tucholsky. They carried her around the bases so the home run would count. (pp. 20–21) (3 points)

4. Can you think of another example from your life or someone else's that supports this point?

Answers will vary. (2 points)

5. Pages 9 to 11 tell the story of swimmer Dara Torres. On page 9, the author writes, "she made sure she earned each [Olympic medal] fairly." How does the author support this statement?

He tells the story of the 2008 Olympics. Torres asked officials to delay the race when one of her opponents had a torn swimsuit. Torres would have been more likely to win if this opponent had not raced. But Torres wanted the race to be fair. (3 points)

6. Write a one-sentence statement about fairness, similar to the statements on page 24. The statement should support Dara Torres's story.

Answers will vary. (2 points)

7. Pages 13 to 15 tell the story of tennis player Andy Roddick. On page 15, the author writes, "he did not want to win unfairly." How does the author support this statement?

He tells the story of the 2005 Rome Masters Tournament. Roddick told the umpire when he saw that a wrong call had been made. The umpire had said Roddick's opponent's serve was out. But Roddick had seen the ball land inside the court. He chose to speak up, even though it meant that he would not win the match. (3 points)

8. Write a one-sentence statement about fairness, similar to the statements on page 24. The statement should support Andy Roddick's story.

Answers will vary. (2 points)