

MeTEOR Performance Task

Seventh Grade

English Language Arts
Swishes and Wishes : Basketball

Performance Task Item: Swishes and Wishes-How Basketball and Its Players are Changing the World

Grade Level: 7th Grade

Focus Areas: Informational Text; Research; Decision-Making; Writing

Essential Questions:

- What effect can people of influence have on our world?
- Do people who have much have a responsibility to help others?

Learning Targets:

- Students will draw evidence from the text to make logical inferences.
- Students will determine the purpose of the text and its effect on the reader.
- Students will evaluate claims made in the text.
- Students will analyze research to establish an answer to a question.
- Students will make connections between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARDS

Content Standards:

- Read closely to determine what the text says explicitly and to make logical inferences from it; Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Read and comprehend complex literary and informational texts independently and proficiently.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Supporting Standards:

- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Materials/Resources:

- “Basketball Builds a Bridge” News: World Beat www.acheive3000.com Lexile 1080
- “MORE THAN JUST A GAME” www.achieve3000.com Lexile 1080
- “Star Stephen Curry's 3-pointers: A swish come true for kids in Africa” Mercury News, adapted by Newsela staff www.newsela.com Lexile 940
- President-elect JOHN F. KENNEDY, address to the Massachusetts legislature, January 9, 1961.—*Congressional Record*, January 10, 1961, vol. 107, Appendix, p. A169.

Part A:

Read “Basketball Builds a Bridge” and answer questions 1 - 3.

1. What culture is Kobe Bryant trying to bring to U.S. schoolchildren through After-School All-Stars? (DOK 1)
2. What courses are offered through the After-School All-Stars? (DOK 1)
3. According to the text, what are some reasons that it was important for Chinese culture to be brought to students? Explain why these reasons are important. (DOK 2)

Read “More than Just a Game” and answer questions 4 - 6.

4. How does the text show whether Jennifer Azzi’s parents were supportive of her dreams to play basketball? (DOK 1)
5. One of the goals Coach Azzi had for the participants of the clinic was to not be afraid to “shatter stereotypes”. What does the phrase “shatter stereotypes” mean and what are some stereotypes that women in Africa face? Are they the same as stereotypes for women in the US? (DOK 2)
6. Though this was a basketball clinic, there were other things not related to basketball that the text says were very important for the women to learn. What are these lessons? (DOK 1)

Read “Star Stephen Curry's 3-pointers: A swish come true for kids in Africa” and answer questions 7 - 9.

7. What is malaria and how is it spread? (DOK 1)

8. How have nets helped slow the spread of Malaria in Africa? (DOK 1)

9. Why did Stephen Curry say “thank you” for the right to help Nothing But Nets? (DOK 1)

10. All three articles you have read show three athlete’s philanthropic efforts. Using the 3 circle Venn Diagram provided, show the similarities and differences of these three athletes and the charities presented in the articles. (DOK 2/3)

Part B:

11. How could the model for Kobe Bryant’s program be used to increase knowledge of other cultures? Choose a culture, create a program and design a pamphlet to advertise the program you’ve created. Some research will be needed. (DOK 3)

12. Both Kobe Bryant and Steph Curry have lucrative deals on shoes and other sponsorships. What do you think is most important in regards to commercial success for an athlete- their success on the court or the type of person they are? Write an argumentative essay on what you believe is most important for a star’s success. Some research may be necessary. (DOK 4)

13. John F. Kennedy quoted “For of those to whom much is given, much is required...” do you believe he is only talking about money? Sometimes much is given in regards to talent, intelligence, and even an attitude of service. With a partner, interview a local charity group. Present the information you collected in the form of a PSA (public service announcement) for your classmates. Be sure to include what makes the organization worthy of support. (DOK 4)

14. Taking into account John F. Kennedy’s quote, the articles you have read show people who have been given much giving back to others. There are many charities and worthy organizations to help. Decide what category (children, animals, health, etc.) you would be interested in helping. Research four charitable organizations in this category. (You will fill out the graphic organizer with the information you find in your research.) You will then design a decision making matrix (provided) listing criteria important to you when deciding to whom to make your donation. When you have made your decision, write a paragraph explaining your decision and the criteria you used. (DOK 4)

ARTICLES/STUDENT MATERIALS/RUBRICS

“Basketball Builds a Bridge”

BELL GARDENS, California (Achieve3000, April 7, 2011).

Kobe Bryant is known for dominating on the basketball court. So perhaps it's no surprise that he has developed a connection with China, a country that increasingly dominates the global stage. Bryant is a basketball star who plays shooting guard for the Los Angeles Lakers. He has affection for China, and China has goodwill toward him. Now, Bryant is positioning himself as a bridge between East and West through a campaign that includes cross-cultural exchanges.

In the U.S., Bryant is bringing Chinese culture to schoolchildren. His own charitable organization, the Kobe Bryant Family Foundation, helps fund a Chinese culture program through an organization called After-School All-Stars. The program offers students Mandarin language lessons, Chinese cooking courses, and martial arts classes. As an added perk, Bryant himself occasionally stops by to shoot hoops on the basketball courts of participating schools. One of those is at Bell Gardens Intermediate School in southeast Los Angeles County.

Bell Gardens seventh-grader Joshua Garcia is especially fond of the martial arts class offered through the program. Garcia also says he likes the idea of being able to communicate with locals if he ever goes to China.

Encouraging this kind of familiarity with Chinese language and culture is essential, according to Professor Susan Jain. Jain teaches Chinese language at the University of California, Los Angeles. She feels Bryant should be praised for helping young people learn about China. Experts say that as the Asian country grows in importance and influence, Americans will do an increasing amount of business with Chinese companies.

"I think it offers some wonderful opportunities for the kids," Jain said. "We'll be preparing the next generation to jump into the workforce and use the language and culture."

About 150 students at five schools participate in the language and culture program, said Shannon Mayock. Mayock is a spokesperson for After-School All-Stars, which was designed to provide extra academic support to disadvantaged students. Mayock says organization officials hope to expand their Chinese offerings to additional schools over the next few years.

Bryant's work with After-School All-Stars reflects his love for China. China has returned Bryant's affection by eagerly embracing the basketball star. Bryant's fame in China, the country with the world's largest population, reached new heights during the 2008 Olympic Games in Beijing. Bryant was viewed as a leader on the U.S. basketball team. He was met with roaring applause everywhere he went. His National Basketball Association (NBA) jersey is the top-seller in China. It outsells even Shanghai-native NBA-star Yao Ming's jersey. Millions of

Chinese viewers also tuned in to watch *Kobe's Disciples*. The reality show featured contest-winners from China traveling to the U.S. and receiving basketball lessons from Bryant.

"They welcomed me with open arms and have been very positive about wanting to learn the game of basketball," said Bryant. He was speaking of his fans in China.

The mutual affection between Bryant and China has been welcome news for Nike, Inc., Bryant's shoe sponsor. After the U.S., China is Nike's biggest market. Recognizing Bryant's growing fame there, the company uses his image widely in its Chinese advertisements and stores. A spokesperson for the brand says that Bryant helps Nike connect with its "core consumer" in China.

Bryant's relationship with China has also encouraged Nike to fund its own cross-cultural exchanges. For years, Nike has paid for training workshops at Chinese schools and community centers. Bryant is featured at the sessions. In February of 2011, Nike paid for 10 Chinese middle school students to visit the U.S. The Chinese students joined the After-School All-Stars at Bell Gardens. They all hit the basketball court for help from Bryant.

Bryant emphasized, though, that his interest in the After-School All-Stars program is about more than just basketball. And despite his fondness for China, it's not all about learning Chinese culture, either. More important, Bryant said, is that young Americans become familiar with some place—any place—beyond their national borders. Bryant himself learned this lesson while going to school in Italy. His father played basketball there after retiring from the NBA. Living abroad taught Bryant to value a curiosity and openness toward other cultures.

"I think it's important for kids to... learn more than just the world that is around them," Bryant said.

“MORE THAN JUST A GAME” www.achieve3000.com. JOHANNESBURG, South Africa (Achieve3000, September 16, 2008).

Not long ago, a group of young African women got a chance to learn the finer points of basketball. Their coach, Jennifer Azzi, had won an Olympic gold medal in the sport and played in the WNBA and was assisted by male players from the NBA. But the women at the basketball clinic were not star-struck.

"I was not intimidated," said Nthabiseng Tshabalala, an 18-year-old guard from Johannesburg, South Africa. "I was just happy that some people had thought about us."

Tshabalala meant that she was happy that someone had thought of the importance of teaching basketball to women. For the last six years, the NBA has run clinics for boys and young men from across Africa in South Africa. The effort helped build a fan base and a pool of recruits but excluded women—until this September.

The 60 women participants spent two hours on the courts of a Johannesburg high school with Azzi, who led Stanford University to a collegiate national championship in 1990, was part of the U.S. team that won Olympic gold in 1996, and went on to spend five seasons in the WNBA. Coaches from NBA teams the New York Knicks, Portland Trailblazers, and Golden State Warriors joined Azzi. Earlier in the week, Azzi had helped coach the male clinics, along with players like Caron Butler of the Washington Wizards.

But the women's clinic was different, because South Africa is a nation where many women are expected to conform to traditional roles. Therefore, Azzi didn't just share the finer points of shooting and passing. She urged the young women to take their confidence and competence off the court, and not be afraid to shatter stereotypes about a woman's place.

"You're changing the culture of South Africa for women," Azzi told the aspiring basketball players.

South Africa is not the only place where inequalities exist. American women sometimes struggle to be treated the same as men, on the basketball court and off. In an interview, Azzi said progress toward equality had been made in the U.S., "but it's still not quite there yet." Since its establishment in 1997, the WNBA has helped professional women athletes earn respect, but it does not attract the same number of fans as the NBA, and its players earn far less money than male basketball players.

In South Africa, Azzi spoke to young women from the University of Johannesburg women's basketball and volleyball teams. The women said that their fathers thought their daughters should be home cooking dinner instead of at practice. Azzi told them her own parents were

supportive of her basketball dreams, but she had an aunt and uncle who thought she was "the weirdest kid" because she was doing what boys did.

Ilse Jenneker, a University of Johannesburg volleyball player, said she could relate to Azzi.

"It is encouraging to know that everywhere, females are going through the same thing. It's not just Africa," Jenneker said. "It makes things so much better if you know people are going through the same things you are."

Azzi overcame doubts about her ability and told the African women that they could do the same.

Guguletu Baloyi, a 17-year-old guard from the Johannesburg area who participated in the clinic, said it was "was amazing and inspiring. These NBA people are here to teach us. They usually focus on the boys."

The Associated Press contributed to this story.

“Star Stephen Curry's 3-pointers: A swish come true for kids in Africa”

By Mercury News, adapted by Newsela staff



NBA superstar Stephen Curry (left) and Chris Helfrich, director of Nothing But Nets, help a family hang a new mosquito net in the Nyarugusu Refugee Camp in Tanzania, during a Nothing But Nets trip to distribute anti-malaria bed nets. Stuart Ramson/Nothing But Nets

OAKLAND, Calif. — A few years ago, the charity Nothing But Nets made a deal with Warriors basketball player Stephen Curry. The Golden State Warriors are a team in Oakland, California.

Curry agreed to send three mosquito nets to Africa every time he made a three-point shot in a game. The nets are used to help prevent malaria, a disease spread by mosquitoes.

The deal worked out beyond the charity's wildest dreams — a swish come true.

400 Baskets = 1,200 Mosquito Nets

This season, Curry scored more than 400 three-pointers, and 1,206 more families in Africa have mosquito nets because of him.

Curry donated big last season, too, when he set a record 286 three-pointers. A year earlier, he donated for 261 three-pointers. The year before that, he set the benchmark at 272 three-pointers.

At \$10 per net, he's donating \$30 for every three-pointer he makes.

“The amount of money he’s inspired is in the hundreds of thousands of dollars,” said Chris Helfrich, the director of Nothing But Nets.

Curry Asks Obama to Help Fight Malaria

The donations are just one way Curry supports the organization. He has also grown up to be the ideal ambassador, or spokesperson, for the group.

Curry has even taken the anti-malaria cause directly to President Barack Obama.

“He’s allowed us to reach an audience we could only dream of reaching,” said Kathy Calvin, who runs the United Nations Foundation.

“First of all, there’s the number of fans — not only Warriors fans but also just sports fans who appreciate who he is as an athlete,” Calvin said. “And then I think he’s touched the hearts of so many people just by being a genuine believer in the campaign ... He demonstrates what a real change-agent can do.”

Athlete Humble About Chance to Help

Nothing But Nets partnered with Curry in the spring of 2012, back when the Warriors were not a very good team and Curry was injured. The Warriors were in Washington for a game, and Helfrich recruited Curry in the hallway of the Verizon Center.

Right away this was different: Curry thanked Helfrich instead of the other way around.

“That was a first for me — someone saying 'thank you' for the opportunity to help others,” Helfrich said.

It helped that Curry knew about the problem of malaria. Bryant Barr, a college teammate of Curry's, was among the early supporters of Nothing But Nets. Barr organized fundraisers, and Curry was happy to help. It was the three-for-three challenge — a donation for every three-point shot — that proved the turning point. Curry launched the campaign during the 2012-13 season and promptly hit 272 three-pointers.

Tough Trip to Africa, But No Complaints

Curry also flew to Tanzania, a country in Africa, to personally hang mosquito nets at a refugee camp. The camp had 62,000 cases of malaria and 68,000 people.

Here’s what Curry did: Hung nets, consoled grieving mothers, visited health clinics, met with princes and kings, endured long road trips over unpaved roads and stayed in cheap hotels.

Here's what he did not do: complain.

"There was no reason to complain," Curry said this week. "You look around and see what was going on and where we were. That was their life 24/7. We were just there a week."

"It wasn't exactly NBA travel. There were long rides over clay dust, and we were just trying to find whatever food we could along the way to keep us going."

"Going to Tanzania and seeing things firsthand was very heartbreaking, but at the same time encouraging," he said. "It was inspiring to know that we were doing great things to send nets to raise money for those families."

Fundraising Tops \$60 Million

Rick Reilly, who created the Nothing But Nets campaign and was with Curry in Tanzania, remembered one long day when they finished work at 7 p.m. He told Curry they should go home, but Curry remembered that they were supposed to visit a special home for albino children. Albino children have a medical condition that causes them to have very pale skin, hair and eyes. As a result, they suffer challenges such as deafness and blindness.

On this night, dozens of children were ready to unveil songs and dances they'd been rehearsing for months. They'd never had a famous visitor like Curry.

Curry not only went, but held the children close. Helfrich said Curry handled it like a champ. He was gracious, respectful and attentive.

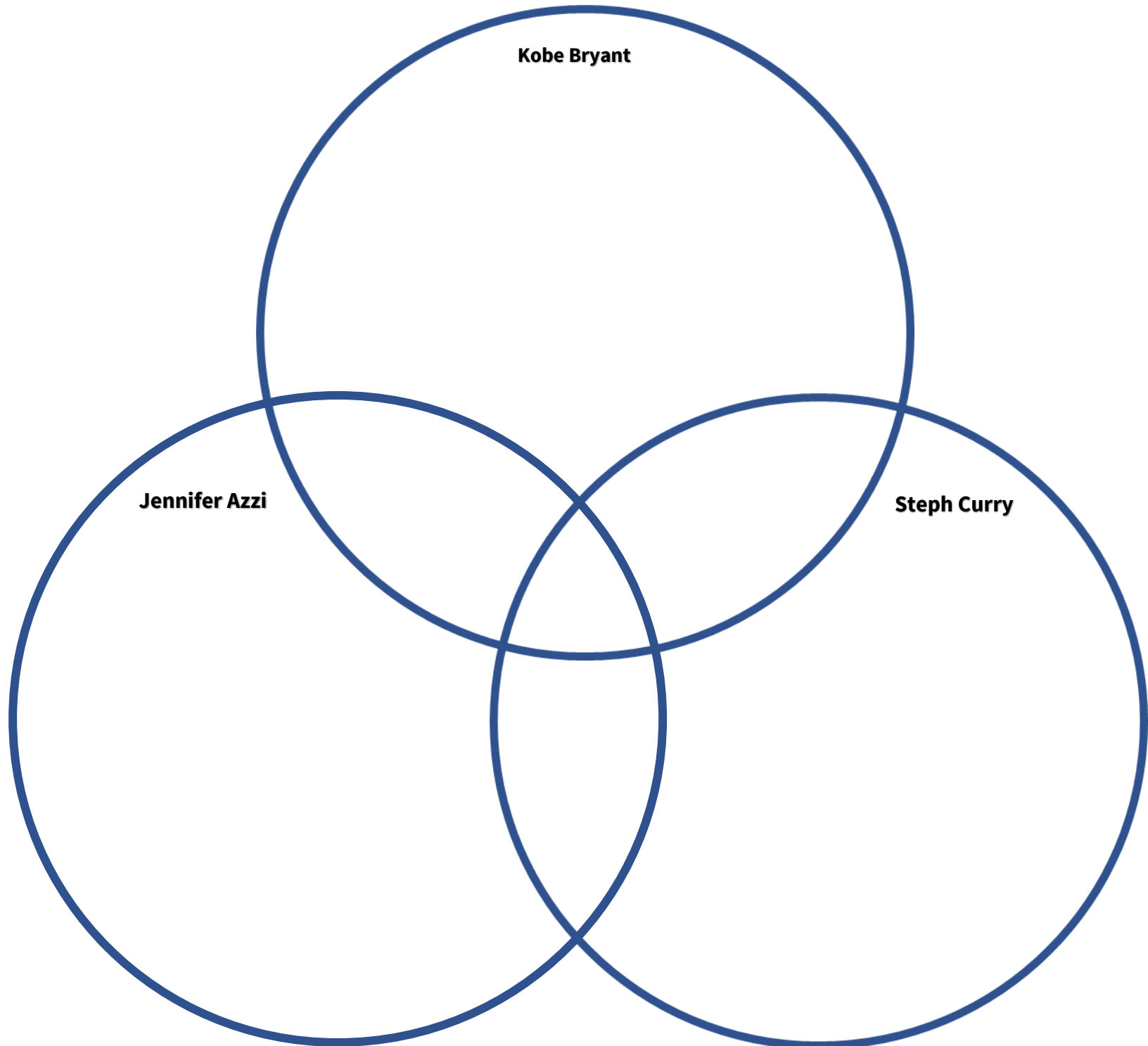
When Reilly started Nothing But Nets, his goal was to send \$100,000 worth of nets to families in Africa. He said the campaign just passed \$60 million. Malaria, while still dangerous, is no longer the No. 1 killer of children in refugee camps.

Reilly says, "Most of this has been built on the back of sports and athletes like Curry."

"He's been so great, and he hasn't stopped," Reilly continued. "Who knew the guy was going to make 400 threes a year?"

Wishes and Swishes

According to the articles, what are the similarities and differences between the ways these three people use basketball and their influence to better others?



Program Brochure Rubric

(0 means no evidence or missing)

	4	3	2	1
CONTENT	Information is accurate, clear, and goes beyond content standards/surface understanding. Depth and breathe of content is evident.	Information is accurate, clear, and covers the content standards.	Information is usually accurate and clear. Information addresses some elements of the content standards but excludes others.	The information is inaccurate and may not address content standards.
MECHANICS	Images are of high quality. The mock-up is detailed to the level of a professional designer. Final brochure is free from spelling errors.	Images are of good quality. Mock-up is detailed enough to show what the final brochure will look like. Final brochure is free from spelling errors.	Images are not consistently of good quality. The mockup is incomplete and confusing. Final brochure contains a few spelling errors.	Images are not consistent of quality and there is no mock-up. Final brochure contains numerous spelling errors.
CREATIVE THINKING	Includes original ideas or insights, looks at the topic in new and unusual ways. Adds to the design by creating new and unique fold styles and/or layouts.	Includes an original idea or insight. Creativity is evident in the layout of the brochure.	Creativity is evident in the layout of the brochure but no original ideas or insights are evident.	No original Ideas or insights

Argumentative Writing Rubric

Purpose and Forms: “Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.”

0=no evidence/missing

Argument	Advanced 4 90-100	Proficient 3 70-89	Basic 2 60-69	Below Basic 1 50-59
Ideas/Purpose: The argument is focused and clearly states the claim(s).	<ul style="list-style-type: none"> Claim(s) is clearly stated and distinguished from alternate or opposing claims Claim(s) is purposefully focused and consistent Complex claims are well-developed Alternate or opposing claims are thoroughly addressed 	<ul style="list-style-type: none"> Claim(s) is clearly stated and distinguished from alternate or opposing claims Claim(s) is focused and consistent Alternate or opposing claims are addressed 	<ul style="list-style-type: none"> Claim(s) is sometimes clear, focused or consistent Alternate or opposing claims are sometimes addressed 	<ul style="list-style-type: none"> Claim(s) is unclear, unfocused, inconsistent or missing Alternate or opposing claims are not addressed or missing
Organization: The writing has a clear and effective organizational structure creating unity and completeness.	Claims, reasons, and evidence are organized into clear categories: <ul style="list-style-type: none"> Skillful and varied use of transitions Logical progression of ideas from beginning to end Purposeful introduction and conclusion Strong connections among ideas 	Claims, reasons, and evidence are organized into clear categories: <ul style="list-style-type: none"> Appropriate use of transitions with some variety Adequate progression of ideas from beginning to end Evident introduction and conclusion Adequate connections among ideas 	Claims, reasons, and evidence are inconsistently organized into categories: <ul style="list-style-type: none"> Some use of transitions Inadequate progression of ideas from beginning to end Ineffective introduction and conclusion Weak connections among ideas 	Claims, reasons, and evidence are inconsistently organized into categories: <ul style="list-style-type: none"> Little or no use of transitions Confusing progression of ideas Missing introduction and/or conclusion No connections among ideas
Elaboration of Evidence: The claim is developed and supported with logical reasoning and relevant evidence using	<ul style="list-style-type: none"> Provides comprehensive support/evidence for the claim(s), demonstrating a thorough understanding of the topic or text 	<ul style="list-style-type: none"> Provides adequate support/evidence for the claim(s), demonstrating an understanding of the topic or text Uses relevant, logical evidence 	<ul style="list-style-type: none"> Provides inadequate support/ evidence for the claim(s), demonstrating a partial understanding of the topic or text 	<ul style="list-style-type: none"> Provides little or no support/evidence for the claim(s), demonstrating a lack of understanding of the topic or text Frequently uses irrelevant,

<p>accurate, credible sources.</p>	<ul style="list-style-type: none"> • Presents well-chosen evidence (sources, facts, and details) • Skillfully integrates evidence with correct citations • Analyzes and draws strong conclusions from evidence 	<p>(sources, facts, and details)</p> <ul style="list-style-type: none"> • Integrates evidence from sources with generally correct citations • Analyzes and draws logical conclusions from evidence 	<ul style="list-style-type: none"> • Uses some irrelevant, repetitive, or inadequate evidence (sources, facts, and details) • Limited integration of evidence from sources with some attempt at citations • Inconsistently analyzes evidence • Conclusions drawn are sometimes not logical 	<p>repetitive, or inadequate evidence (sources, facts, and details)</p> <ul style="list-style-type: none"> • Does not integrate evidence from sources or lacks citations • Fails to analyze evidence • Conclusions drawn are not logical or are missing
<p>Language and Vocabulary: The writing uses precise and topic-specific language and maintains a formal/ appropriate style.</p>	<ul style="list-style-type: none"> • Uses precise, academic language • Use of topic-specific vocabulary is clearly appropriate for the audience and purpose • Establishes and consistently maintains a formal/ appropriate style 	<ul style="list-style-type: none"> • Uses a mix of precise with more general language • Use of topic-specific vocabulary is generally appropriate for the audience and purpose • Establishes and generally maintains a formal/ appropriate style 	<ul style="list-style-type: none"> • Uses simplistic language • Inconsistent use of topic-specific vocabulary • Lacks a consistent formal/ appropriate style 	<ul style="list-style-type: none"> • Uses limited or vague language • Lacks topic-specific vocabulary • Lack of formal/ appropriate style shows little sense of audience and purposes
<p>Conventions: The writing demonstrates a command of conventions and assigned format.</p>	<ul style="list-style-type: none"> • Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format • Skillful use of sentence structure enhances meaning 	<p>Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format</p>	<p>Frequent errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format</p>	<p>Severe errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format interfered with understanding</p>

CHARITABLE ORGANIZATIONS INFORMATION


Charities:				
Mission of Organization				
Who or what they serve				
Services provided				
Impact or Activities				
Other				

Decision Making Matrix

Rank your charities from 1-4 based on your criteria to help you decide who to make a donation. (1 being low and 4 being high) The charity with the highest score is your best choice.

Criteria is listed in these columns (i.e. mission, impact, sustainability, etc.)



Write your charities in this column. 						TOTALS



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