

# **Sports and Diplomacy in the Global Arena**



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# Sports and Diplomacy in the Global Arena

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# Sports and Diplomacy in the Global Arena

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## An Introduction

### The Video Series

This instructional package is one of a continuing series produced by the United States Department of State in collaboration with a special committee of social studies educators. The purpose of the series is to help students understand the connection between world events and their own lives and those of others in their communities.

The series builds upon the resources of the U.S. Department of State. The video, print, and other resources in this series are intended for use with middle school and high school courses. In producing instructional materials of this nature, the developers recognize that the audiences represent a vast range of interests and backgrounds, as well as local and state curriculum standards and requirements.

We hope that teachers find this package useful and will look forward to future videos. A feedback form is included with this package, and comments and suggestions will be helpful in the development of future instructional packages.

### Sports and Diplomacy

*Sports and Diplomacy in the Global Arena* is an instructional package that explores the relationship between sports and diplomacy throughout history. The video begins with the creation of the Olympics in ancient Greece and continues through the present day.

This package also includes the video script, a timeline, glossary, lessons and extension activities, website links, and other support materials. Lessons focus on history, civics, geography, economics, and culture and support the thematic curriculum strands of *Expectations of Excellence: Curriculum Standards for Social Studies of the National Council for the Social Studies*.

Lessons and support materials were also designed to promote the literacy emphasis of *No Child Left Behind* by including oral, written, and visual communication activities.

These instructional materials were designed to provide a high degree of flexibility for classroom teachers. The video can be viewed in its entirety or in segments and used to stimulate classroom discussion, as an introduction to a series of lessons on the topic, or to supplement existing lessons. The video and print materials may constitute a complete instructional unit, or individual elements may be incorporated into existing units. The lessons and materials support U.S. history, government, political science, economics, international relations, and modern world history courses.

Teachers are encouraged to enhance the content of this package with other instructional materials and information sources, such as textbooks, newspapers, television, and the internet. Suggestions for using additional resources are included with a number of the lessons. Teachers are encouraged to modify suggested lessons and other materials in ways that are appropriate for their students, courses, and other local circumstances.

Print materials in the package are provided in black-on-white format. They may be easily reproduced by photo copying, or scanned into computer files to enable teachers to customize materials for their own classrooms. Some websites in the list of resources may have copyright restrictions, and teachers are advised to review and abide by those restrictions. All print materials in this package produced by the U.S. Department of State may be reproduced and disseminated without specific permission. ✱

## Points of Emphasis

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The following points should be emphasized relative to the videotape and activities in this instructional packet.

- ◆ Throughout history, sports have played an important role in the social, political, and economic lives of peoples and nations.
- ◆ Diplomacy is the chief instrument of foreign policy, and it can take many forms of interaction between nations.
- ◆ Governments have used sporting events as diplomatic tools.
- ◆ Sports as a tool of diplomacy has its roots in the ancient Greek Olympic Games.
- ◆ Economics and human geography have influenced the spread of sports around the world and its importance in relations between nations.
- ◆ Athletes cross national boundaries to compete against one another.
- ◆ Leaders of governments have used sports to foster patriotism and national unity among their citizens.
- ◆ Bolstering an image, achieving national goals, and extending spheres of influence are often the behind-the-scenes reality of the modern-era Olympic games.
- ◆ International relations in the 20th century often took place via non-governmental organizations and activities, each with a special focus, including sports.
- ◆ The message of U.S. foreign policy and diplomacy is carried by people from various walks of life—not just those in the diplomatic corps.
- ◆ Tensions and conflicts between nations have sometimes been reflected in international sports competition.
- ◆ International relations in the latter half of the 20th century were dominated by the Cold War, which often found the United States and its allies in a struggle to win victories in sporting competitions against their adversaries, led by the U.S.S.R. and China.
- ◆ As a tool of diplomacy, sports can be used to create peaceful contacts between nations or to exert influence on nations.
- ◆ For several decades, the United States has actively sought to influence both its allies and its adversaries through cultural outreach, including sports.✱

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## Interesting Facts



In 1976, the Harlem Globetrotters named then-Secretary of State Henry Kissinger as their first “honorary member.”



The granddaughter of Jesse Owens was one of the torch-bearers at the 1984 Los Angeles Olympic Games.



The United Nations declared 2005 the International Year of Sport and Physical Education.



Track and field star Mal Whitfield, who won three Olympic gold medals in 1948 and 1952, spent more than 30 years working with the U.S. Information Agency, training athletes and sports officials in Africa, Asia, and Europe. Several athletes he trained also went on to win Olympic gold medals, including Kip Keino of Kenya, and Moma Wolde of Ethiopia.



In 2005, with the active support of the U.S. Ambassador to Chile, the country’s first Little League baseball games were played.



During World War II, baseball player Moe Berg went to work for the Office of Strategic Services, the forerunner of the Central Intelligence Agency.



In 1964, the International Olympic Committee suspended South Africa from competition because of its policy of apartheid. South Africa was expelled from the Olympics in 1970. The country’s team was allowed to compete at the 1992 Summer Olympics in Barcelona, Spain, once apartheid laws had largely been repealed.



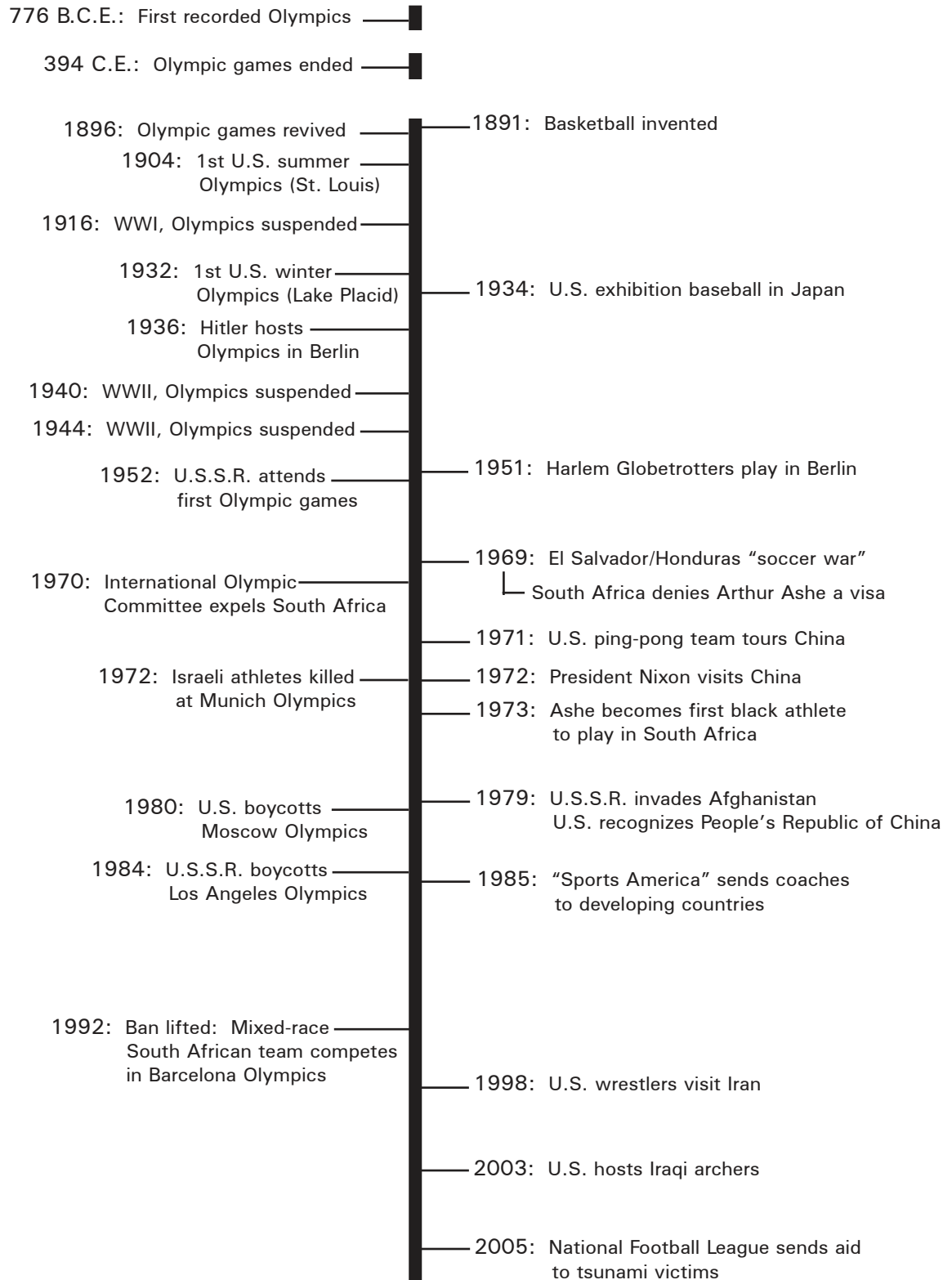
Spiridon Louis, winner of the marathon at the 1896 Olympic Games, led the parade of the Greek delegation of athletes at the 1936 Olympics in Berlin, Germany.



In the 1980s, a program called “Sports America” sent American coaches, sports-medicine specialists, and athletes to developing countries, and brought foreign coaches and teams to the United States. ✱

# Timeline

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# Script Outline

- ① Opening Sequence
  - Ⓐ Introduction
  - Ⓑ Definition of diplomacy
  - Ⓒ Summary of sports diplomacy
- ② Historical Origins
  - Ⓐ Ancient Olympics (Greece)
  - Ⓑ Olympic “truce”
- ③ Early 20th Century
  - Ⓐ Revived Olympics
  - Ⓑ Basketball
  - Ⓒ Baseball in Japan
- ④ The 1936 Berlin Olympics
  - Ⓐ Hitler’s use of the Olympic Games
  - Ⓑ Success of African-American athletes
- ⑤ The Cold War
  - Ⓐ Definition/Description of the Cold War
  - Ⓑ Soviet sports
  - Ⓒ U.S. sports diplomacy
- ⑥ Ping-Pong Diplomacy
  - Ⓐ Tension with communist China
  - Ⓑ A “Ping-Pong” invitation
  - Ⓒ Opening to China
- ⑦ Boycott of the Moscow Olympics
  - Ⓐ Soviet invasion of Afghanistan
  - Ⓑ The response of the United States
  - Ⓒ The “Miracle on ice” in Lake Placid
  - Ⓓ U.S. boycott of the Olympic Games in Moscow
  - Ⓔ USSR boycotts Los Angeles Olympic games



## Script Outline

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8

### Fighting Apartheid

- a Definition/Description of apartheid
- b Sports as a means of protest
- c Arthur Ashe

9

### Wrestling in Iran

- a Attempt at new contact through sports

10

### Negative Sports Connections

- a 1969 “Soccer War” (El Salvador/Honduras)
- b 1972 hostage crisis at Munich Olympics

11

### Sports Diplomacy Today

- a Basketball and baseball
- b Tsunami relief
- c Conclusion ✱

# Video Script

## Sports and Diplomacy in the Global Arena

Narrator:

The action and excitement of sports have been a part of American history ever since Native Americans began to play lacrosse. Over the years, American sports like baseball and basketball have gained worldwide appeal. Today, globalization brings athletes from many countries to the United States to play and compete. Together, athletes learn about teamwork, good sportsmanship, and a strong work ethic. Through peaceful athletic competition, we can break down stereotypes and share our culture with others.

(OPENING SEQUENCE)

Narrator:

Sports are also a part of our country's diplomacy—the practice of conducting relations with other nations. Diplomacy traditionally involves negotiating treaties, alliances, or other agreements. But sports are also an important diplomatic tool—and athletes are important diplomats. They expand contacts between people from different countries, increase goodwill and communication, and ease tensions. Successful athletes promote a country's image and ideals. And at times, a boycott of a sporting event has been a high-profile yet peaceful way to oppose another country's actions.

Map

Ancient Greece was the setting for one of the first connections between sports and diplomacy. The first recorded Olympic games took place in 776 B.C.E. Religious ceremonies, foot races, wrestling, and chariot races honored the Greek god Zeus during these popular events. Women held separate games to honor the Greek goddess Hera. Every 4 years, before the games began, heralds visited the Greek city states to announce a "truce" so that athletes and spectators could travel safely. Some Greek leaders took

## Video Script

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advantage of the truce to negotiate treaties during the games. The ancient Olympics continued until Roman Emperor Theodosius I banned them around 394 C.E.

In 1896, French Baron Pierre de Coubertin revived the Olympic games to promote friendship and peaceful competition among nations. Athletes from 14 countries competed at the first modern Olympics, in Athens, Greece. American athletes won many events, but the crowd was truly thrilled when a Greek shepherd won the marathon. Female athletes joined the games in Paris in 1900. The revived games took place every 4 years as scheduled, although, in 1916, World War I temporarily halted the friendly international competition.

In addition to competing in international events like the Olympics, Americans brought their own sports to other countries. Basketball was invented in 1891 at a Christian school in Massachusetts. Members of the school's first team later traveled to Asia as missionaries and taught the game there.

Baseball, another U.S. sport, became popular in Latin America. Traveling U.S. teams also thrilled Japan's many baseball fans. Home run slugger Babe Ruth was a famous member of the 1934 traveling team, which also included catcher Moe Berg. At the time, U.S. Government officials were concerned about Japan's growing militarism, so Berg secretly filmed Tokyo's military and industrial facilities for the American Government.

The early 1930s brought the Great Depression, and in Germany, Adolf Hitler and the Nazis began their rise to power. In 1936, Hitler's government hosted the summer Olympics in Berlin. In one of the first modern attempts at sports diplomacy, Hitler tried to use the games to improve the image of the Nazi regime. He staged the games with dramatic ceremony and temporarily eased his restrictions on Jews. Although Hitler fooled many international observers for a time, American diplomats stationed in Germany still reported to Washington on the Nazis' escalating mistreatment of Jews.

## Video Script

Hitler also hoped to prove that Aryan athletes were the best.

Newsreel Reporter:

*“Borchmeyer of Germany. . . Owens, America. . . and Metcalfe of America . . .”*

Narrator:

But the success of African-Americans like Jesse Owens undermined Hitler’s theories of racial superiority. Owens won gold medals in the 100-meter dash, the 200-meter dash, the long jump, and the 400-meter team relay. By the end of the games, fans from all nations were cheering for this extraordinary athlete. Three years after the Olympics, Hitler’s invasion of Poland destroyed any illusions he had built of a benevolent Germany, and World War II and the horrors of the Holocaust followed.

The United States joined the Soviet Union and other allies to defeat Germany. However, after World War II ended, a new kind of conflict—the Cold War—emerged between the United States and Communist countries like the Soviet Union. Soviet leader Joseph Stalin imposed Communist regimes on most of Eastern Europe. President Harry Truman and other U.S. leaders tried to keep communism from spreading to Western Europe and the rest of the world through programs like the Marshall Plan and policies such as containment. Both the United States and the Soviet Union sought to match each other’s technology, economic growth, military might, and influence in the developing world. Sports soon became another way for the superpowers to compete in the Cold War—a way for each side to “win” victories without resorting to military force.

Map

The Soviets used group sports to increase their citizens’ loyalty and patriotism, unify their country’s many different ethnic groups, and ensure an able-bodied military force. Large sports festivals drew thousands of participants and spectators. Soviet leaders believed that their athletes’ victories in international competitions would demonstrate the

## Video Script

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superiority of communism. The best Soviet athletes received training, a place to live, and food to eat. . . all at government expense.

Newsreel Reporter:

*“The curtain rises on the 1952 Olympics. . . Members of the American team and athletes from the other nations of the free world hope for victory. . . The Russians are participating in the games, but they brought their iron curtain with them. With their satellite comrades they have their own quarters. . . Pictures of Stalin adorn the walls. . . But American athletes have visited the camp and so the iron curtain has already been breached. . . Then East and West will be pitted on another battlefield—the battlefield of sporting rivalry. The free world will be waiting to see how the communists fare in this, their Olympic debut.”*

Narrator:

The Soviet athletes won 71 medals in Helsinki.

In response to such Soviet efforts, the United States Government increased its support of U.S. Olympic teams and began to use athletes as unofficial diplomats to promote goodwill abroad. For example, in 1951, after a huge rally for Communist youth in East Germany, the U.S. State Department asked the Harlem Globetrotters to play in Allied-occupied Berlin. The Globetrotters became known as unofficial “ambassadors,” and played in more than 115 countries.

During the 1950s and 60s, the State Department sent coaches and athletes overseas to teach American sports like softball. Track and field stars Jesse Owens, Wilma Rudolph, and Mal Whitfield went on goodwill missions overseas.

The Soviets also sent athletes and coaches around the world, hoping to win political support. The young Soviet gymnast Olga Korbut, who won four medals at the 1972 summer Olympics, even met with American President Richard Nixon on one goodwill tour.

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## Video Script

Map

Sports also provided a way to ease tensions between the United States and the Communist People's Republic of China. When Communists established the People's Republic of China on the Chinese mainland in 1949, the United States refused to recognize the new regime. Instead, the United States continued to support the Nationalist government, which had retreated to the island of Taiwan, and its claim to be the legitimate government of all of China. American and Communist Chinese forces fought directly during the Korean conflict in the early 1950s. And Communist China later supported North Vietnam's struggle against the United States in the Vietnam war. After his election in 1968, President Richard Nixon and his National Security Adviser, Henry Kissinger, wanted to explore opening lines of communication with China. They hoped that Chinese officials might be ready to reduce the high level of tension that existed with the United States.

In April 1971, in a public step towards improving relations, the Chinese Government invited the American table tennis team to tour China, where ping-pong was a very popular sport. With the State Department's approval, the team accepted the offer, and the visit became known as "ping-pong diplomacy." The trip received wide media attention in the United States, which later invited the Chinese ping-pong team to visit. In July 1971, Kissinger traveled secretly to China to meet with Premier Zhou En-lai. In February 1972, Nixon became the first American president to visit Communist China. He and Kissinger met with Communist Party Chairman Mao Zedong. Nixon and Zhou En-lai agreed to broaden U.S.-Chinese contacts. "Ping-pong diplomacy" had succeeded in bringing these two countries closer together.

Map

Just as sports can open diplomatic doors, it can also close them. In December 1979, the Soviet Union invaded Afghanistan. U.S. officials strongly opposed the invasion, which they viewed as an attempt to expand Soviet influence in South Asia and the oil-rich Middle East, at a time when Iranian students held Americans hostage in the U.S. Embassy in

## Video Script

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Tehran. In response to the invasion of Afghanistan, President Jimmy Carter asked the Senate to delay its consideration of a major arms control treaty with the Soviet Union. He also ended exports of grain and technology to the Soviets. Amid these rising tensions, the Soviets considered pulling out of the 1980 winter Olympics in Lake Placid, New York, but decided to participate to demonstrate their athletic superiority. At Lake Placid, the U.S. ice hockey team won a stunning upset victory against the world champion Soviet team.

Sports Reporter Al Michaels:

*“... Five seconds left in the game! Do you believe in miracles? YES!!! Unbelievable!”*

Narrator:

The team went on to win the Olympic gold medal. This “miracle on ice” boosted the morale of the American people at a difficult time.

But the 1980 summer games were planned for Moscow.

President Carter:

*“Although the United States would prefer not to withdraw from the Olympic Games scheduled in Moscow this summer, the Soviet Union must realize that its continued aggressive actions will endanger both the participation of athletes and the travel to Moscow by spectators who would normally wish to attend the Olympic Games.”*

Narrator:

Carter then decided that American athletes should not participate. Secretary of State Cyrus Vance met with the U.S. Olympic Committee.

Secretary of State Cyrus Vance:

*“From a national standpoint, from the standpoint of our national interests, and from the standpoint of our*

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## Video Script

*national security, I pointed out to them the importance of their vote to boycott the Olympics.”*

Narrator:

The administration’s stance was controversial, especially among athletes. Nevertheless, the Committee reluctantly conceded and voted to boycott the games.

Hoping to convince other countries to join the boycott, the administration sent former world champion boxer and Olympic gold medalist Muhammad Ali to Africa. Officials hoped that Ali’s stature as a world figure would convince some African leaders to join the boycott. In the end, approximately 60 other countries joined the United States in the boycott. But more than 5,000 athletes from 80 countries did compete in Moscow.

In a move that many believed was retaliation for the U.S.-led boycott of the Moscow Games, the Soviets and some of their allies boycotted the 1984 summer Olympics in Los Angeles, California. Nonetheless, a total of 140 countries eventually sent almost 8,000 athletes to the Los Angeles Olympics.

Sports also played an important role in the international effort to fight apartheid—the South African Government’s harsh system of racial segregation. Apartheid severely restricted the rights of South African blacks and confined them to rural homelands or urban townships, with little economic opportunity.

Activist Nelson Mandela:

*“The Africans require. . . want, the franchise on the basis of one man, one vote; they want political independence.”*

Narrator:

The South African Government also prohibited non-white athletes from competing with or against their



## Video Script

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white counterparts. Apartheid opponents, including black athletes in South Africa, called for international boycotts of South African athletics—with some success.

American tennis great Arthur Ashe, who broke through racial barriers in the United States, vocally opposed Apartheid. In 1969, Ashe wanted to play in the South Africa Tennis Open but was denied a visa because he was black. He called for South Africa to be expelled from international tennis organizations and appeared before the United Nations to plead his case. In 1973, he became the first black professional to play in the South African national championships. Yet the struggle against Apartheid continued. After years of boycotts, protests, and economic sanctions, Apartheid finally ended in the early 1990s.

Sometimes, the issues between nations are too complex for sports diplomacy to overcome. In 1998, the Iranian Government invited an American wrestling team to visit Iran. Relations between the United States and Iran had remained extremely tense ever since 1979, when Iranian students seized the U.S. Embassy in Tehran and held 52 Americans hostage for more than a year. While the team received a warm welcome, this “wrestling diplomacy” was not very successful, as tensions between the two countries continued.

Map

Sadly, sports can sometimes have a negative impact on relations between countries. In 1969, tensions were already high between El Salvador and Honduras. In the midst of a recession, Hondurans increasingly blamed more than 100,000 Salvadorans living in Honduras for the country’s economic problems. When soccer matches between the two countries’ national teams ended in violence among spectators, the leaders of both countries used the incidents as a pretext for a short and bloody war.

Major sporting events have also been a target for terrorism. In 1972, at the summer Olympics in Munich, West Germany, the Palestinian terrorist group “Black September” killed an Israeli athlete and

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## Video Script

a coach, and took nine other Israeli athletes hostage in the Olympic village. The terrorists tried to force Israel to release more than 200 prisoners in exchange for the lives of the hostages. When the West German Government attempted a rescue at the airport, the terrorists killed four hostages before a gun battle erupted, in which the other five hostages died.

Despite occasional setbacks, sports diplomacy remains an important way for countries to reach out to one another. For example, the Department of State's sports diplomacy programs have sent college basketball players to the Arab and Muslim world and brought Iraqi archers to the United States. And in 2005, New York Yankees outfielder Bernie Williams visited Bogotá, Colombia, as a cultural ambassador.

In addition to government efforts, athletes and sports organizations often reach out to other nations on their own. After a devastating tsunami struck South and Southeast Asia in December 2004, the National Football League supported efforts by the United Nations World Food Programme to help tsunami victims.

In these challenging times, governments need every possible tool to encourage peaceful interaction among the diverse nations and peoples of the world. Sports diplomacy remains one of these vital tools. It allows people to share a part of their culture with others, to break down stereotypes, and to engage in peaceful competition. Perhaps, over time, it can even turn adversaries into friends. ✱

# Video Activities

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## Guided Listening Activity

### Note:

Listening skills have been found to be essential in the process of learning. Active listening, coupled with note-taking, has a high impact on learning. This is a process that must be practiced in order to obtain mastery in retaining material that is heard.

These skills can be enhanced through guided listening activities. Selecting specific terms, events, or organizations can guide listening, so students focus on information and ideas that the teacher identifies as important for them to know. The content selected can be used as a springboard for later discussions or to help students with additional lessons.

The glossary included in this instructional packet provides a list of locations, historical figures, historical terms and events, and governmental and diplomatic terms, which are used throughout the videotape. A script of the video narration is also included as a resource. Both the glossary and script can be used to develop pre-video activities, pre- or post-video assessments, or an active listening assignment for the student to use while viewing the tape.

Standard:	The Standard supported will depend on the content selected for the activity.
Grade Level:	7–12
Objectives:	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Develop listening and recognition skills;</li> <li>● Build vocabulary with names and terms related to the video content;</li> <li>● Identify key locations, people, events, treaties, and policies in the video; and</li> <li>● Relate key names and terms to each other and to a larger context.</li> </ul>
Time:	Variable
Materials:	<p>Video Script Glossary Video</p>

## Video Activities

### Guided Listening Activity

#### Procedures:

The glossary identifies important vocabulary necessary for understanding the events and concepts in the video. The entire video or any portion of it can be selected for a guided listening activity.

- 1 Review the glossary to identify which locations, people, events, treaties, or policies will be included in a particular guided listening activity.
- 2 Review the video script to identify other vocabulary that will be included in a guided listening activity.
- 3 Using the video script and the glossary, prepare a response sheet that lists the glossary terms or other vocabulary for a particular guided listening activity.
  - a Place the terms and vocabulary in the same order as they appear in the video.
  - b Leave sufficient space for students to write a definition or description or to make notes about each item.
- 4 Clearly communicate to the students the purpose of the guided listening activity and the directions they are to follow.
- 5 Show the video and have the students complete the guided listening response sheet.

*Note: More than one guided listening activity can be prepared, with each one having a different focus.*

## Video Activities

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### Guided Listening Activity

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#### Extension Activities:

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- 1 Have the students identify, either orally or in writing, what they know about each of the glossary terms before watching the video. Make notes about what they report.
  - a Compare this to their responses after viewing the video.
  - b Have them describe in writing or discuss how their knowledge or perspective of a particular glossary term changed and why it changed.
  
- 2 Instead of having all students do the same guided activity, prepare several guided listening activities. Create a different focus for each one by using different terms and vocabulary. Distribute them to the class (randomly, by rows, or some other method). After viewing the video, have students with different guided listening activities:
  - a Form groups to share what they learned; or
  - b Share with the class what they learned, and compare and discuss responses.
  
- 3 Instead of a simple list, write open-ended questions related to glossary terms. Prepare a response sheet that lists the questions in the same order that the terms appear in the video script, and leave appropriate space after each item.
 

*Note: Instead of a response sheet, the list could be written on the chalk/white board or on a transparency.*
  
- 4 Write compare/contrast or cause/effect questions that relate to two or more glossary terms. Give all students the entire list, or distribute different questions to individual students (randomly, by rows, or some other method). After viewing the video:
  - a Have students with the same questions form groups to share what they learned, and compare and discuss their responses; or
  - b Have students with different questions form groups to share what they learned, and compare and discuss their responses; or
  - c Have all students share with the class what they learned, and compare and discuss responses. ✱

# Video Activities



## General Knowledge Assessment

**Note:** This activity may be used either as a way to assess general knowledge of U.S. diplomatic efforts or as an active listening worksheet. Select questions as is deemed necessary by time and class profile.

Fill in the blank \_\_\_\_\_

- ① This sport is popular in Japan and Latin America. \_\_\_\_\_
- ② Sports are used as a \_\_\_\_\_ tool.
- ③ The Olympic games began in this country. \_\_\_\_\_
- ④ In one of the first modern attempts to use sports as a diplomatic tool, this national leader hoped the success of the Olympics would improve his image. \_\_\_\_\_
- ⑤ The \_\_\_\_\_ played basketball in more than 115 countries.
- ⑥ Who was the first U.S. President to visit China? \_\_\_\_\_
- ⑦ In 1980, this President decided that U.S. athletes should not participate in the Olympic games. \_\_\_\_\_
- ⑧ A system of racial segregation instituted by law in South Africa was called \_\_\_\_\_.
- ⑨ Efforts to use sports as a positive form of \_\_\_\_\_ continues today.
- ⑩ In what year did the first female athletes participate in the Olympic games? \_\_\_\_\_
- ⑪ A popular sport in China. \_\_\_\_\_
- ⑫ This baseball player \_\_\_\_\_ was also a U.S. spy.
- ⑬ Native Americans were the first to play this sport. \_\_\_\_\_

## Video Activities



### General Knowledge Assessment

#### Quote/Unquote

Directions: Match each person listed below with the appropriate quote.

Richard M. Nixon  
Jesse Owens

Arthur Ashe  
Baron Pierre de Coubertin  
Jimmy Carter

Adolf Hitler  
Harry S Truman

- 14 "South Africa was testing the credibility of Western civilization. If you didn't come out against the most corrupt system imaginable, you couldn't look yourself in the eye."
- 15 "I have never expected that the China initiative would come to fruition in the form of a Ping-Pong team."
- 16 "The Games were created for the glorification of the individual champion."
- 17 "The stronger must dominate and not blend with the weaker, thus sacrificing his own greatness."
- 18 "Communism is based on the belief that man is so weak and inadequate that he is unable to govern himself, and therefore requires the rule of strong masters."
- 19 "If you don't try to win, you might as well hold the Olympics in somebody's back yard. The thrill of competing carries with it the thrill of a gold medal. One wants to prove himself the best."
- 20 "I have given notice that the United States will not attend the Moscow Olympics unless the Soviet invasion forces are withdrawn from Afghanistan before February 20th."

[Answer Key: 14-Ashe, 15-Nixon, 16-de Coubertin, 17-Hitler, 18-Truman, 19-Owens, 20-Carter]

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## Video Activities



### General Knowledge Assessment

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#### Short Answer

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- 21 What is diplomacy?
- 22 Truces were called during the ancient Olympics. How would Greek leaders often use this time of “truce”?
- 23 How were sports used by the United States and the Soviet Union to “compete” during the Cold War?
- 24 How did sports become a unifying factor among the many different ethnic groups in the Soviet Union?
- 25 Why is the “medal count” such an important part of the Olympics?
- 26 How did the South African Government’s position on Apartheid restrict athletes both in South Africa and around the world?

#### Essay

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- 27 Explain the ways in which governments have used sports diplomacy as a tool to encourage peaceful interaction among the nations and peoples of the world, share cultures, break down stereotypes, engage in peaceful competition, and even turn adversaries into friends.
- 28 Write a letter to President Jimmy Carter either to agree or disagree with his decision to boycott the 1980 summer Olympics. (Be sure to consider all counter arguments that can be made.)
- 29 Adolf Hitler was happy to host the 1936 Olympics in Berlin. How did the German leaders use the staging of this spectacular event to promote the goals of the Third Reich?
- 30 Take on the persona of Jesse Owens and write entries in your daily journal as you participate in the 1936 Olympics.
- 31 Morris “Moe” Berg was not just any baseball player. In a 3–4 page research paper, examine Morris Berg’s life and show how baseball served as a perfect cover for his activities as a spy. Include any websites and references in the bibliography section of your paper.

#### Visual

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- 32 Political cartoons poke fun at individuals, policies, and events. Draw your own political cartoon of either Jimmy Carter and the boycott of the 1980 summer Olympics or Richard Nixon and his “ping-pong” diplomacy.



# Video Activities

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## Cover the Bases

- Standard: II. Time, Continuity, and Change  
 III. People, Places, and Environment  
 V. Individuals, Groups, and Institutions  
 VI. Power, Authority, and Governance  
 IX. Global Connections
- Grade Level: 7–12
- Objectives: The student will:
- Identify key individuals and concepts, time periods, and other information relating to the content of the video.
- Time: 1 class period
- Materials: Graphic Matrix (supplied)

### Procedures:

*Note: The alphabet matrix serves as a tool for recalling pertinent information from the video. This activity can be used for individual students or as a group activity. Students may use notes or challenge the memory.*

- ① Distribute copies of the alphabet matrix to students.
- ② Students use the alphabet prompts (i.e., A for Arthur Ashe) to recall an individual, place, event, concept, time period, or other information from the video.
- ③ Continue through the alphabet until as many boxes as possible are filled with one or more items. (Not all boxes may be filled.)
- ④ This serves as a study tool for students.
- ⑤ A time limit may be set. Pairs or groups of students may compare answers and/or fill in blanks. ✎

## Video Activities



### Cover the Bases

Note: Use the following alphabet prompts (A for Arthur Ashe, athlete) to recall individuals, places, events, concepts, time periods, or other information from the video. Continue through the alphabet until all boxes are filled with one or more items.

A Ashe	B	C	D Diplomacy	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

# Video Activities

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## Scoreboard!

Standard: II. Time, Continuity, and Change  
 III. People, Places, and Environment  
 V. Individuals, Groups, and Institutions  
 VI. Power, Authority, and Governance  
 IX. Global Connections

Grade Level: 7–12

Objectives: The student will:

- Identify key individuals and concepts, time periods, and other information;
- Understand the role of sports as a tool of foreign policy;
- Use research skills in preparing questions;
- Exhibit sportsmanship;
- Work cooperatively in a group setting; and
- Develop listening skills.

Time: 1–2 class periods

Materials: Matrix Scoring Sheets (see example)  
 Newsprint  
 Color markers  
 Access to internet and other resources

Procedures:

- ① Divide students into teams of equal numbers.
- ② Teams will select four of the following categories: sports diplomacy, baseball, basketball, wrestling, ping-pong, Olympics, world leaders, presidential administrations, countries, or decades.  

*Note: Teams will alternate selecting categories. Once a category is chosen, it is not available for others to select. It is not necessary to have all categories represented on each team.*
- ③ Each student will write four questions concerning sports and diplomacy that relate to one of the categories selected. Each team should be sure that questions are written for all selected categories.
- ④ Teams complete a scoring matrix listing only the categories they have chosen. The scoring matrix should be on large paper or newsprint.
- ⑤ Teams are randomly selected to play against each other. Scoring matrixes are exchanged between teams prior to each game.

## Video Activities



### Scoreboard!

⑥ Each team selects a captain and a pitcher. The pitcher “pitches” or asks the questions, while the captain keeps score. A coin toss is held to determine which team “throws out the first pitch.” Teams receive one point for each question answered correctly. Three questions missed and the team is out for the round. The team with the most questions answered correctly wins.

⑦ The teacher is the umpire and final authority.

Sample Scoring  
Matrix:

Topic	Question #1	Question #2	Question #3	Question #4
Baseball				
Basketball				
Olympics				
Presidential Administrations				
Total Score				

#### Sample Questions for Presidential Administrations

- Who was the President in 1975 when Major League baseball wanted to send teams to Cuba?
- Which President cancelled participation by U.S. Olympians in the 1980 Moscow games?
- Which presidential adviser advocated “ping-pong” diplomacy?
- Under which presidential administration did a wrestling team visit Iran?

# Video Activities

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## Rounding the Bases

Standard: II. Time, Continuity, and Change  
VI. Power, Authority, and Governance  
IX. Global Connections

Grade Level: 7–12

Objectives: The student will:

- Use prior knowledge to identify individuals, geographic locations, time periods, and other general information on specific diplomatic events;
- Explore relationships between diplomatic events;
- Use research skills in preparing class presentations; and
- Use presentation skills in reporting to the class.

Time: 1–2 class periods

Materials: Newsprint  
Color markers

Procedures:

- ① Select from the list below or any of the glossary topics to be researched and discussed.
- ② Write the topic across the top of a sheet of newsprint. Down the side of the newsprint write the words: WHO, WHAT, WHERE, WHEN.
- ③ Divide students into groups. Give each team a different color marker; no color should be duplicated. Each group will select a topic from those on the newsprint pages.
- ④ Give each group approximately 3 minutes to brainstorm what they know about the topic they have chosen.
- ⑤ Each group should write as much information as as they know about their topic on the newsprint. After the groups have been given time to write down their information, hang the newsprint pages around the room.

## Video Activities

### Rounding the Bases

- ⑥ Rotate groups to each page. Groups should read the information written by previous groups and decide if they agree with what has been written. If the team agrees with what has been written, they indicate agreement by making a check mark with their color marker.
- ⑦ If there is disagreement with the answers of previous teams, a new answer should be written on the newsprint in the group's chosen color marker.
- ⑧ Once groups have had time to confer on each topic, students will take their initial topic sheet back to their group.
- ⑨ Groups will then research the relationship of the selected topic to sports and diplomacy. Each group will report back to the class. ✱

#### Olympic Games

1936 Berlin Olympics  
 1972 Munich Olympics  
 1980 Moscow Olympics  
 1984 Los Angeles Olympics

#### Ping-Pong Diplomacy

##### U.S. exports sport

Basketball  
 Baseball

President Richard Nixon  
 People's Republic of China  
 Leonid Brezhnev  
 President Jimmy Carter  
 Harlem Globetrotters  
 Jesse Owens  
 Arthur Ashe  
 Soccer War

(Other items may be selected from  
 the glossary or video)

# Video Activities

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## Olympic Geography

### Note:

The first recorded Olympic games were held in Greece in 776 B.C.E. and continued until 394 C.E. Heralds traveled to the Greek city states in order to announce a truce in hostilities so that athletes and spectators could travel safely to and from the games.

The Olympics were revived in the late 1890s, when Baron Pierre de Coubertin of France organized the games to promote friendship and peaceful competition among nations. With the exception of a temporary halt during World War I and again during World War II, the Olympics have been held continuously every 4 years. During most of that time, there have been separate summer and winter Olympic games.

The modern Olympics brings to the host country not only thousands of athletes and hundreds of thousands of spectators but also extensive attention through the world's media. Consequently, the chance to host the Olympic games leads to a highly competitive process.

Standard: III. People, Places, and Environments  
V. Individuals, Groups, and Institutions  
VII. Production, Distribution, and Consumption

Grade Level: 7–12

Objectives: The student will:

- Apply general map skills to locate cities and countries;
- Build upon prior knowledge to understand global connections; and
- Utilize critical thinking skills in forming opinions.

Time: 1–2 class periods

Materials: Black line map of the world  
“Olympic Sites and Dates” (in this booklet)  
Access to internet for official Olympic website: <http://www.olympic.org>

### Procedures:

- ① Distribute copies of the outline map of the world to students.
- ② Have the students label the countries that have hosted the Olympic games.
- ③ Students should note the name of the country, the city where the Olympics were centered, and the year the Olympics were held.
- ④ The following can be done either as a class activity and discussion or as an individual writing assignment.

Note: *This assignment can be used with only the summer Olympic sites, only the winter Olympic sites, or all of the Olympic sites.*

## Video Activities



### Olympic Geography

- Ⓐ Based only on geography, are there patterns regarding which cities and countries have hosted the Olympic games and which ones have not? If so, describe this pattern.
- Ⓑ Using your knowledge of history and historical events, does there appear to be a pattern regarding when certain countries have hosted the Olympic games?
- Ⓒ Have the Olympic games been held in all regions or continents of the world? If not, which regions or continents have not hosted the Olympics? What are some reasons that these regions or continents have not hosted the Olympic games?

### Extension Activities

- ① Are there any similarities or characteristics among the cities and countries who have hosted the summer Olympics? The winter Olympics? If so, describe those characteristics.
- ② The following questions can be used for further research on the selection of sites for the Olympic games.
  - Ⓐ How do cities and countries compete to be an Olympic site?
  - Ⓑ Who decides which country will host the Olympic games?
  - Ⓒ How is this decision made?
- ③ Sites have been selected for the summer Olympics in 2008 and 2012, and for the winter Olympics in 2006 and 2010.
  - Ⓐ What cities were being considered to host each of these games?
  - Ⓑ Which cities were selected to host each of these games?
  - Ⓒ Were there any controversies involving the selection of any of these cities? If so, describe the controversy.
- ④ Many countries and major cities around the world have not hosted the Olympic games.
  - Ⓐ In your opinion, are there countries or cities which should be selected in the future to host either the summer or winter Olympics?
  - Ⓑ Identify those countries or cities and explain why you believe they should be selected.
  - Ⓒ Provide evidence to support your explanation.
- ⑤ Do you believe that international politics or world events may have played a role in the selection of an Olympic site?
  - Ⓐ If so, identify the selection of a particular city, and explain what may have influenced its selection.
  - Ⓑ Use historical evidence to support your explanation.

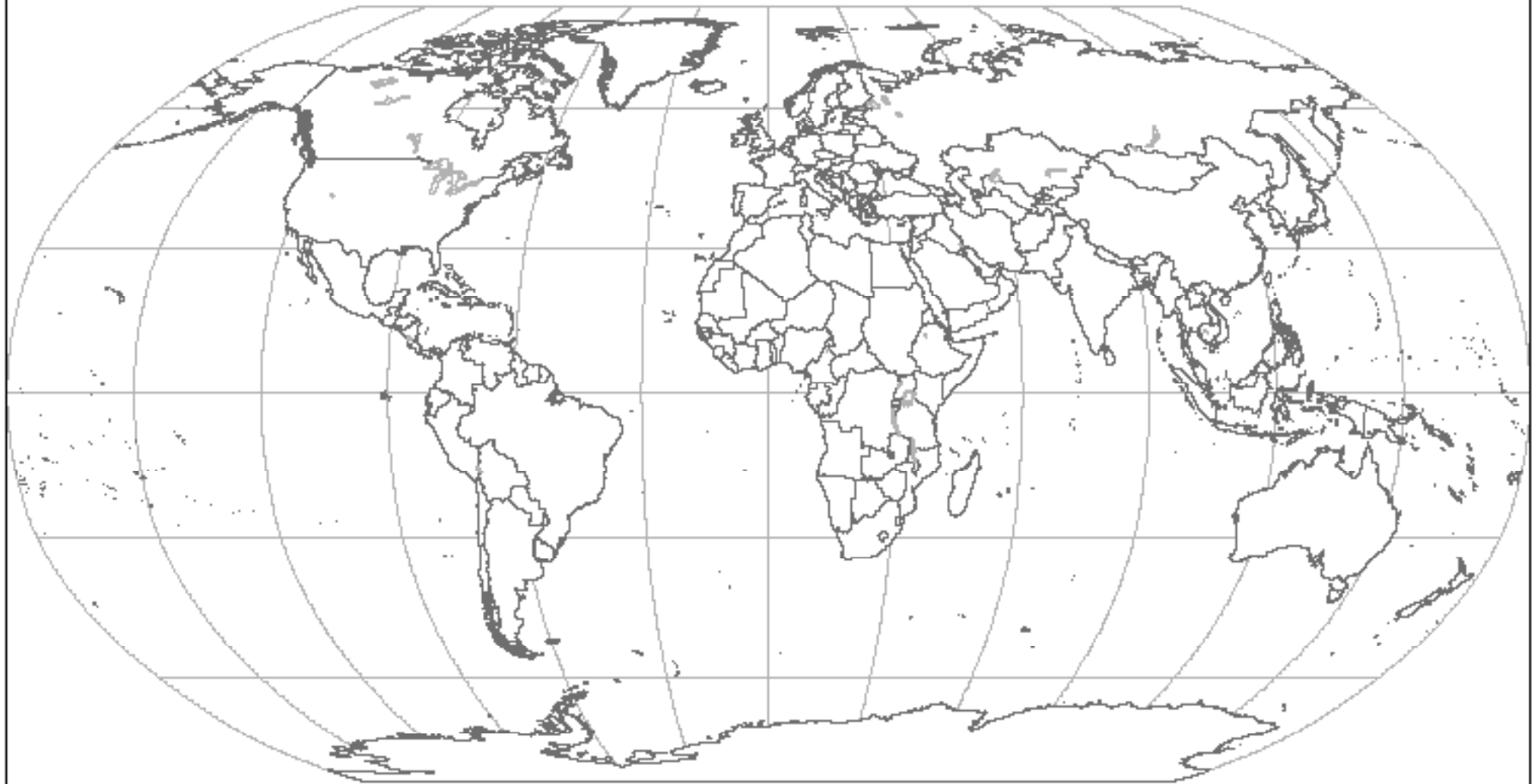


## Video Activities

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### Olympic Geography



Boundary representation is not necessarily authoritative.

# Video Activities

## The Anatomy of a Baseball

- Standard:** III. People, Places, and Environments  
VII. Production, Distribution, and Consumption  
IX. Global Connections
- Grade Level:** 7–12
- Objectives:** The student will:
- Identify countries that produce the raw materials needed to manufacture sports equipment;
  - Identify locations around the world where sports equipment is manufactured;
  - Organize and analyze this information;
  - Draw conclusions about the relationship of sports and international trade; and
  - Discuss the importance of international trade to U.S. sports and recreation.
- Time:** 1–2 class periods
- Materials:** Tables and diagrams included with this lesson  
Websites for professional sports and sporting goods manufacturers  
Encyclopedia, geography textbook, or websites with data about raw materials  
Central Intelligence Agency: *The World Factbook*  
 <http://www.cia.gov/cia/publications/factbook/index.html>
- Procedures:** This lesson is described as an activity for small groups. However, teachers may designate these activities to individual students as a research and writing assignment or for oral classroom reports or discussions.

- ① Divide the students into several small groups.
- ② Provide each student with the “Components of a Baseball” table and the “Anatomy of a Baseball” diagram.
- ③ Assign one or two baseball components to each group, and have them identify:
  - ✓ Countries that are possible sources for each raw material;
  - ✓ Countries that are possible locations for processing the raw materials into the finished product.
- ④ Assign “baseball assembly” to one group and have this group identify the countries that “manufacture” or assemble baseballs from the components.
- ⑤ After the groups have gathered their information, have each group prepare a written report and share its information with the class in an oral report.
- ⑥ Once all of the groups have shared their information with the class, have each group discuss the findings and answer the following questions.

**Note:** *The group should write its answers to these questions, in preparation for a class discussion.*

..... Sports and Diplomacy in the Global Arena

## Video Activities

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### The Anatomy of a Baseball

- a Can raw materials for all of the components of a baseball be found in the United States? If not, how many countries might be needed to supply the raw materials?
  - b Based on findings about the raw materials, are the baseballs used by the major league teams in the United States *domestic* or *international* products? Explain the answer.
  - c How important is international trade to U.S. professional and amateur baseball?
- 7 Have each group share its answers with the class, and then discuss the following questions:
  - a Is there general agreement among the groups on their answers to question 6a? If not, why not?
  - b Is there general agreement among the groups on their answers to question 6b? If not, why not?
  - c Is international trade important to baseball in the United States? If so, in what way is it important?
  - d What would be the impact on baseball in the United States if a natural disaster occurs or there is an interruption in trade in certain parts of the world?
  - e Based on the information obtained about the manufacture of a baseball, could the same be true for equipment used in other sports?

### Extension Activities

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- 1 Select one or more sport(s) played in the United States by professional, collegiate, or amateur athletes.
  - a Identify the equipment used to play each sport and select one or two items to investigate;
  - b Describe the raw materials needed to make each;
  - c Research the possible origins of these raw materials and locations where the products are manufactured;
  - d Analyze the information and compare it to the information about baseballs;
  - e Draw conclusions about the importance of international trade to sports. Support answers with examples from other sports. This can be either a written assignment or a class oral assignment.
- 2 Assume the cost of a baseball is \$12.99. Have students estimate the cost of each component of the baseball. To accomplish this, have students research the retail cost of the components at local stores. Remind students that the baseball also includes costs for manufacturing, shipping, marketing, and corporate profit. ✱

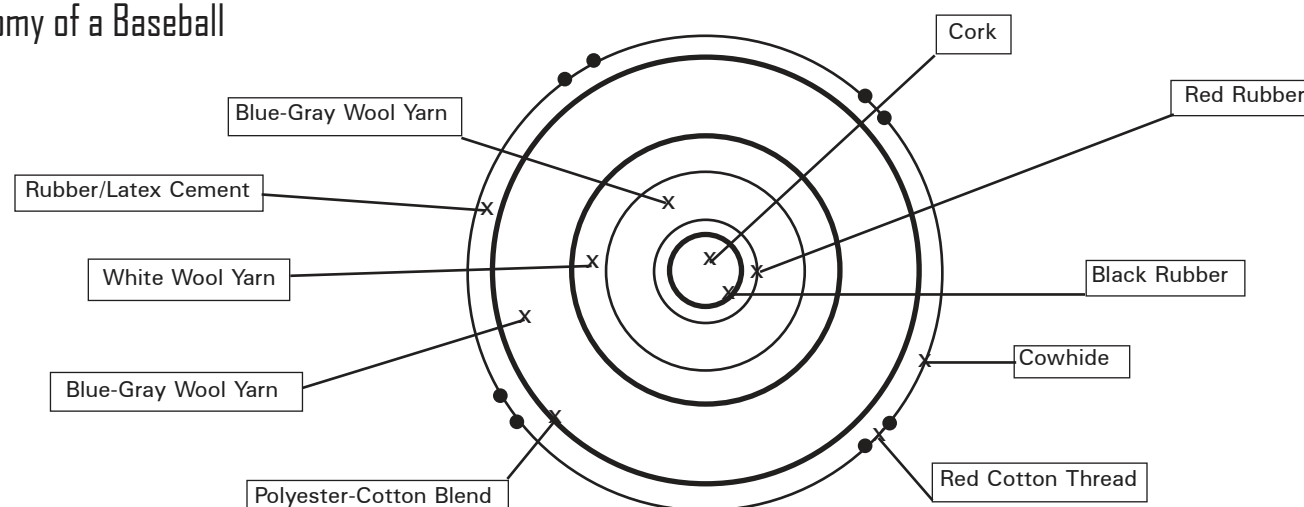
## Components of a Baseball

 The Anatomy of a Baseball

Material	Specifications	Origin
Cork	Prescribed weight (0.5 oz) and diameter (2.86 to 2.94 inches)	
Rubber	Two thin rubber layers—one black, one red—weighing a total of $\frac{7}{8}$ oz.	
Wool Yarn	<b>1st wrap:</b> 121 yards of 4-ply blue-gray wool yarn <b>2nd wrap:</b> 45 yards of 3-ply white wool yarn <b>3rd wrap:</b> 53 yards of 3-ply blue-gray wool yarn	
Polyester-Cotton Blend	<b>4th wrap:</b> 150 yards of fine white polyester-cotton blend yarn	
Rubber Cement	“Center” is coated with rubber cement before the cover is put on	
Cowhide	Two pieces of elongated figure-eight-shaped white cowhide cover	
Cotton	216 raised stiches, using 88 inches of red cotton thread	

Use this chart to identify either actual or possible sources of the raw materials for each layer of a Major League baseball.  
Source: “What’s That Stuff?”, Chemical and Engineering News, March 29, 1999, Vol. 77, No. 13

## Anatomy of a Baseball



# Video Activities

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## The International Cost of Sports

In recent decades, sports have had a significant impact on national economies and international business relations. Sports competitions and sports equipment manufacturing have become big business. An extensive sports equipment industry has arisen to supply both amateur and professional teams and meet the demand for sports apparel from an ever-growing number of fans around the world. This lesson addresses the impact of the sports manufacturing industry on economics, international relations, and people in developing countries.

Standard:	I. Culture III. People, Places, and Environments VII. Production, Distribution, and Consumption VIII. Science, Technology, and Society IX. Global Connections
Grade Level:	7–12
Objectives:	The student will: <ul style="list-style-type: none"> <li>● Use print and electronic resources to conduct research;</li> <li>● Develop and apply research skills to locate, gather, and organize information;</li> <li>● Analyze information and draw conclusions about the data gathered;</li> <li>● Identify the potential consequences the international sports industry can have on poor countries and their people; and</li> <li>● Recognize the need for cooperation between governments and businesses to achieve change.</li> </ul>
Time:	2–4 class periods
Materials:	World map News, sports, and business magazines or websites Almanac or encyclopedia Central Intelligence Agency: <i>The World Factbook</i> <a href="http://www.cia.gov/cia/publications/factbook/index.html">http://www.cia.gov/cia/publications/factbook/index.html</a> U.S. Department of Labor <a href="http://www.dol.gov">http://www.dol.gov</a> International Labor Organization <a href="http://www.ilo.org">http://www.ilo.org</a> International Labor Organization, Washington, DC office <a href="http://www.us.ilo.org">http://www.us.ilo.org</a> Geography textbook or websites with information about raw materials
Procedures:	This lesson is described as an activity for small groups. However, teachers may designate these activities to individual students as a research and writing assignment or for oral classroom reports or discussions.

## Video Activities



### The International Cost of Sports

- ① Make a list of the major manufacturers of sports equipment and apparel.

*Note: This can be done by the teacher prior to the lesson or students can create the list as a small group or class activity.*

- ② Divide students into small groups and assign one type of sports equipment or sports apparel manufacturer to each group.

- ③ For the companies assigned to them, each group should identify and record the following information:

- Ⓐ The city and country where the company's headquarters is located;
- Ⓑ The type of products produced by the company;
- Ⓒ The source by country of raw materials needed to manufacture those products;
- Ⓓ The cities and/or countries where the company manufactures its products; and
- Ⓔ The countries that are the largest consumers of the company's products.

*Note: The information can be recorded on a chart created for this purpose or on a map of the world.*

- ④ Each group should review the information gathered, create a chart with four columns, and enter the following information on the chart:

- Ⓐ List the countries that produce the raw materials or manufactured goods in Column **One**;
- Ⓑ List the country where company headquarters is located and the countries that are the largest consumers of their products in Column **Three**;
- Ⓒ Describe the wealth of the countries in these two lists by using the per capita income of their citizens, and enter this information—for each country—in Columns **Two** and **Four**;
- Ⓓ Identify the similarities or differences in wealth for the countries in Column **One** and then for the countries in Column **Three**;
- Ⓔ Compare the wealth of the countries in Column **One** with the countries in Column **Three**; and
- Ⓕ Draw conclusions from the comparison of the statistics in the two columns.

## Video Activities

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### The International Cost of Sports

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- ⑤ Each group should share its information and conclusions with the class, and then discuss the following questions:
  - Ⓐ What does this information suggest about the cost of labor involved in the production of these products?
  - Ⓑ What would cause companies to produce their products in the countries they have chosen?
  - Ⓒ Could the labor costs and per capita income in countries that produce the products lead to problems or abuses? If so, what might they be?
  - Ⓓ What could be the cost differential of the product if it were produced in the country where the company's headquarters is located or a country that is a large consumer of the product?
  - Ⓔ What could be done to improve the income of people in countries that produce sports products?

### Extension Activities

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- ① In February 1997, more than 50 sports equipment companies signed the "Atlanta Agreement," which brought a voluntary end to the use of child workers in the manufacture of soccer balls. These companies included Reebok, Nike, Umbro, and Adidas. Research this agreement and answer the following questions:
  - Ⓐ What is the importance of Pakistan in this issue?
  - Ⓑ Describe the conditions of the child workers and compare what they were paid to the retail cost of a soccer ball.
  - Ⓒ What events brought about this agreement?
  - Ⓓ In addition to sports equipment manufacturers, were other groups or individuals instrumental in bringing about this agreement? If so, identify them and describe their role.
  - Ⓔ How is this agreement enforced?
- ② Determine if there are other agreements governing child labor in the manufacture of sports equipment or apparel, similar to that involving soccer ball manufacturing. For each of the agreements, provide the following information:
  - Ⓐ Describe those agreements and how they came

## Video Activities



### The International Cost of Sports

- ⑥ about.
  - Identify the International Labor Organization (ILO), and describe its role in reducing child labor in less-developed countries, especially child workers in the sports equipment and apparel industry.
  - Identify the World Federation of the Sporting Goods Industry (WFSGI), and describe what positions or actions it has taken to reduce the use of child labor by its member companies.

⑥

Consumer labeling has been one means for promoting and enforcing agreements to reduce or eliminate child labor in the sports equipment and apparel industry.

- ⑥
  - a Have students visit stores that sell sports equipment or apparel or visit internet sites that sell those items.
  - b Ask students to find products with labels indentifying them as having been made **without** child labor and items without such labels.
  - c Have students make two charts to report the information gathered.
 

*One chart should include:*

    - ✓ A brief description of each item made without child labor;
    - ✓ The manufacturer of each item; and
    - ✓ The country where it was made or assembled.

*The other chart should include:*

    - ✓ A brief description of each item without a “non-child labor” label;
    - ✓ The name of the manufacturer of each item; and
    - ✓ The name of the country where it was made or assembled.

⑦

Using the information gathered in stores or on the internet, have the students answer the following questions:

- ⑦
  - a What conclusions can be drawn about the items and companies that were identified as child labor free?
  - b What conclusions can be drawn about the items that had **no** labeling regarding child labor?
  - c Given what was learned about child labor and manufacturing of sports equipment and apparel, what impact could that have on a consumer’s decision to purchase sports equipment or apparel?

*Note: This can either be a written assignment, a class report and discussion, or a combination of both. ✱*



# Video Activities

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## To Go or Not to Go: Olympics and Controversies

### Note:

Historically, some Olympic games have been surrounded by controversy. This has been true whether the controversy occurred before, during, or after the games or whether it concerned athletes, governments, coaches, accommodations, medal counts, or terrorism. Controversy has existed almost since the beginning of the modern games. In the 1936 Berlin Olympics, the 1980 Moscow Olympics, and the 1984 Los Angeles Olympics, the controversy hinged on whether or not all countries would participate in the games or whether some countries would boycott them for political reasons.

Standard: II. Time, Continuity, and Change  
VI. Power, Authority, and Governance  
X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Explore the history of the summer Olympic games: 1936, 1980, 1984;
- Evaluate political situations relevant to the games in 1936, 1980, 1984; and
- Analyze participation in Olympics based on political, social, and economic standards held by governments, athletes, and the world community

Time: 1–2 class periods

Materials: Background information on the summer Olympics of 1936 (Berlin), 1980 (Moscow), and 1984 (Los Angeles).

Note: *For general background see the lesson, “Diplomatic Case Studies”*

Chart: “To Go or Not to Go: Olympics and Controversies”

### Procedures:

- 1 Provide students with background information on or have students research the controversies surrounding the 1936 Berlin Olympics, the 1980 Moscow Olympics, and the 1984 Los Angeles Olympics.
- 2 Distribute the chart, “To Go or Not to Go: Olympic Controversies,” and have students complete using the background information or research.
- 3 Discuss information gathered in the chart.

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## Video Activities

### To Go or Not to Go: Olympics and Controversies

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- ④ Divide the class into three groups and assign each group one of the following:
- Ⓐ Reasons for and against U.S. participation in the 1936 Olympics.
  - Ⓑ Reasons for and against U.S. participation in the 1980 Olympics.
  - Ⓒ Reasons for and against the Soviet Union's participation in the 1984 Olympics.

Each group should further divide into two groups, one group for participation and one group against. Groups should prepare to debate their assigned viewpoint. Students could assume the roles of government officials, Olympic Committee members, athletes, and reporters during the debates.

- ⑤ Debrief the debates with a discussion of the question, "Should politics be considered in regard to participation in the Olympics?"

### Extension Activities

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- ① Discuss the use and effectiveness of a boycott as a diplomatic tool.
- ② Provide students with the prompt:
- "Politics should be considered when a country considers participating in a sporting event."
- Assign as a written essay.
- ③ Beijing, China, was chosen to host the 2008 summer Olympic games. China's selection has been criticized by some. What issues have generated this criticism? Should the U.S. boycott the Beijing games? Write a letter to a newspaper editor, the United States Olympic Committee, or the President of the United States, expressing your opinion.
- ✱

## Video Activities

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⌚ To Go or Not to Go: Olympics and Controversies

### Summer Olympics

Year	Site	Reasons for Controversy	Key Protesting Nations	Decisions Made by Protesting Nations	Effects of Decisions
1936					
1980					
1984					

# Video Activities



## Béisbol Diplomacy

Standard: II. Time, Continuity, and Change  
VI. Power, Authority, and Governance  
IX. Global Connections  
X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Interpret President Richard Nixon’s foreign policy objectives regarding Cuba;
- Participate in a foreign policy decision-making activity involving United States and Cuban Government officials;
- Assess the implications of the geographic locations of Cuba and the United States; and
- Determine if sports diplomacy is an effective diplomatic tool.

Time: 1–2 class periods

Materials: Handouts of primary documents and the “Profiles of Decision Makers”

Procedures:

- ① Locate Cuba and the United States on a map. Analyze the geographic proximity of the two countries in relation to foreign policy decision-making. Correlate discussion with the Cold War era.
- ② Discuss the historical framework of the Cold War, emphasizing the relationship between the United States and Cuba.
- ③ Introduce the question, “Should the United States play baseball in Cuba in 1975?” Explain that some members of the Nixon administration saw Major League Baseball teams playing in Cuba as a strategic diplomatic maneuver. Additional information for this topic is available in the primary documents provided on the suggested website.
- ④ Distribute copies of the “Profiles of Decision Makers” to all students to read in class or as homework prior to beginning the activity.
- ⑤ Assign students the role of portraying the following individuals:
  - Bowie Kuhn**, Commissioner of Baseball
  - Henry Kissinger**, U.S. Secretary of State
  - William D. Rogers**, Assistant Secretary of State
  - Richard Nixon**, President of the United States
  - Fidel Castro**, President of Cuba

To involve more students in the activity, assign some as advisers to each of the key players and/or assign students to take on the role of sports writers and commentators to cover this story.
- ⑥ Distribute copies of selected communiqués among Kissinger, Rog-

## Video Activities

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### Béisbol Diplomacy

ers, and Kuhn in 1975.

*Note: All communiqués among these individuals are available on the National Security Archive's website at George Washington University, <http://www.gwu.edu/~nsarchiv/NSAEBB>. After logging on to this site, click Subject Area—Latin America and scroll down to "Beisbol Diplomacy with Cuba." Included are an overall introduction to the documents and summaries of each document. The teacher may access the site and/or students may use it as a more complete resource.*

- ⑦ Have students determine from the letters and documents the proposals that Kuhn and Rogers made.
- ⑧ Based on the background information and communiqués, students role-playing the diplomats should present their ideas to the class. Each should explain his involvement and opinion about the issue of sending U.S. players to Cuba in 1975. Sports writers or commentators should be prepared to ask questions concerning the proposals and ideas of each of the key players. Advisers should be prepared to help answer these questions.
- ⑨ Based on the historical information, Castro should express his opinion on receiving the U.S. players in Cuba.
- ⑩ After the presentations, the remaining students should be allowed to question the officials about their decisions.
- ⑪ All students should discuss the issue and express their opinions for or against sending U.S. players to Cuba.
- ⑫ Tell the class about the decision made in 1975.
- ⑬ Not much is known about the reaction of Castro to the decision (although some reference is made in the documents). The student role-playing Castro should be allowed to "historically improvise" a reaction by Castro.
- ⑭ Have class vote to support or oppose the decision made in 1975.

### Extension Activities

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- ① Have students research and update the diplomatic relationship (or lack of it) between the United States and Cuba.
- ② Research the exhibition games played between the Baltimore Orioles and Cuba's national baseball team in Havana and Baltimore in 1999. Discuss the pros and cons of baseball diplomacy today.

## Video Activities



### Béisbol Diplomacy

- ③ Assess the involvement of Cuban baseball players in Major League Baseball today. How are these players able to play for the United States?
- ④ Compare and contrast the path of Yao Ming to the National Basketball Association with the path of a Cuban baseball player to Major League Baseball. ✱

### Profiles of Decision Makers

**Bowie Kuhn** was the Commissioner of Major League Baseball from 1969 to 1984. Prior to this, he served for almost 20 years as legal counsel for Major League Baseball. During his tenure as Commissioner, baseball attendance increased from 23 million in 1968 to 45.5 million in 1983. However, he had to deal with labor strikes, the creation of the Players Union, unhappy owners, and the suspension of several players for drug involvement.

**William D. Rogers** served as U.S. Assistant Secretary of State for Inter-American Affairs from October 1974 to June 1976. During the Administration of Gerald R. Ford, Rogers was the Undersecretary of State for Economic Affairs (1976–1977) under Secretary of State Henry Kissinger.

**Henry Kissinger** was Secretary of State from 1973 to 1977, during the Nixon and Ford administrations. Born in Germany, Kissinger also served as Richard Nixon's National Security Adviser from 1969 to 1975. He won the 1973 Nobel Peace Prize for his negotiations to end the Vietnam war. During his tenure in these offices, Kissinger was also involved in the development of the policy of détente, strategic arms reduction, and the “opening” of relations with the People's Republic of China.

**Richard Nixon** was the 37<sup>th</sup> President of the United States (1969–1974) and the only President to resign from office (because of the Watergate scandal). President Nixon was responsible for the end of U.S. involvement in the Vietnam War. He improved relations with the Soviet Union and the People's Republic of China and visited both nations. Foreign policy highlights of his administration included agreements on arms limitations, trade agreements, and the creation of a joint space mission with the Soviet Union in 1975.

**Fidel Castro** is the current President of Cuba. He gained control of Cuba in 1959, with the defeat of Fulgencio Batista, and relations with the U.S. declined after Castro aligned with the Communist Party. In 1960, the Cuban Government took over U.S. oil refineries in Cuba and eventually seized all U.S. businesses. The U.S. stopped buying Cuban sugar and broke diplomatic relations, which still have not been restored today. President John F. Kennedy authorized the unsuccessful Bay of Pigs Invasion in 1961. The Cuban missile crisis further strained relations in 1962. Today, Cuba suffers severe economic difficulties, and was especially hard hit in the 1990s when the breakup of the Soviet Union severed Cuba's main source of financial support. ✱

# Video Activities

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## Government and Sports

Sports are far more than just a recreational pastime. During the 20<sup>th</sup> century, both amateur and professional sports took on an international dimension, with athletes and teams crossing national boundaries to compete. At times, sports competition has even become an instrument of diplomacy. The relationship of national governments with athletes, sports teams, and sports organizations is much different today than it was 100 years ago. This lesson focuses on the relationship between the United States Government and sports.

Standard: V. Individuals, Groups, and Institutions  
 VI. Power, Authority, and Governance  
 IX. Global Connections  
 X. Civic Ideals and Practices

Grade Level: 7–12

Objectives: The student will:

- Use U.S. Government internet resources to conduct research;
- Identify sections of the U.S. Constitution that provide for a relationship between the Federal Government and sports teams, athletes, and sports organizations;
- Identify branches, departments, or agencies of the Federal Government that have a relationship with, or authority over, sports teams, athletes, and sports organizations;
- Describe the roles of elected and appointed officials and their relationships with sports teams, athletes, and sports organizations; and
- Describe the relationship of the Federal Government and sports through both historical and contemporary events.

Time: 1–3 class periods

Materials: U.S. Constitution  
 [http://www.senate.gov/civics/constitution\\_item/constitution.htm](http://www.senate.gov/civics/constitution_item/constitution.htm)  
 The U.S. Government's Official Web Portal  
 <http://www.firstgov.gov>  
 The White House  
 <http://www.whitehouse.gov>  
 U.S. Senate (see "Committees")  
 <http://www.senate.gov/>  
 U.S. Senate Virtual Desk Reference  
 [http://www.senate.gov/pagelayout/reference/b\\_three\\_sections\\_with\\_tasers/virtual.htm](http://www.senate.gov/pagelayout/reference/b_three_sections_with_tasers/virtual.htm)  
 U.S. House of Representatives (see "Committees")  
 <http://www.house.gov/>  
 U.S. House of Representatives Search  
 <http://www.house.gov/house/searchall.shtml>  
 U.S. history or U.S. government textbook  
 Daily newspaper, weekly news magazines, and TV and radio news programs

## Video Activities



### Government and Sports

**Procedures:** Teachers may assign these activities to either individual students or small groups. The activities can also be writing assignments, oral classroom reports or discussions, or a combination of these formats.

- ① Have students review Articles I, II, and III of the U.S. Constitution and identify responsibilities related to promoting or regulating the **business** and **international** aspects of sports teams, sports organizations, and athletic competition.
  - a Identify Executive Branch responsibilities;
  - b Identify Legislative Branch responsibilities; and
  - c Identify Judicial Branch responsibilities.
- ② Have students review a list of departments and agencies in the President's Cabinet and Executive Office and a list of Congressional Committees for both the Senate and the House of Representatives.
  - a Identify the departments and agencies that assist the President with policies or issues that could relate to the business or international aspects of sports teams, sports organizations, or athletic competition, and describe the responsibilities of each of those departments or agencies.
  - b Identify House or Senate committees that have responsibilities for issues, laws, or policies that could relate to the business or international aspects of sports teams, sports organizations, or athletic competition, and describe the responsibilities of each of those committees.
- ③ Use the video and other resources to identify some examples of the President exercising his constitutional powers with regard to sports teams, athletes, or sports organizations.
- ④ Use the video and other resources to identify some examples of Congress (the House or the Senate) exercising its constitutional powers with regard to sports teams, sports organizations, or athletic competition.

### Extension Activities

- ① Have students review a list of departments and agencies in the President's Cabinet and Executive Office and a list of Congressional committees for both the Senate and the House of Representatives. (See Procedure #2, above.)
  - a Describe the responsibilities of the Executive Branch departments or agencies that relate to the business or international aspects of sports teams, sports organizations, or athletic competition.



## Video Activities

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### Government and Sports

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- ⓑ Describe the responsibilities of Congressional committees that relate to the business or international aspects of sports teams, sports organizations, or athletic competition.
- ② The United States participates in a number of international organizations, including some that deal with sports.
  - ⓐ Identify one of those international sports organizations;
  - ⓑ Describe the organization's purpose and its events and activities;
  - ⓒ Describe how the U.S. Government participates in the organization; and
  - ⓓ Describe how U.S. sports teams, athletes, or sports organizations participate in, and benefit from, participation in the events and activities of this international sports organization.
- ③ Select a historical event presented in the video that illustrates the relationship of one of the branches of the Federal Government to sports teams, sports organizations, or athletic competition, and compare it to a recent sports event or situation.
- ④ Identify and describe a contemporary event involving sports teams, athletes, or sports organizations that illustrated one of the branches of the Federal Government exercising its constitutional authority.
- ⑤ Identify a contemporary event that illustrates the use of sports as a tool of diplomacy or foreign policy, either by the United States or another country. Answer the following questions about the example:
  - ⓐ What was the event, which countries participated, and which sports teams took part in the event?
  - ⓑ What was the government trying to achieve in this case?
  - ⓒ How was the event, team, or athlete used to promote the diplomacy or foreign policy goal?
  - ⓓ How well did the United States achieve its goal in this case?

## Video Activities



### Government and Sports

- ⑥ Identify an organization in a state or local community that is involved with promoting relations with another nation through sports.
  - Ⓐ Interview representatives of the organization about its goals and achievements;
  - Ⓑ Determine if the organization receives assistance from an agency of the U.S. Government and, if so, describe the assistance and how it occurs; and
  - Ⓒ Determine if the organization must follow certain procedures or restrictions imposed by an agency of the U.S. Government and, if so, describe those procedures or restrictions.
  
- ⑦ It is said that the “7<sup>th</sup> inning stretch” at a baseball game resulted from the actions of an elected official many decades ago. Identify the elected official, describe what occurred, and, to the extent possible, determine the truth of the legend. ✱

# Video Activities

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## The International Face of Sports

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- Standard:** I. Culture  
 III. People, Places, and Environment  
 VII. Production, Distribution, and Consumption  
 IX. Global Connections
- Grade Level:** 7–12
- Objectives:** The student will:
- Use print and electronic resources to conduct research;
  - Acquire information about sports teams and athletes;
  - Develop knowledge of political and cultural geography; and
  - Analyze information and draw conclusions based on that information.
- Time:** 2–3 class periods
- Materials:** Encyclopedia, almanac, and other reference books  
 Newspapers: sports and business sections  
 Weekly or monthly sports and news periodicals  
 World and regional maps  
 Websites for professional and amateur sports teams  
 Websites for sports news sources  
 Graphic organizers
- Procedures:** Teachers may assign these activities either to individuals or small groups. The activities also can be writing assignments, oral classroom reports or discussions, or a combination of these formats.

- ① Make a list of professional, amateur, and collegiate sports played in the United States. Include both “major” and “minor” sports played by both men and women.

*Note: This can be done by the teacher prior to the lesson, or students can be engaged in creating the list as a small group or class activity.*

- a) Once the list is complete, have students research the sports to identify the country or culture in which each sport originated.
- b) After the origin of each sport is identified, have students do one of the following:
  - ✓ Mark the original location of each sport on a world map; or
  - ✓ Make a chart listing each sport and country or culture of origin.

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## Video Activities

### The International Face of Sports

- ② Have students identify a sport and several professional, amateur, or collegiate teams that play the sport. Using print or website resources, have students identify the team players who were born outside of the United States.

*Note: Whether this is done as an individual assignment or small group activity, the teacher should make sure that there is a wide variety of sports and teams represented.*

- Ⓐ Have students make a chart or web graphic organizer that identifies the sports team(s), the foreign-born athletes on the sports teams, and the home countries of those players.
- Ⓑ After students have gathered and presented the information about foreign-born athletes competing on sports teams in the United States, have them answer the following questions:
  - ✓ Which sports appear to attract the most foreign-born athletes?
  - ✓ Do the foreign-born athletes appear to come from certain countries or regions of the world? If so, identify those countries or regions for each sport.
  - ✓ How does this compare to the information gathered about the origins and spread of sports? (See Procedure #1, above.)

### Extension Activities

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- ① Using the information gathered about the countries or cultures in which different sports originated, create a web graphic organizer that represents the spread of the sports around the world. (See Procedure #1, above.) Have students select a sport and research where that sport is played today. On a web graphic organizer, locate the original country or culture in the center and use the other web cells to identify the countries where the sport spread and is played today.

- ② Consider the information gathered about foreign-born athletes playing on U.S. sports teams. (See Procedure #2, above.) Have students research and present answers to the following questions.

*Note: In order to complete this task, students should consider doing research on individual foreign-born athletes; especially those playing on U.S. professional teams.*

## Video Activities

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### The International Face of Sports

- Ⓐ Why do athletes from other countries come to the United States to play on amateur, collegiate, or professional sports teams?
  - Ⓑ Are there economic, political, and/or social factors that attract foreign-born athletes to play on a U.S. sports team? If so, describe those factors.
  - Ⓒ How do foreign-born athletes benefit by playing on U.S. sports teams?
  - Ⓓ How do U.S. sports teams benefit from having foreign-born athletes play for them?
- ③ For many years, some American athletes have left the United States to compete on sports teams in other countries. Have students research and present answers to the following questions.
- Note: In order to accomplish this task, students should consider doing research on individual U.S. athletes who are playing, or who have played, in other countries; have students use both print and internet resources to investigate sports and teams in other countries.*
- Ⓐ In which sports do U.S. athletes compete on teams in other countries?
  - Ⓑ Which countries have sports teams that have U.S. athletes as players?
  - Ⓒ Why do some U.S. athletes go to other countries to compete in their sport?
  - Ⓓ Are there economic, political, and/or social factors that attract a U.S. athlete to play on a sports team in another country?
  - Ⓔ How do U.S. athletes benefit by playing on sports teams in other countries?
  - Ⓕ How do the sports teams of other countries benefit from having U.S. athletes play for them?

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## Video Activities

### Political Cartoons

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**Note:**

Political cartoons have considerable influence on public opinion. Not only are they a source of entertainment, they provide information as well. To understand a political cartoon, the reader must have some basic information about the situation at hand. Each political cartoon provides a unique insight into the cartoonist's point of view. The cartoonist's use of satire, irony, and caricature help frame the understanding of the subject.

- Standard:** II. Time, Continuity, and Change  
 III. People, Places, and Environments  
 IV. Individuals, Groups, and Institutions  
 VI. Power, Authority, and Government  
 IX. Global Connections
- Grade Level:** 9–12
- Objectives:** The student will:
- Analyze political cartoons for tone, purpose, and theme;
  - Link particular cartoons to specific historical events; and
  - Identify exaggeration, satire, irony, and caricature in political cartoons.
- Time:** 1–2 class periods
- Materials:** Transparencies or copies of each political cartoon and the appropriate questions.
- Procedures:** Study the cartoons carefully to answer the pertinent questions.

**Extension Activities:**

- 1 Students will select or be assigned two countries and will then research the changing relationship between the two. Based on this study, the students will trace the changing relationship by drawing a series of political cartoons. (For example: Iraq and the United States, Germany and the United States; North and South Korea.)
- 2 Students will select or be assigned a topic on which to draw a political cartoon suggesting their views. Students will present their cartoons to the class.
- 3 Students will select and collect cartoons from several different sources outside the United States. Students will then compare and contrast the various cartoons they have collected and present their findings to the class.
- 4 Students will keep a long-term compilation of cartoons on a specific event, policy, or situation.
- 5 Students will draw their own political cartoon and present it to the class.

## Video Activities

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### Political Cartoons

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①



Punch (London), 1901

### 1901 and 1971 Ping-Pong Diplomacy (cartoons 1 and 2)

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Where were these cartoons printed?

Describe the scene in each cartoon.

Which countries have the cartoonist represented in each cartoon?

How are these countries represented?

Explain the symbolism in these representations.

Does one cartoon appear to be more respectful than the other? Which one? Why?

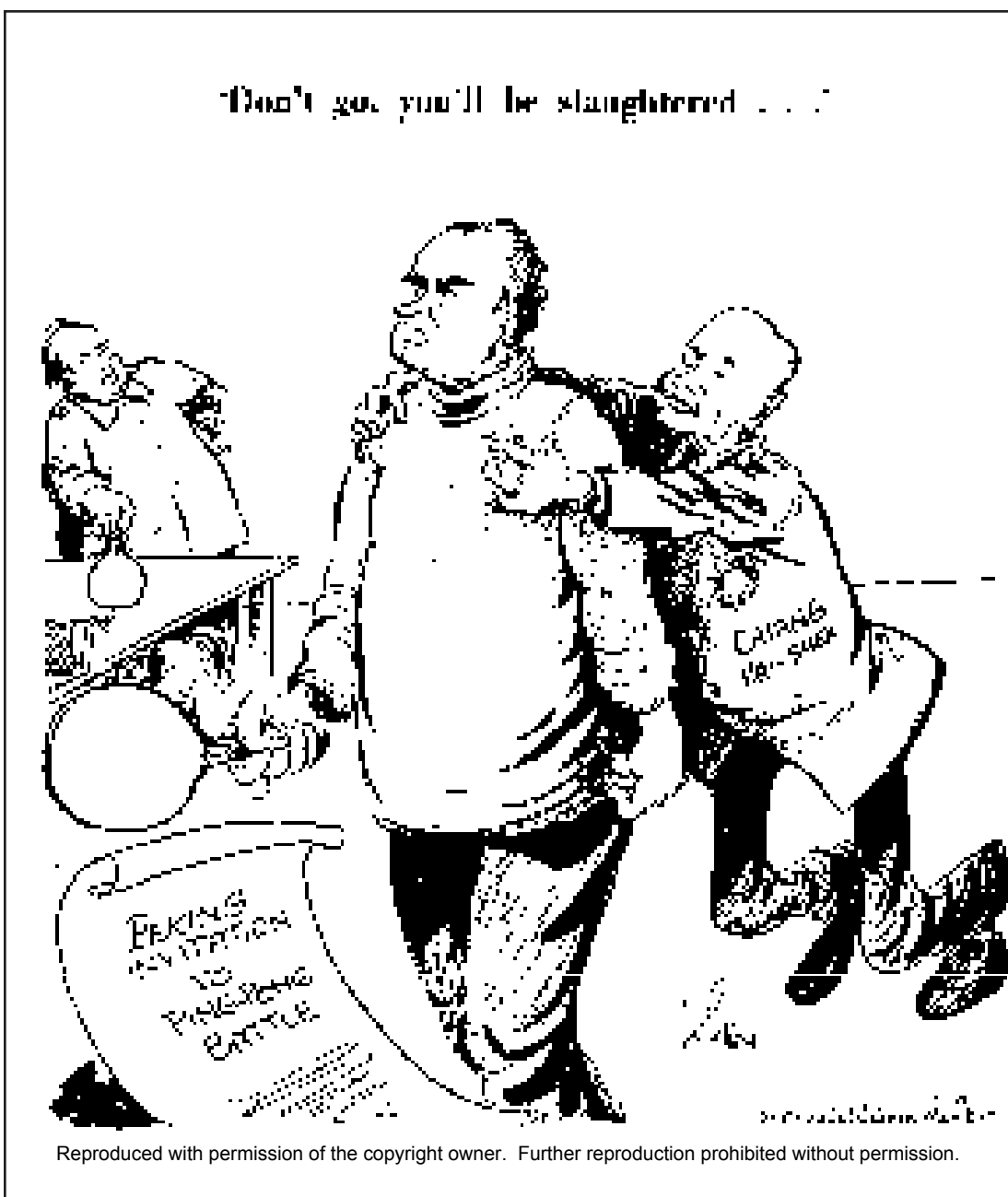
Discuss the elements of the cartoons that portray the changes in China in the 70 years between the cartoons.

Write a paragraph comparing these two cartoons.

## Video Activities

### Political Cartoons

2



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The Christian Science Monitor, April 8, 1971

..... Sports and Diplomacy in the Global Arena



## Video Activities

### Political Cartoons

3



The New York Times, May 24, 1936

#### 1936: For the Political Stamp Collectors (cartoon 3)

Where was this cartoon printed?

Describe the scene of each stamp.

Which country has the cartoonist represented?

How is this country represented?

What point do you think the cartoonist is trying to make?

Which specific images in this cartoon create this message?

What is the mood of this cartoon?

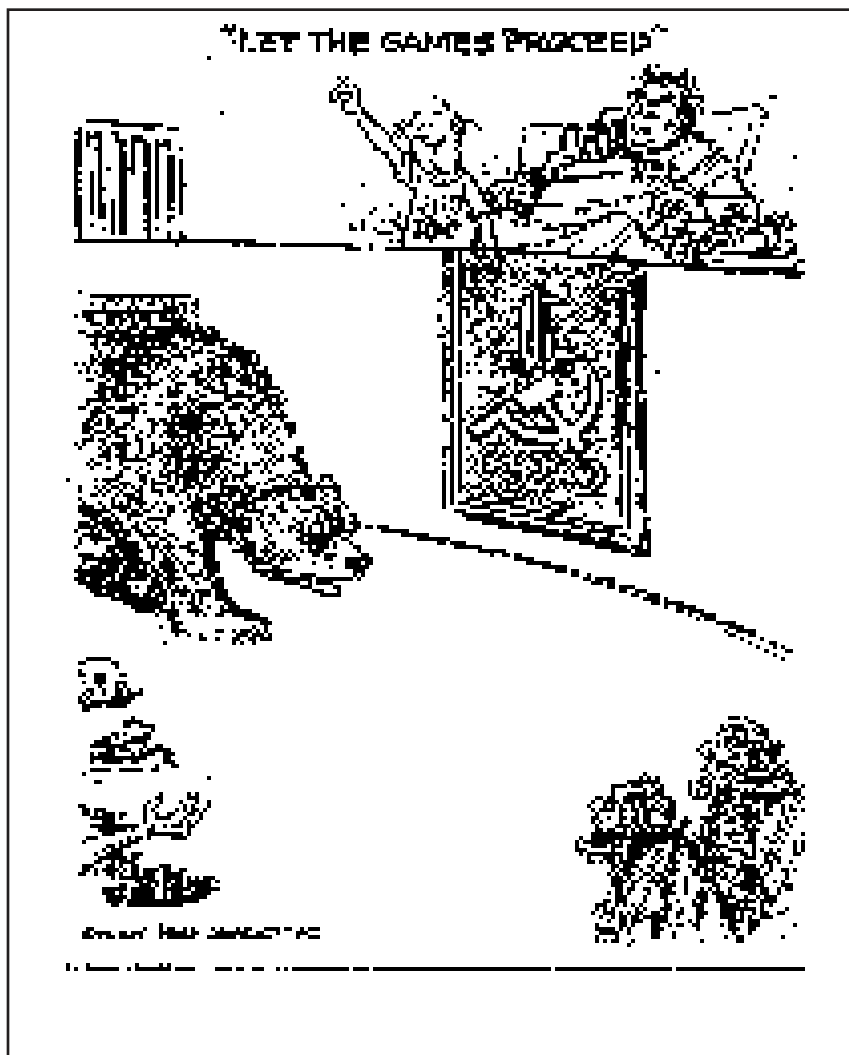
Does the cartoon reflect the mood of the time period?

Write a paragraph explaining why an English cartoonist is suggesting these specific stamps for Germany. Include in your answer specific historical details of the time period.

## Video Activities

### Political Cartoons

4



The Washington Post, February 14, 1980

#### 1980: Olympic Boycott (cartoons 4 and 5)

Where was this cartoon printed?

Describe the scene of each stamp.

Which countries has the cartoonist represented?

How are these countries represented?

What point do you think the cartoonist is trying to make?

Which specific images in this cartoon create this message?

What is the mood of this cartoon?

Does the cartoon reflect the mood of the time period?

..... Sports and Diplomacy in the Global Arena

## Video Activities

### Political Cartoons

5



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The Christian Science Monitor, January 7, 1980

Sports and Diplomacy in the Global Arena.....

# Video Activities



## Sports and Diplomacy: A Document-Based Question

- Standard:** II. Time, Continuity, and Change  
VI. Power, Authority, and Governance  
IX. Global Connections  
X. Civic Ideals and Practices
- Grade Level:** 9–12
- Objectives:** The student will:
- Analyze different methods and motives involved in the development of foreign policy; and
  - Assess primary documents
- Time:** Minimum 1 class period
- Materials:** Handouts of question and primary documents
- Procedures:** Use materials (Documents A–K) for a document-based question (DBQ) in Advanced Placement and other U.S. History or Civics classes. Prompt for students:
- “In the post-World War II global community, governments have used sports as effective diplomatic tools to bring about social, economic, and political change.”

### Extension Activities:

- 1 Divide documents among students. Research assigned documents to explain the historic event(s) associated with each source.
- 2 As a class, determine if sports is an effective diplomatic tool. Use documents to initiate discussion of events highlighted in the video. Have students provide more recent examples of sports interaction among nations. Have these events generated good will and/or controversy?
- 3 The teacher can collect more recent political cartoons or articles that address sports and political issues. Compare and contrast these events with those of the past using class discussion and/or writing assignment.

## Video Activities

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### Sports and Diplomacy: A Document-Based Question

#### U.S. History Document-Based Question

Integrate your interpretation of Documents A–K and your knowledge of the period referred to in the question to construct a coherent essay.

In the post-World War II global community, governments have used sports as effective diplomatic tools to bring about social, economic, and political change.

#### Document A

##### Source:

The Associated Press  
The Christian Science Monitor  
August 28, 1951



**Note:** In 1951, American track star Jesse Owens revisited Berlin, the scene of his 1936 Olympic triumph, and was honored by 75,000 fans during halftime of a Harlem Globetrotters exhibition basketball game. Owens, shown above with a young German fan, won four gold medals in the 1936 Olympics.

## Video Activities



### Sports and Diplomacy: A Document-Based Question

#### Document B

Source:  
 “Red China Wins Fight  
 To Compete In Olympics”  
 The Washington Post  
 July 18, 1952

“HELSINKI, July 17 (AP)—After heated debate, the ruling body of the Olympics threw open the doors today to teams from both Red and Nationalist China, but the Nationalists refused to accept the terms and decided on a boycott.

“At this late date, Red China can compete only in swimming. With Red China in, there will be 70 nations and 8000 athletes. The games open Saturday.

“The action of the International Olympic Committee overruled J. Sigfrid Edstrom, its president, who announced recently that neither Chinese faction could compete because of non-payment of dues.

“Gun Sun Hoh, who pleaded the case of Nationalist China before the committee, protested the “unlawful decision” and refused to let his team participate.

“... He even told the committee he feared one of its members, Tung Shou I had been arrested and probably killed in Communist China. He said he thought a cable sent to the committee and presumably signed by him was faked.”

#### Document C

Source:  
 Telegram from the U.S. Embassy  
 in Vientiane, Laos,  
 to the Department of State  
 May 2, 1958

“The five man AAU [Amateur Athletic Union] track team headed by Major Jesse Liscomb arrived on schedule in Vientiane on the morning of April 11, somewhat fatigued from travel and the very warm climate, but otherwise ready for the first part of a two-day program. . .

“In the afternoon of the 11th, a track clinic was held for the Lao athletes under the direction of the visiting American team. Special attention was given to each Lao trackster in running form and instruction in the finer points of the high jump and pole vault. Friendships between the athletes were established early.

“Eight events were scheduled for the late Saturday afternoon meet. . .two field events, the high jump and pole vault, and six running events. The field events, held in front of the overflow crowd in the stands, were applauded most loudly when heights never seen before by the Laos were cleared by the visiting Americans.

“In the running competition, the Lao were no real match for these well-trained American athletes; but they did show great improvement, considering that their first national track meet was held only a couple of months ago.

“Although the AAU team could have accomplished more in actual training if the schedule had permitted a longer stay, their presence here had a significant impact. Sports competition is well understood here, and therefore provides a fertile ground for reaching a common understanding that will promote lasting friendship. The manager, Major Liscomb, must be cited as one who displayed special tact... thus exemplifying the best qualities of a goodwill ambassador.”

..... Sports and Diplomacy in the Global Arena

## Video Activities

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### Sports and Diplomacy: A Document-Based Question

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Document D From the Sports Editor's Mailbox:

Source:  
Letter to the Editor  
New York Times  
February 8, 1970

*"The Arthur Ashe Case"*

" . . . The refusal of the South African Government to grant a visa to Arthur Ashe is a violation of one of the basic tenets of sports and should not be passed over. What is more disconcerting than the action itself is the lack of action on the part of Ashe's colleagues in the tennis world.

"South Africa must be taught that its policy of apartheid is unacceptable to the rest of the world. Perhaps the South Africans were afraid to let their people see that a black man is not necessarily inferior to a white man. This cannot be tolerated.

"Gary Player comes to the United States and makes \$100,000 on the golf tour. Yet America's top tennis player is not even allowed to enter South Africa. Action to counter this situation is imperative. The other players on the tennis tour should wash the green color of money from their eyes and boycott the South African tournaments. The American players owe it to Ashe to take some action; words are not enough.

"If they do decide to participate, perhaps a symbolic protest during the awards ceremonies can be effective.

"This action by South Africa should lead to its exclusion as a nation from international sports events. . ."

## Video Activities



### Sports and Diplomacy: A Document-Based Question

#### Document E

Source:

The Christian Science Monitor  
April 13, 1971



#### Document F

Source:

The Christian Science Monitor  
April 28, 1971



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## Video Activities

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### Sports and Diplomacy: A Document-Based Question

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#### Document G

##### Source:

State of the Union Address  
President Jimmy Carter  
January 23, 1980

“We superpowers also have the responsibility to exercise restraint in the use of our great military force. The integrity and independence of weaker nations must not be threatened. They must know that in our presence they are secure.

“But now the Soviet Union has taken a radical and an aggressive new step. It’s using its great military power against a relatively defenseless nation. The implications of the Soviet invasion of Afghanistan could pose the most serious threat to the peace since the Second World War.

“The vast majority of nations on Earth have condemned this latest Soviet attempt to extend its colonial domination of others and have demanded the immediate withdrawal of Soviet troops. The Moslem world is especially and justifiably outraged by this aggression against an Islamic people. No action of a world power has ever been so quickly and so overwhelmingly condemned. But verbal condemnation is not enough. The Soviet Union must pay a concrete price for their aggression.

“While this invasion continues, we and the other nations of the world cannot conduct business as usual with the Soviet Union. That’s why the United States has imposed stiff economic penalties on the Soviet Union. I will not issue any permits for Soviet ships to fish in the coastal waters of the United States. I’ve cut Soviet access to high-technology equipment and to agricultural products. I’ve limited other commerce with the Soviet Union, and I’ve asked our allies and friends to join with us in restraining their own trade with the Soviets and not to replace our own embargoed items. And I have notified the Olympic Committee that with Soviet invading forces in Afghanistan, neither the American people nor I will support sending an Olympic team to Moscow.

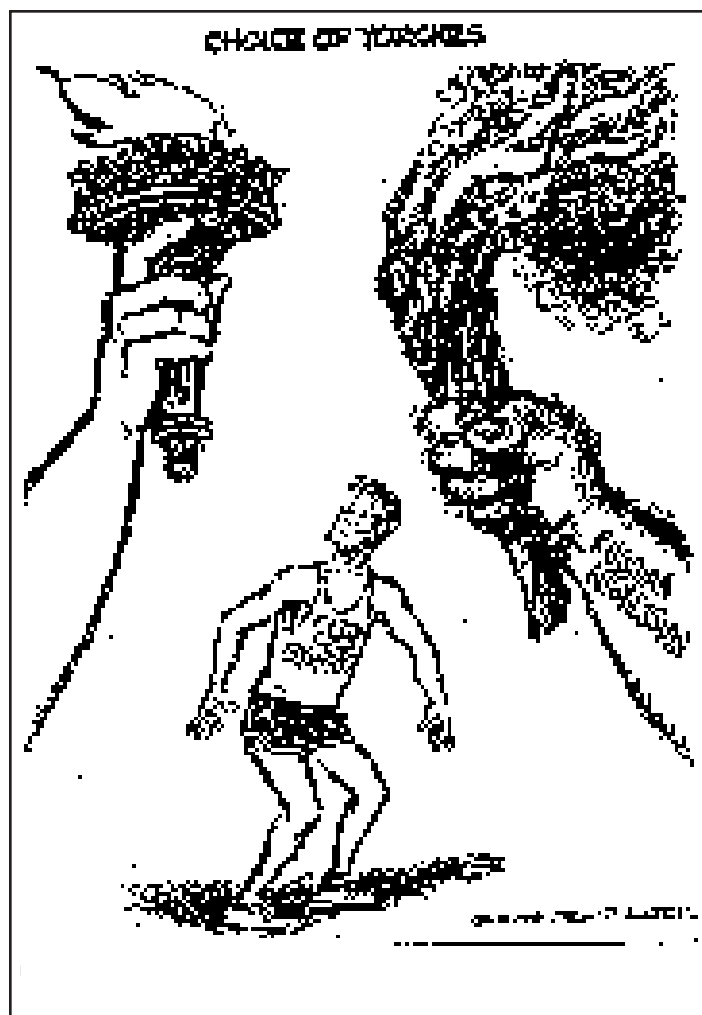
“The Soviet Union is going to have to answer some basic questions: Will it help promote a more stable international environment in which its own legitimate, peaceful concerns can be pursued? Or will it continue to expand its military power far beyond its genuine security needs, and use that power for colonial conquest? The Soviet Union must realize that its decision to use military force in Afghanistan will be costly to every political and economic relationship it values.”

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Video ActivitiesSports and Diplomacy: A Document-Based Question

## Document H

Source:  
The Washington Post  
January 18, 1980



## Video Activities

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### Sports and Diplomacy: A Document-Based Question

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#### Document I

##### Source:

Statement by  
Juan Antonio Samaranch,  
President of the IOC  
1988

“The apartheid policy violates the fundamental principles of the Olympic Charter, which governs the entire Olympics Movement and it cannot be tolerated in any form whatsoever.”

#### Document J

##### Source:

“U.S. College All-Star Basketball  
Team to Visit Eastern Europe and  
the Soviet Union”  
Press Statement  
U.S. Department of State  
July 27, 1973

“The U.S. College All-Star Basketball Team will visit Eastern Europe and the Soviet Union from July 28 to August 26, 1973 under the auspices of the Department of State’s International Athletic-Exchange Program.

“The team, an all-star group of college players selected by the U.S. Collegiate Sports Council (USCSC), will play three games in Warsaw (July 28–August 2) and participate in tournaments in Prague (August 2–8) and Sofia (August 8–13) to become familiar with international basketball rules. Lastly, they will join athletes from 75 different nations in Moscow for the World University Games (August 13–26).

“The team’s trip is made possible by a grant from the Department of State’s Bureau of Educational and Cultural Affairs. This Bureau helps to improve international understanding through educational and cultural exchange programs which link the American people and their institutions with the peoples and institutions of other countries. It also coordinates other Government exchange-of-persons programs and fosters private sector people-to-people activities contributing to this end.”

#### Document K

##### Source:

“Castro slams ‘robbery’ of  
Cuban baseball stars”  
Reuters News Agency  
July 24, 1998

“HAVANA, July 23 (Reuters)—Cuba’s President Fidel Castro has condemned as ‘unfair and disgusting’ what he said were organized attempts from abroad to ‘rob’ the island of its top baseball players by offering them lucrative playing contracts. . .

“In the field of baseball alone, it’s a tremendous offensive,’ he added. He was addressing members of Cuba’s National Assembly during a parliament session in Havana.

“Castro, himself a keen baseball fan, was referring to the defections over the last few years of top Cuban baseball stars, lured to the United States by multimillion-dollar contracts.”

# Video Activities



## Diplomatic Case Studies

Standard: II. Time, Continuity, and Change  
 III. People, Places, and Environments  
 V. Individuals, Groups, and Institutions  
 VI. Power, Authority, and Governments  
 IX. Global Connections

Grade Level: 7–12

Objectives: The student will:

- Use critical thinking skills to evaluate the situations; and
- Create possible reactions and outcomes to the incidents.

Time: 1–2 class periods

Materials: Copies of case studies for students and questions

Procedures:

- ① Students are divided into groups.
- ② Each group is given a case study and questions.
- ③ The groups will evaluate the information given and answer the questions.
- ④ The groups will report the following:
  - a A brief synopsis of events;
  - b A statement of the problem(s);
  - c Their reaction to the incident(s); and
  - d Possible outcomes of the incident(s).
- ⑤ Students will discuss other possible solutions/outcomes.
- ⑥ Teacher reveals the true incidents and responses/outcomes.
- ⑦ Students will discuss whether or not they agree with the actual response and why, OR

Students will present their findings, responses, and recommendations on possible outcomes to one of the following: The Secretary of State, the President of the United States, or a Congressional Committee.

## Video Activities

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### Diplomatic Case Studies

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#### Questions:

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- ① What are the main facts of the case?
- ② What problems do you think are presented?
- ③ Explain the goals of the group(s) involved.
- ④ What do you think the reactions of the different people involved might be?
- ⑤ What are the environmental, cultural, political, and economic outcomes of the incidents?
- ⑥ How do you think the government responded?

#### Extension Activities:

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- ① Groups will do further research on their incident(s) and create a formal research presentation to the class.
- ② Students will use visuals or draw a picture or political cartoon of the event to illustrate their presentation and help to identify the facts of the case.
- ③ Students will write newspaper articles or an editorial using the facts from their research.
- ④ Students will collect and then select cartoons from several different sources outside the United States. Students will compare and contrast the various cartoons they have collected and present their findings to the class.

## Video Activities



### Diplomatic Case Studies

## Case Study: A

### Student Page

In an effort to support a country's new democratic government, an international sporting organization grants the country the right to host a major event. However, before the event begins, a new authoritarian government comes to power under a leader who believes in the superiority of one race over others. The leader institutes policies that severely discriminate against a minority population and he also illegally builds up the armaments of his country. At the same time, he hopes to use the upcoming sporting event to deflect international criticism of his regime and to demonstrate the power and prestige of his government.

### Teacher Page

The International Olympic Committee (IOC) had banned Germany from the 1920 and 1924 Olympic games because of its role in World War I, but in 1932, the IOC awarded Germany the honor of hosting the 1936 Olympics. However, the democratic Weimar Republic government in Germany was replaced by Adolf Hitler and the Nazis in 1933. Hitler's theory that the Aryan race was superior to all others, and his anti-Semitism, led to increasingly harsh economic, legal, and cultural restrictions on Jews, including an eventual ban from most athletic and physical education organizations. Hitler also began to rearm Germany, in violation of the Versailles Treaty that ended World War I. In one of the first modern attempts at sports diplomacy, Hitler tried to use the 1936 games to improve the Nazi regime's international image and demonstrate its cultural achievements and its purported ties to classical antiquity.

#### The Response

Despite the Nazis' effective

control of the German press, stories of the increasing anti-Semitism and German repression of Jews did reach the outside world. American diplomats in Germany reported on these events to the Department of State, and the U.S. Consul General in Berlin, George Messersmith, noted that any participation by German Jewish athletes in the games would be merely a cover for the continuing discrimination. The IOC threatened to revoke the games, then backed off. In the United States, many social organizations, leading sports writers, and athletes argued for a boycott or a change of venue. Messersmith reported that it would be a great blow to the Nazis if the games were not held in Berlin, since the games definitely had political value to the German leaders. Nonetheless, helped in part by German promises to include Jewish athletes on their Olympic team, the United States Olympic Committee decided to participate.

#### The Outcome

Germany invited foreign diplomats, politicians, and social leaders, as well as approximately 3,000 journalists, to its dramatically staged games. Anti-Semitic propaganda was removed from public view, streets were cleaned, houses were painted, and citizens were given specific instructions on how to welcome visitors. African-American athletes, Jesse Owens in particular, dominated the games, ending Hitler's hopes of proving that Aryan athletes were superior. After the games, the Nazis' repression of Jews increased; During the November 1938 *Kristallnacht* raids, the Nazis destroyed synagogues and thousands of Jewish businesses and rounded up tens of thousands of Jews, forcing many to emigrate. Hitler's continued efforts to expand the geographic boundaries of the Third Reich eventually led to World War II. ✱

## Video Activities

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### Diplomatic Case Studies

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## Case Study: B

### Student Page

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Two large nations in separate hemispheres are locked in long-standing political and economic confrontation. There is some trade between them, and they both participate in various international organizations. One of these nations invades a smaller, geographically contiguous neighbor, located near a region rich in natural resources. A hemisphere away, the invader's political opponent must decide how to react. Another looming question is that the invader is about to host a major international sporting event, and refusal to attend might be an option to protest the invasion.

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### Teacher Page

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In December 1979, the Soviet Union invaded Afghanistan. U.S. officials feared that the invasion was an attempt to expand Soviet influence in South Asia and the oil-rich Middle East. At the time, the administration of President Jimmy Carter grappled with the seizure by Iranian students of the U.S. Embassy in Tehran, where 52 Americans were held hostage.

#### The Response

In response to the invasion of Afghanistan, President Carter asked the Senate to delay its consideration of SALT II, a major arms control treaty negotiated with the Soviet Union that had been signed in 1979 but not yet ratified. He also ended exports of grain and technology to the Soviets. The 1980 summer games were planned for Moscow, and that became another tool to use against the Soviets. Carter immediately suggested that the games would be endangered by the Soviet action, although the un-

expected United States defeat of the Soviets in ice hockey at the 1980 winter Olympics bolstered the argument that U.S. athletic victories in Moscow would also send a message to the Soviets. Nonetheless, Carter decided that American athletes should not participate. Since the actual decision to boycott rested not with the President, but with the U.S. Olympic Committee (USOC), Carter wrote to the USOC in February 1980 and urged that American athletes not attend the games. Vice President Walter Mondale, Secretary of State Cyrus Vance, and other White House officials spoke with the USOC or met with its members. The administration's stance was controversial, especially among athletes. Nevertheless, the Committee reluctantly conceded and voted to boycott the games. The Administration then worked to convince other countries to join the boycott, in part by sending former world champion boxer and Olympic gold medalist Muhammad Ali to Africa. Ali's former opposi-

tion to the Vietnam war gave him credibility and his popularity among Africans ensured publicity for the effort. Another factor for many countries in choosing to boycott was the January 1980 sentencing of Soviet dissident Andrei Sakharov to internal exile.

#### The Outcome

About 60 countries joined the United States in the boycott, although more than 5,000 athletes from 80 countries did compete in Moscow. In a move that many believed was retaliation for the U.S.-led boycott of the Moscow games, the Soviets and many of their allies boycotted the 1984 summer Olympics in Los Angeles. The Soviets claimed that they feared for the safety of their athletes. A total of 140 countries eventually sent almost 8,000 athletes to the Los Angeles Olympics. ✱

## Video Activities



### Diplomatic Case Studies

## Case Study: C

### Student Page

A country controlled by a racial minority maintains policies to isolate the bulk of the country's population, which is of a different race. The government requires all members of the racial majority group to carry identity cards and institutes policies that limit where these citizens may live. Members of the majority have limited economic and educational opportunities. Majority citizens attempt to protest and face jail sentences and house arrest as a result. Some flee abroad and try to enlist international support in an effort to end their segregation. The government even restricts athletic competition on the basis of race. No mixed-race sports are allowed within the country; no mixed-race teams travel abroad; and foreign athletic teams competing in the country have to adhere to the government's racial divisions.

### Teacher Page

In 1948 the Afrikaner Nationalist Party came to power in South Africa and began to establish a legal system of racial segregation, known as Apartheid, in a country that had long been racially segregated in practice. Apartheid called for separation between whites and nonwhites (including blacks, people of mixed-race descent, and Asians), and between different groups among the Bantu Africans, who represented approximately 75 percent of the total population. Many people were forced to leave what were designated as "white" urban areas, and between 1950 and 1986, approximately 1.5 million Africans were forcibly relocated to rural reservations. Approximately 14 percent of the country was set aside to create a "homeland," or Bantustan, for each of the nine Bantu groups. By the 1970s, there were 10 homelands, which had nominal independence but few economic oppor-

tunities or resources. Outside of these homelands, Africans faced severe restrictions. Laws prohibited their movement to and between parts of the country and strictly limited their employment and their place of residence. They could not vote or own land. There were stringent requirements regarding curfews and identity cards. Only black workers with labor permits could live in the cities; the restrictions there were particularly harsh and most lived in townships on the fringes of the urban areas. The police had broad powers to arrest blacks.

Although no law specifically applied Apartheid to sport, in 1956 the South African Minister of the Interior issued a statement of policy that remained in effect until 1971. This policy prohibited mixed-race teams from competing within South Africa and from representing the country

abroad. Black athletes were subject to harassment, threats, and violence, and athletic federations were segregated by race.

#### The Response

The African National Congress (ANC), which was banned in 1960, mounted opposition to Apartheid from within South Africa. In the early 1950s, the ANC had called for peaceful opposition to Apartheid and conducted strikes and civil disobedience; however, after the 1960 massacre of peaceful demonstrators in Sharpeville, ANC leader Nelson Mandela organized a paramilitary wing to attack the government. In 1964 a court convicted him of sabotage and sentenced him to life in prison, where he remained a symbol of the resistance.

Other governments, religious organizations, the United Nations, and private citizens around the world op-



## Video Activities

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### Diplomatic Case Studies

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#### Case Study: C -- Continued

posed Apartheid. Countries in sub-Saharan Africa were particularly vocal critics, and in 1961 South Africa withdrew from the Commonwealth of Nations—a group of countries linked to Great Britain—rather than repeal Apartheid. The public outcry in a number of countries led their governments to impose economic sanctions against South Africa. In the United States, which did not enact a complete economic embargo, some companies restricted their investments or tried to bring about change through their business activities in South Africa. These international efforts had some effect, as the South African economy suffered and the government was forced to make economic and labor concessions due to a shortage of skilled workers.

Almost all organizations in South Africa working to end Apartheid were banned or repressed after the 1960 Sharpeville massacre. Sports became one of the few areas left in which blacks could protest their treatment and also brought high-profile attention to the struggle. In 1958, the South African Sports Association (SASA) was founded, with a membership of 70,000 black

athletes (both male and female), to promote sports among non-whites and to ensure that non-white athletes could be selected for national teams on a non-racial basis. The SASA used civil disobedience, such as letters and petitions, to try to push its agenda; the ANC supported some of its projects. In 1963, the organization formed the South Africa Non-Racial Olympic Committee (SAN-ROC) to direct a campaign to bring about the expulsion of South Africa from the Olympic movement, and an international boycott of South African sports. Leaders of both groups were imprisoned, placed under house arrest, or forced to leave the country. The SAN-ROC established itself in exile in London, and worked with black African countries to win popular support for the boycott.

Some international athletic organizations, including the world soccer federation (FIFA), did suspend South Africa. In 1964, the International Olympic Committee suspended South Africa from participation in the games in response to the Apartheid system, after having threatened to do so in 1962. In 1966, 32 African states formed the Supreme Council for Sports in Africa, which provided a focus for the struggle to keep Apartheid from sports. When the government made some small concessions, the IOC reinstated South Africa

for the 1968 Olympics. Facing boycott efforts by black African nations, supported to some extent by the Soviet Union and some American athletes, the IOC reversed its position and suspended South Africa again. In May 1970, the IOC expelled South Africa from the Olympic movement.

#### The Outcome

In 1990, South African President F.W. de Klerk decided to end Apartheid. He lifted a ban on parties opposing Apartheid, including the ANC, and released Nelson Mandela from prison. The legal basis of Apartheid was largely dismantled in 1991 and 1992; in 1991 the government repealed the Apartheid laws, and de Klerk called for the drafting of a new constitution. A multi-racial transitional government took office in 1993. The Bantustans were abolished in 1994, and the territories were taken back into the country of South Africa. Also in 1994, voters elected Nelson Mandela as the new president; de Klerk became Vice President. In 1992, a multi-racial team from South Africa participated in the Barcelona Olympics. ✱

## Video Activities



### Diplomatic Case Studies

## Case Study: D

### Student Page

A small country with limited economic resources has a large population of illegal immigrants from a neighboring country. The government, facing political difficulties, tries to blame these illegal immigrants for the country's economic problems. Media reports of alleged abuses against these immigrants are broadcast in their home country, fueling resentment. When the two countries' national teams are scheduled to play a series of athletic matches against each other, violent rioting occurs, and thousands of immigrants flee back to their native country.

### Teacher Page

The "soccer war" is the term given to a short conflict in 1969 between El Salvador and Honduras. In the late 1960s, the population of El Salvador was increasing rapidly. Honduras had a larger land area but a smaller population and a less developed economy. The two countries had a longstanding border dispute. By 1969, more than 300,000 Salvadorans were living illegally in Honduras. Early in 1969, the Government of Honduras began to expel Salvadorans from Honduras, in part to distract Hondurans from other domestic problems. The Honduran media ran stories blaming the Salvadorans for the country's economic difficulties, while the Salvadoran media covered the growing rumors of violent displacements of Salvadoran refugees by the Honduran military.

In June 1969, Honduras and El Salvador were scheduled to play three soccer matches in World Cup elimination round. Rioting broke out after Honduras won the first game, played in its capital, Tegucigalpa. After El Salvador won the second match, played

in its capital, fights again broke out. As word spread, Salvadorans were attacked in Honduras. Tens of thousands of Salvadorans left Honduras and returned to El Salvador.

This influx of people, many of whom had few resources, placed a substantial burden on Salvadoran Government services, and further complicated the issue of unequal land distribution.

#### The Response

On June 26, 1969, the two countries broke off diplomatic relations. The Salvadoran Government filed a formal complaint with the Inter-American Commission on Human Rights accusing the Honduran Government of "genocide." Honduras then accused El Salvador of human rights abuses. Guatemala, Nicaragua, and Costa Rica offered to mediate.

On June 27, El Salvador won the third soccer match, which was played peacefully in Mexico. Tensions rose again in early July when Honduras alleged that El Salvador had fired on a civil airliner. On July 14, the Salvadoran air force attacked Honduran targets, and

the army launched operations. Salvadoran forces took over part of Honduras, but the Honduran air force targeted their fuel supplies, and the attack faltered.

#### The Outcome

The Organization of American States (OAS) moved quickly to try to stop the violence. In a special session on July 15, the OAS called for a cease-fire and El Salvador's withdrawal. The United States supported these efforts. A cease-fire was arranged on July 18, and El Salvador withdrew its troops in early August, under threat of economic sanctions.

A final peace settlement would not be reached for more than 10 years. As a result of the "soccer war," up to 2,000 people were killed, mostly Honduran citizens. Between 60,000 and 130,000 Salvadorans left Honduras, either forcibly or voluntarily. ✱

# Olympic Sites & Dates

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## Summer Olympic Games

1896	Athens
1900	Paris
1904	St. Louis
1908	London
1912	Stockholm
1920	Antwerp
1924	Paris
1928	Amsterdam
1932	Los Angeles
1936	Berlin
1948	London
1952	Helsinki
1956	Melbourne
1960	Rome
1964	Tokyo
1968	Mexico City
1972	Munich
1976	Montreal
1980	Moscow
1984	Los Angeles
1988	Seoul
1992	Barcelona
1996	Atlanta
2000	Sydney
2004	Athens
2008	Beijing
2012	London

## Winter Olympic Games

1924	Chamonix
1928	St. Moritz
1932	Lake Placid
1936	Garmisch-Partenkirchen
1948	St. Moritz
1952	Oslo
1956	Cortina d'Ampezzo
1960	Squaw Valley
1964	Innsbruck
1968	Grenoble
1972	Sapporo
1976	Innsbruck
1980	Lake Placid
1984	Sarajevo
1988	Calgary
1992	Albertville
1994	Lillehammer
1998	Nagano
2002	Salt Lake City
2006	Torino
2010	Vancouver

Note: The summer Olympic games were suspended in 1916, 1940, and 1944 because of World War I and World War II.

Note: The winter Olympic games were suspended in 1940 and 1944 because of World War II.

# Glossary

## Governmental & Diplomatic Terms

The following governmental and diplomatic terms are used in this video. Their descriptions and definitions are drawn from a variety of sources, including dictionaries, textbooks, and official U.S. Government websites.

<b>Alliance</b>	A formal pact or agreement between nations, especially for the purpose of supporting each other against military threats from other nations or in times of war.
<b>Ambassador</b>	The official representative from one country to another. An ambassador is the highest ranking official at a U.S. Embassy, and is assigned to serve in a country for an extended period of time. Some ambassadors also serve as U.S. representatives to international organizations. An ambassador is appointed by the President and confirmed by the Senate.
<b>Boycott</b>	An action organized by individuals, groups, or nations to protest a particular policy or practice of other nations or groups. Those engaged in a boycott withhold services or refuse to trade or participate in other activities, such as sporting events. By doing so, those nations or groups hope to bring attention to a particular cause and bring about a change in the policy or practice they oppose.
<b>City State</b>	A city and its surrounding area constituting an independent sovereign state with its own government and military force. City states were most commonly found in the ancient Mediterranean world, India, and medieval Europe.
<b>Containment</b>	A policy, first proposed by U.S. diplomat George Kennan during the administration of President Harry S Truman, of applying diplomatic, military, and economic pressure on the Soviet Union, in order to limit the spread of communism and Soviet influence in the world. While each subsequent administration adopted its own version of containment, it remained the basis of U.S. foreign policy until the Soviet Union ended in the early 1990s.
<b>Cultural Ambassador</b>	An individual representing diverse areas of American culture, from the performing arts to sports, who is chosen to represent the United States overseas. Through performances and classes, cultural ambassadors build ties between individuals and cultural institutions around the world.

## Glossary

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<b>Department of State</b>	The U.S. Government department responsible for advising the President on formulating foreign policy, implementing the President's foreign policy, and conducting diplomatic relations with other nations.
<b>Diplomacy</b>	The term is used to describe the practice of conducting relations with other nations, such as negotiating treaties, alliances, or agreements.
<b>Diplomat</b>	An individual who is appointed by the government to represent its interests and to conduct its relations with another government.
<b>Diplomatic Tool</b>	Any strategy or tactic used by a nation to promote its national policy or goals in its relations with other countries.
<b>Embassy</b>	The official headquarters of a government's ambassador (and its other representatives) to another country. It is usually located in the capital of the other country.
<b>Goodwill Mission</b>	An overseas assignment undertaken by an unofficial representative to build goodwill on behalf of the United States. Athletes, artists, and entertainers are often very successful in promoting a positive image of the United States overseas.
<b>Herald</b>	A messenger responsible for announcing official government proclamations or carrying official messages between nations or sovereign rulers, particularly in ancient or medieval times.
<b>Negotiation</b>	Discussion between individuals, groups, or nations that is conducted for the purpose of arriving at an agreement on a particular set of terms or actions.
<b>President</b>	As the highest ranking elected official of the United States, the President is the leader of the nation and the chief of the Executive Branch of the U.S. Government, including Commander-in-Chief of the American armed forces.

## Glossary

<b>Secretary of State</b>	Appointed by the President and confirmed by the Senate as an adviser on foreign policy and diplomacy. The Secretary of State is a member of the Cabinet and is the head of the Department of State.
<b>Treaty(ies)</b>	A formal agreement between two or more nations. A treaty may have a variety of purposes, such as to specify the terms of peace at the end of a war, establish trade or other economic relations between nations, or establish controls and limits on certain types of weapons or activities.
<b>Truce</b>	An agreement for a temporary halt in military action during a period of conflict between nations.
<b>Visa</b>	Formal permission granted by one country for a citizen from another country to apply to enter its territory. Visas are issued by U.S. embassies and consular offices around the world.

## Locations

The following geographic locations are included in this videotape. Teachers are encouraged to develop either pre-video activities or geography lessons that incorporate these locations. For nations of the modern world, these internet resources can be particularly useful.

-  U.S. Department of State Countries and Regions  
<http://www.state.gov/countries>
-  U.S. Department of State Background Notes  
<http://www.state.gov/r/pa/ei/bgn>
-  Central Intelligence Agency (CIA) The World Factbook  
<http://www.cia.gov/cia/publications/factbook/index.html>
-  Library of Congress Portals to the World  
<http://www.loc.gov/rr/international/portals.html>

## U.S. Locations, Cities, States, and Territories

Lake Placid, NY  
Los Angeles, CA

Massachusetts

New York, NY  
Washington, DC

## Glossary

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### Continents and World Regions

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Africa	Eastern Europe	Southeast Asia
Asia	Latin America	Western Europe
	South Asia	

### International Cities and Countries

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Afghanistan	Honduras	Paris
Athens	Iran	People's Republic of China
Berlin	Iraq	Poland
Bogotá	Israel	South Africa
China	Japan	Soviet Union
Colombia	Korea	Taiwan
East Germany	Moscow	Tehran
El Salvador	Munich	Tokyo
Germany	Nationalist China	United States
Greece	North Vietnam	Vietnam
Helsinki		West Germany

## Historical Figures

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The following world leaders, diplomats, and other historical figures are included in this videotape. Teachers are encouraged to develop either pre-video activities or history/biography lessons that incorporate these historical figures. The following internet resources can be useful for these lessons.

-  U.S. Department of State Foreign Travel of the Presidents and Secretaries of State  
<http://www.state.gov/r/pa/ho/trvl>
-  Library of Congress Virtual Reference Shelf  
<http://www.loc.gov/rr/askalib/virtualref.html>
-  National Archives and Records Administration Research Room  
<http://www.archives.gov/research>

### U.S. Presidents & Diplomats

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Jimmy Carter	Harry S Truman	Cyrus Vance
Henry Kissinger		
Richard Nixon		

Sports and Diplomacy in the Global Arena.....

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## Glossary

### World Leaders and Personalities

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Zhou En-lai	Joseph Stalin	Zeus
Hera	Theodosius I	
Adolf Hitler	Mao Zedong	
Nelson Mandela		

### Sports Terms & Figures

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The following sports, games, events, and personalities are included in this video tape. Teachers are encouraged to develop either pre-video activities or history/biography lessons that incorporate these historical figures. The following internet resources can be useful for these lessons.

-  U.S. Department of State Sports Diplomacy  
<http://www.exchanges.state.gov/intlathletics/diplomacy.htm>
-  U.S. Department of State Links to Sports Information  
<http://www.exchanges.state.gov/intlathletics/links.htm>
-  Library of Congress Virtual Reference Shelf  
<http://www.loc.gov/rr/askalib/virtualref.html>
-  National Archives and Records Administration Research  
<http://www.archives.gov/research>
-  Major League Baseball  
<http://www.mlb.mlb.com>
-  National Football League  
<http://www.nfl.com>

### Sports, Games, Events, & Terms

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Archery	Long-Jump	Sports Festivals
Baseball	Marathon	Summer Olympics
Basketball	100-Meter Dash	Table Tennis
Boxing	Olympic Games	Tennis
Chariot Races	Olympic Gold Medal	200-Meter Dash
Foot Races	Ping-Pong	Winter Olympics
400-Meter Team Relay	Soccer	Wrestling
Ice Hockey	Softball	
Lacrosse	South Africa Tennis Open	



## Glossary

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### Sports Personalities

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Muhammad Ali	Harlem Globetrotters	Wilma Rudolph
Arthur Ashe	Olga Korbut	Babe Ruth
Moe Berg	Al Michaels	Mal Whitfield
Baron Pierre de Coubertin	Jesse Owens	Bernie Williams

### Sports Organizations



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National Football League	New York Yankees	Committee
	United States Olympic	

## Historical Terms & Events

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The following historical events, policies, and organizations are included in this video-tape. Teachers are encouraged to incorporate them into either pre-video activities or history lessons. The following websites can be useful resources for this purpose.

-  U.S. Department of State Foreign Relations of the United States  
**<http://www.state.gov/r/pa/ho/frus>**
-  U.S. Department of State Timeline of U.S. Diplomatic History  
**<http://www.state.gov/r/pa/ho/time>**
-  U.S. Department of State International Topics and Issues  
**<http://www.state.gov/interntl/>**
-  Library of Congress Virtual Reference Shelf  
**<http://www.loc.gov/rr/askalib/virtualref.html>**
-  National Archives and Records Administration Research Room  
**<http://www.archives.gov/research>**

### Foreign Policies & Terms

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Apartheid	Containment	Sports Diplomacy
Boycott	Marshall Plan	“Wrestling” Diplomacy
Cold War	“Ping-Pong” Diplomacy	
Communism	Racial Segregation	

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## Glossary

### International Organizations

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United Nations

United Nations World Food Programme

### Other Historical Events & Terms

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Arms Control Treaty

“Black September”

City States

Globalization

Great Depression

Holocaust

Iron Curtain

Los Angeles Olympics

“Miracle on Ice”

Moscow Olympic Games

Nazis

Olympic Games

Regime

World War I

World War II

# Websites

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## FirstGov.gov

The United States Government's Official Web portal


 <http://www.firstgov.gov>

## White House

Executive Office of the President

 <http://www.whitehouse.gov/government/eop.html>

Cabinet


 <http://www.whitehouse.gov/government/>

## U.S. Department of State


Office of the Historian

 <http://www.state.gov/r/pa/ho/>

Information for Students & Teachers

 <http://www.future.state.gov/>

Director of International Sports Initiatives

 <http://www.exchanges.state.gov/intlathletics/>

Sports Diplomacy

 <http://www.exchanges.state.gov/intlathletics/diplomacy.htm>

Links to Sports Information

 <http://www.exchanges.state.gov/intlathletics/links.htm>

Background Notes


 <http://www.state.gov/r/pa/ei/bgn/>

Countries and Regions

 <http://www.state.gov/countries/>

## U.S. Congress


Senate Committees

 [http://www.senate.gov/pagelayout/committees/d\\_three\\_sections\\_with\\_tasers/committees\\_home.htm](http://www.senate.gov/pagelayout/committees/d_three_sections_with_tasers/committees_home.htm)  
or

 <http://www.senate.gov/> and Committees button


House Committees

 <http://www.house.gov/> and "Committee Offices" button

 <http://www.house.gov/house/CommitteeWWW.html>

## Sports "Hall of Fame" Websites

Amateur Softball Association of America

 <http://www.softball.org>


Basketball Hall of Fame

 <http://www.hoophall.com/>


Cycling Hall of Fame

 <http://www.cyclinghalloffame.com/>

Hockey Hall of Fame

 <http://www.hhof.com/>



International Bowling Museum and Hall of Fame

 <http://www.bowlingmuseum.com/>

International Boxing Hall of Fame

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## Websites

 <http://www.ibhof.com/ibhfhome.htm>  
 International Football (soccer) Hall of Fame  
 <http://www.ifhof.com/>  
 International Game Fish Association  
 <http://www.igfa.org>  
 International Gymnastics Hall of Fame  
 <http://www.ighof.com>  
 International Jewish Sports Hall of Fame  
 <http://www.jewishsports.net/>  
 International Motorsports Hall of Fame and Museum  
 <http://www.motorsportshalloffame.com/>  
 International Swimming Hall of Fame  
 <http://www.ishof.org/>  
 International Tennis Hall of Fame  
 <http://www.tennisfame.com>  
 Motorsports Hall of Fame  
 <http://www.mshf.com>  
 National Baseball Hall of Fame and Museum  
 <http://www.baseballhalloffame.org/>  
 National Distance Running Hall of Fame  
 <http://www.distancecunning.com>  
 National Soccer Hall of Fame and Museum  
 <http://www.soccerhall.org/>  
 National Speedskating Museum and Hall of Fame  
 <http://www.nationalspeedskatingmuseum.org>  
 National Women's Baseball Hall of Fame  
 <http://www.eteamz.com/hallfame>  
 National Wrestling Hall of Fame  
 <http://www.wrestlinghalloffame.org/>  
 Negro Leagues Baseball Museum  
 <http://www.nlbm.com>  
 Pro Football Hall of Fame  
 <http://www.profootballhof.com>  
 U.S. Bicycling Hall of Fame  
 <http://www.usbhof.com>  
 U.S. Hockey Hall of Fame  
 <http://www.ushockeyhall.com/>  
 U.S. Lacrosse Museum and Hall of Fame  
 <http://www.lacrosse.org/museum>  
 U.S. National Ski Hall of Fame  
 <http://www.skihall.com>  
 Volleyball Hall of Fame

## Websites

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 <http://www.volleyhall.org>

Women's Basketball Hall of Fame

 <http://www.wbhof.com>

World of Golf Hall of Fame

 <http://www.wgv.com/hof/hof.html>

### U.S. Professional Sports Leagues

Major League Baseball

 <http://mlb.mlb.com/>

National Basketball Association

 <http://www.nba.com/>

National Football League

 <http://www.nfl.com/>

National Hockey League

 <http://www.nhl.com/>

Major League Soccer

 <http://www.mlsnet.com/>

### International Sports Federations

General Association of International Sports Federations

 <http://www.agfisonline.com/>

The Official Website of the Olympic Movement  
(International Olympic Committee)

 <http://www.olympic.org>

U.S. Paralympic Academy

 <http://www.paralympicacademy.org/>

U.S. Olympic Committee Finding Leaders Among Minorities Everywhere  
Program

 <http://www.usolympicteam.com/13026.htm>

### Other Amateur Sports

Special Olympics


 <http://www.specialolympics.org/>

U.S. Olympic Committee


 <http://www.usoc.org/>

### General Reference

Central Intelligence Agency (CIA) The World Factbook

 <http://www.cia.gov/cia/publications/factbook/index.html>


Library of Congress Portals to the World

 <http://www.loc.gov/rr/international/portals.html>

Library of Congress Virtual Reference Shelf

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## Websites

 <http://www.loc.gov/rr/askalib/virtualref.html>

National Archives and Records Administration Research Room

 <http://www.archives.gov/research>


### Miscellaneous Sites

Corporation for Public Broadcasting

 <http://www.pbs.org/redfiles/sports/>

A site for the PBS series "The Red Files," which includes an episode on "Soviet Sports Wars," including lesson plans and additional resources

Corporation for Public Broadcasting

 <http://www.pbs.org/wgbh/amex/china/>

Information on the PBS program on the opening to China, including additional resources and teaching tools.

Perseus Project on the Ancient Olympics

 <http://www.perseus.tufts.edu/Olympics/index.html>


Educational site on the ancient Olympics and ancient Greece, sponsored by the Classics Department of Tufts University.

Metropolitan Museum of Art: Athletes in Ancient Greece

 [http://www.metmuseum.org/toah/hd/athl/hd\\_athl.htm](http://www.metmuseum.org/toah/hd/athl/hd_athl.htm)


Information and ancient art from Greece related to the Olympic games.

"The Real Story of the Ancient Olympic Games"

 <http://www.museum.upenn.edu/new/olympics/olympicintro.shtml>

Art and information about the ancient Olympics from the University of Pennsylvania Museum

Greek Embassy Educator's Resource for 2004 Athens Olympics

 <http://www.greekembassy.org/Embassy/content/en/Article.aspx?office=3&folder=95&article=13171>

Includes information about the history of the Olympic Games

Olympic Studies Centre

 [http://www.olympic.org/uk/passion/studies/index\\_uk.asp](http://www.olympic.org/uk/passion/studies/index_uk.asp)


Multimedia information on the history of the Olympic movement

The Harlem Globetrotters

 <http://www.harlemglobetrotters.com/>

This official site includes information on the team's past and its present activities.

Dr. James Naismith Foundation

 <http://collections.ic.gc.ca/naismith/index.htm>

Information on the history of basketball's founder.

The White House and Baseball


 <http://www.whitehouse.gov/baseball/>

## Websites


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Information from the White House on the historical relationship between the Presidents of the United States and the game of baseball


### National Security Archive: Beisbol Diplomacy

 <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB12/nsaebb12.htm>  
Non-governmental research institute and library based at George Washington University; includes collection on baseball outreach to Cuba in the 1970s.


### UN Sport for Development and Peace

 <http://www.un.org/themes/sport/>  
United Nations site on the role of sports in individual and national development; includes a link to the site on the 2005 International Year of Sport and Physical Education

### History of Women in Sports Timeline

 <http://www.northnet.org/stlawrenceaaaw/timeline.htm>  
Notable events in women's history and in sports from the St. Lawrence County AAUW

### ESPN SportsCentury Biographies

 [http://sports.espn.go.com/espn/classic/news/story?page=classic\\_bios](http://sports.espn.go.com/espn/classic/news/story?page=classic_bios)  
Links to biographies of famous athletes





## PROGRAM EVALUATION AND COMMENTS

Please rate the quality and instruction value of Sports and Diplomacy in the Global Arena and instructional materials. 1 = "needs work" and 5 = "excellent job"

### VIDEO

#### Rating Scale

- |                                      |           |
|--------------------------------------|-----------|
| ♦ Quality of format and presentation | 1 2 3 4 5 |
| ♦ Quality of content                 | 1 2 3 4 5 |
| ♦ Appeal to my students              | 1 2 3 4 5 |

### VIDEO AND PRINT MATERIALS

- |   |           |
|---|-----------|
| ♦ Complements my course content   | 1 2 3 4 5 |
| ♦ Reinforces key concepts and skills  | 1 2 3 4 5 |
| ♦ Consistent with and supports school/district/state curriculum and performance standards | 1 2 3 4 5 |
| ♦ Appropriateness for the age, grade, and ability of my students                          | 1 2 3 4 5 |
| ♦ Encourages student interaction and discussion   | 1 2 3 4 5 |
| ♦ Challenges students to apply critical thinking and reasoning skills                     | 1 2 3 4 5 |

### PRINT MATERIALS AND RESOURCES

- |   |           |
|---|-----------|
| ♦ Print and resource materials effectively support and expand the instructional value of the video        | 1 2 3 4 5 |
| ♦ Provides a range of activities and resources that complement various learning styles and ability levels | 1 2 3 4 5 |
| ♦ Offers suggestions for enrichment activities  | 1 2 3 4 5 |
| ♦ Includes varied use of print, visual, and electronic resources  | 1 2 3 4 5 |

Please rate the quality and content of specific elements of this instructional package.

### ELEMENT

#### Rating Scale

- |                            |           |
|----------------------------|-----------|
| ♦ Video                    | 1 2 3 4 5 |
| ♦ Script                   | 1 2 3 4 5 |
| ♦ Timeline                 | 1 2 3 4 5 |
| ♦ Map(s)                   | 1 2 3 4 5 |
| ♦ Suggested lessons        | 1 2 3 4 5 |
| ♦ Questions for discussion | 1 2 3 4 5 |
| ♦ Internet resources       | 1 2 3 4 5 |

These materials are part of a continuing series. In order for the materials to be of high quality and effective for classroom use, you are invited to offer comments and suggestions on the overall quality and content of the Sports and Diplomacy in the Global Arena instructional package.

- Are there specific materials or activities that you would like to see included in future video and print instructional packages?
- What suggestions do you have that would make the video and print materials in this instructional package more effective for your classroom?
- Are there elements of this instructional package that you would eliminate in future packages?

### General Information

I teach \_\_\_\_\_ Grade levels taught \_\_\_\_\_

Number of students who viewed video: \_\_\_\_\_

(Circle one of the following) I will/will not use this instructional package again.

(Circle one of the following) I have used/plan on using the following lessons:

- |   |   |
|---|---|
| <input type="checkbox"/> General Knowledge Assessment | <input type="checkbox"/> To Go or Not to Go           |
| <input type="checkbox"/> Guided Listening Activity    | <input type="checkbox"/> Beisbol Diplomacy            |
| <input type="checkbox"/> Cover the Bases              | <input type="checkbox"/> Government and Sports        |
| <input type="checkbox"/> Scoreboard                   | <input type="checkbox"/> International Face of Sports |
| <input type="checkbox"/> Rounding the Bases           | <input type="checkbox"/> Political Cartoons           |
| <input type="checkbox"/> Olympic Geography            | <input type="checkbox"/> Document-Based Question      |
| <input type="checkbox"/> Anatomy of a Baseball        | <input type="checkbox"/> Diplomatic Case Studies      |
| <input type="checkbox"/> International Cost of Sports |   |

Thank you for your comments and suggestions. We hope that you found this instructional package a useful tool for your classroom and will make use of future programs.

Please fold and seal this form so the mailing address is visible!

(3: Seal here)

(2: Fold here)

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