



Suggested Activities for Specific Books by Fred Bowen

The Final Cut

1. In chapter one, the boys used a method of counting seconds—one mississippi, two mississippi, etc. Discuss with students different ways to estimate seconds, for example, one thousand one, one thousand two, etc. Divide students into groups. Each group will need a stopwatch or other method of tracking time. Students are to use the name of a student in their group or a combination of names that could be substituted for “mississippi.”
2. Show students different team logos from your school system or professional teams. Give each student a sheet of paper, markers, or other art medium. Ask students to design a logo for the Sligo Stallions.
3. Direct students to use the library, the Internet, or other resources to research half-court and fullcourt basketball. Ask students to use an Venn Diagram to compare and contrast the two sports.
4. In the book, Ryan does not make the team. Ask students to develop a list of words that would describe Ryan in the last chapter, e.g., disappointed, sad. Direct each student to select one of the words and to write about a personal experience when he or she felt that way.

Full Court Fever

1. Ask students to use a Venn diagram to compare Kelvin, Dikembe, and Michael.
2. Direct students to use the basketball schedule on page 67 to compute the team’s point average for the season and the percent of games won and lost.
3. Dikembe played soccer in Nigeria. Direct students to use the library, the Internet, or other resources to research which sports are considered national sports in countries around the world.

The Golden Glove

1. After reading “Gloves, the Real Story,” direct students to read Bowen’s article, “If the Glove Fits” at <http://www.fredbowen.com/c050401.htm>. Discuss with students the evolution of the baseball glove. Direct students to search the United States Patent and Trademark Office, <http://www.uspto.gov/>, to research new glove designs. Ask students to design a new baseball glove.
2. Draw two columns on the board. In column 1, write “Good Luck” and in column 2, write “Bad Luck.” As a class, discuss things that people consider good or bad luck, e.g., finding a four-leaf clover is “good luck” and breaking a mirror is “bad luck.” Write the students’ suggestions in the respective columns. Direct each student to select one thing from each column, and use the library, the Internet, or other resources to research the folklore behind each item.

Off the Rim

1. In the book, the team conducted a 90-second drill during practice (chapter three, page 16). Tell students that the class will conduct a shooting drill in the school’s gymnasium. Divide students into pairs: a shooter and a rebounder. After 90 seconds, direct students to switch roles. Ask students to compute their shooting percentages. Students may use the information to graph the class’s percentage. The drill may be extended to shots just from the free throw, the 2-point, or the 3-point line.



2. Ask students to compare Chris's family life to that of Greta's. What are the similarities? What are the differences?
3. Direct students to use the library, the Internet, or other resources to compare women's basketball described by Bowen in "Six-on-Six, The Real Story" to how women play basketball today.

Playoff Dreams

1. Direct students to interview family and friends and to ask each person to name his or her favorite player and favorite team and to tell why.
2. Direct students to pretend that they are going to see the Cubs play at Wrigley Field. Discuss with students the different modes of transportation they could use to get to Wrigley Field. Ask students to use the library, the Internet, or other resources to compare three forms of transportation: Which mode is cheaper? Which mode is faster? Which mode does the student prefer? Why?
3. Direct students to use the library, the Internet, or other resources to research segregation and the Negro Baseball League.

Suggested Activities for Books by Fred Bowen

1. Direct each student to write a sportscast based on the final game in the book. Ask students to perform their sportscasts for the class.
2. Ask students to pretend they were at the final game in the book. Ask each student to write a letter to the main character.
3. Give students a copy of a Venn diagram. Direct students to use the library, the Internet, or other resources to compare baseball and basketball.
4. At the beginning of a sports season, decide as a class which team to track. Use a map of the United States to indicate what cities the team plays in. At the end of the season, direct students to calculate how many miles the team traveled.
5. Discuss with students how some baseball terms have become common expressions in our language, for example, "I asked for a raise in my allowance, but I struck out." Give students a copy of the following list. Direct students to use the dictionary or other resources to determine how each term is used in baseball and what the common expression means. Then ask each student to write sentences using selected phrases.

on the ball	throw a curve
way off base	bat a thousand
go to bat for	close call
out in left field	pinch hit
out of one's league	rain check
ground rules two	strikes against
struck out	warm up

6. Ask students to list the sports terms they don't know. Direct students to research the terms.