

Salt Lake Olympics Lesson Plan

For 4th or 7th Grade Utah Studies

Background

In ancient times, the people of Athens gathered together every four years for competitions of strength and valor called the olympics. Beginning in 1896, countries throughout the world began to hold modernized versions of these games. While the events have changed since ancient times, Olympic competition today brings together people throughout the world to compete for medals and glory. These modern Olympic Games occur every two years with competitions alternating between winter and summer sports.

The Winter Olympics include a variety of competitions from different sporting disciplines. Some of the most popular events include figure skating, snowboarding, downhill skiing, cross country skiing, biathlon, bobsled, ice hockey, and curling. Athletes from all over the world come together every four years in the winter games to compete for gold medals and glory in each of these events which take place in a carefully selected city from around the globe.

Recently, the summer or winter games have occurred in locations such as Rio de Janeiro, Brazil ; Pyeongchang, South Korea; Tokyo, Japan; and Beijing, China. Future games have been scheduled in Paris, France and Milano-Cortina, Italy. Olympic host cities are chosen years in advance to allow them enough time to prepare the venues and infrastructure needed to host the games. The selection process begins as certain cities decide to bid for the games. Preliminary selection processes occur when multiple cities within a country bid to host the games. After all bids are in, the International Olympic Committee decides which city will serve as host based on the benefits and challenges of having the games in that city.

The United States Olympic Committee has recently committed to bid for Salt Lake City, Utah, the host city of the 2002 Winter Olympics, to host the Winter Olympic games again in either 2030 or 2034. If Salt Lake City decides to bid for the 2030 spot, it will likely compete against Barcelona, Spain; Vancouver, Canada; and Sapporo, Japan for the opportunity to host the games.

Objectives

1. Students will use evidence from multiple types of sources to determine whether Salt Lake City should host the Winter Olympics again.

Utah State Standards for Utah Studies

UT Standard 4.6:

Students will evaluate the impact of tourism on Utah's economy and geography, such as the development of tourism industries, state and national parks, and events, including the 2002 Olympics.

Time

These materials are expected to take approximately 75 minutes of instructional time. Teachers could reduce the time required to teach this lesson by reducing the number of documents they require students to analyze. If teachers have extra time, they may have students evaluate more of the resources.

Materials

1. *Student Graphic Organizer*: This organizer is designed to help students use evidence to support a claim by giving them a place to keep a record of the benefits and challenges of hosting the Winter Olympic games as they analyze documents.
2. *PowerPoint Slides*: Prepare to show the presentation to introduce students to the background of the Winter Olympics, the host city selection process, and some examples of benefits or challenges that come from hosting the games.
3. *Document Archive*: A collection of documents related to the benefits and challenges of Salt Lake City hosting a future Winter Olympic games. Found at this link or using this QR code. <https://sites.google.com/view/salt-lake-city-2002-olympics/archive>



Preparation


- Review the materials to build background knowledge on the Winter Olympics, the host city selection process, and the benefits and challenges of hosting the games.
- Post a link in a prominent location to allow students access to the lesson website.
- Make a copy of the *Student Graphic Organizer* for each student.
- Consider appropriate groups of students that would allow those with greater skills in reading and historical thinking to help those with weaker skills.

Procedures

1. Provide students with background knowledge on the Winter Olympics, the host city selection process, and some basic examples of benefits and challenges of hosting the Olympic games. This can be done through a brief lecture with the accompanying PowerPoint slides. While you may provide one or two examples of the benefits or

challenges of hosting the games, it is important that you do not give too much away so as to allow the students to discover their own answer to whether Salt Lake City should host the games.

2. Explain to students the instructions for completing the *Student Graphic Organizer* and for using the accompanying website. You may consider modeling how to complete the graphic organizer using the clip from the moguls competition found at <https://www.youtube.com/watch?v=hBnHYCEIEsQ>. For this activity, you may have the students watch the video once just to get a sense for what it shows. Then, you may ask the students to watch a second time to see how many times they see the words “Salt Lake City” throughout the video. You may consider modeling your thought process as you analyze the moguls clip, showing the students how to complete the graphic organizer as you do. You might describe this as free advertising for Salt Lake City as a winter tourist destination.
3. You might model completing the graphic organizer by projecting something like this for students to see:

Source:	Pros:	Cons:	Y/N:
Moguls video taken during the 2002 Olympics	International attention for Salt Lake: Salt Lake City appears in the video at least 15 times.	n/a	

4. Depending on the students’ reaction to this first source, you can model the analysis of a second document from the document archive just as you did for the moguls video. You might also have students work with a group to analyze the second document then regroup as a class and discuss what they came up with. You might display the next line of the graphic organizer and have students share their ideas with each other, allowing them to model for their peers.
5. Once you are confident the students understand the process you can give them time to work in teams on other documents from the archive. You may consider having the students look at at least three documents from each side of the argument. As the students work, you may circulate to give support as needed. Give students time to answer the question at the bottom of the graphic organizer.
6. After the students have analyzed the desired number of documents, bring the entire class back together for a debriefing session. Ask the students questions and allow them to discuss and respectfully critique others’ responses. You might do a general survey of the class to see who is for and who is against hosting the winter Olympic Games. You could then call on students to cite the evidence from the documents that supports their stance.

Assessment

1. Use students' answers to the questions on their graphic organizer to assess students' ability to use evidence from documents to defend an argument.
2. During the debriefing session, assess the students' ability to present and defend a clear argument civilly with other class members who may have different opinions.

Adaptations/Extensions

1. For students who have trouble writing, instead of having them fill out the graphic organizer you might have them highlight the documents with different colors for those parts that give insights into either the benefits or challenges of hosting the Winter Olympics.
2. Strategic grouping of students can help struggling students and can stretch gifted students.