

Lesson Plans by  
Mariah Pol for

# LEGACY AND LEGEND

The History  
and Mythology  
of Basketball  
in Indiana

J. RONALD NEWLIN

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# Legacy and Legend: The History and Mythology of Basketball in Indiana

Lesson Plans, created by Mariah Pol

For use in conjunction with *Legacy and Legend: The History and Mythology of Basketball in Indiana*

Mariah Pol is an Associate Instructor and Doctoral Candidate in Curriculum and Instruction at Indiana University. Her research focuses on social studies, teacher education and global education. She currently teaches courses in Social Studies Methods and Teaching for a Pluralistic Society. Mariah has contributed as a curriculum writer for various organizations, including the Indiana Historical Society, where she wrote lesson plans to accompany *Hoosier Latinos: A Century of Struggle, Service, and Success* and *Asian Experiences in Indiana*. Prior to entering academia, she was an award-winning social studies educator in northwest Indiana. Her accolades include 11 domestic and international teaching fellowships, the 2019 Gilder Lehrman Institute of American History Indiana History Teacher of the Year, and the 2020 Caleb Mills Indiana History Teacher of the Year award from the Indiana Historical Society.

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# Introduction

While there are many things we may associate with being “Hoosier,” there is one sport that reigns supreme: basketball. Indiana’s history with basketball began in the late 1890s, swiftly capturing the hearts and minds of Hoosiers of all ages. Indiana schools, both at the high school and collegiate level, became enamored with the sport. High school and college teams brought in large crowds of spectators to fill their new arenas. Smaller rural school teams beat sports giants, causing Hoosier hearts to swell with community pride. Basketball is intrinsically linked with Indiana. It has affected industry, culture, civil rights, business, religion and more. Through basketball, Hoosiers have explored and settled differences, highlighted their commonalities, and celebrated through love of the game.

*Legacy and Legend: The History and Mythology of Basketball in Indiana* is a landmark work that takes readers through Indiana’s rich history with the sport. It demonstrates the depth to which Indiana and basketball are linked and showcases how basketball has influenced the state’s culture.

Our students can struggle to connect to history. Sports history provides a unique opportunity to demonstrate the interconnected nature of academic

disciplines to daily life and encourages students to consider their own connections to their hobbies and passions through historic lenses. Created for high school educators teaching Indiana Studies, these lesson plans dive into such themes as business, identity, economics, civil rights and more. Through a series of four lesson plans guided by compelling questions, Indiana Studies educators will be guided on making connections between history and Indiana’s quintessential sport. Students will be prompted to complete primary and secondary source analysis, explore oral histories, and consider the role of basketball in shaping and responding to Indiana’s story. Educators are encouraged to use *Legacy and Legend: The History and Mythology of Basketball in Indiana* to supplement their own contextual knowledge of basketball’s influence in Indiana.

Accompanying this set of lesson plans is a list of resources that can be used in additional lessons or for educators to further their own exploration of the influence of basketball in Indiana and beyond.

Bethany Hrachovec,  
Director of Education  
and Engagement

## Lesson Plan Components

Each lesson plan contains the following elements:

- **Compelling Question** –This question will set the stage for the lesson and guide the inquiry.
- **Staging the Compelling Question** –This section will assist educators in preparing their students to begin exploring content and inquiry related to the Compelling Question.
- **Lesson Overview** –This summary will provide an overview of the lesson for educators, including length of time required to complete the lesson, expected outcomes of the lesson, overview of content, and activities involved.
- **Materials** – This is a list of materials that students may need to complete the lesson.
- **Procedures** – These step-by-step instructions will guide educators through teaching the lesson.
- **Supplementary Materials** –These materials can include graphic organizers, worksheets, and additional information that is helpful in completing the lesson.

# Inquiry Standards

## Lesson 1: Basketball as Business in Indiana

### *Indiana Studies:*

- **IS.5.6** Identify and examine the impact that sports have had on the state of Indiana.
- **IS.5.12** Identify and examine the impact of Indiana on the entertainment industry.

## Lesson 2: Basketball and Religious Tensions in Indiana

### *Indiana Studies:*

- **IS.1.18** Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era as it pertains to Indiana.
- **IS.1.34** Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.
- **IS.1.35** Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **IS.5.6** Identify and examine the impact that sports have had on the state of Indiana.

### *Ethnic Studies:*

- **ES.4.2** Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.

## Lesson 3: Crispus Attucks High School Basketball

### *Indiana Studies:*

- **IS.1.26** Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.
- **IS.1.34** Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.
- **IS.1.35** Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **IS.5.6** Identify and examine the impact that sports have had on the state of Indiana.
- **IS.5.12** Identify and examine the impact of Indiana on the entertainment industry.

### *U.S. History:*

- **USH.7.1** Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II. (E)

### *Ethnic Studies:*

- **ES.1.3** Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

## Lesson 4: Women and Basketball

### *Indiana Studies:*

- **IS.1.34** Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.
- **IS.1.35** Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **IS.5.6** Identify and examine the impact that sports have had on the state of Indiana.
- **IS.5.12** Identify and examine the impact of Indiana on the entertainment industry.

### *U.S. History*

- **USH.7.1** Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II. (E)

# Lesson 1: Basketball as Business in Indiana

## Compelling Question

How has basketball influenced Indiana’s economy and vice versa?

## Staging the Compelling Question

Ask students to think about their favorite hobbies and interests. Encourage them to brainstorm innovations that have made these activities more accessible or enjoyable.

## Lesson Overview

This inquiry-based lesson is designed for one class period and encourages students to explore the mutual influence between Indiana and basketball. Students will explore the compelling question: “How has basketball influenced Indiana’s economy and vice versa?” By examining this question, students will analyze significant innovations with Indiana roots, such as Chuck Taylor Converse shoes, electronic scoreboards, glass backboards, and commercial radio. This lesson also connects to contemporary topics, highlighting how Indiana benefits from such events as hosting the 2024 National Basketball Association’s All-Star Game, the recruitment of star athletes, and how these contribute to the economy of the state. During this lesson, students will engage with a variety of secondary sources, including videos, blogs, and newspaper articles. Working in small groups, they will gather key information about each innovation, focusing on the date and location of its introduction, its contribution to basketball, and its impact on Indiana’s economy. The lesson will conclude with a discussion in which students reflect on what they have learned about the historical and current relationship between basketball and Indiana in the context of the compelling question.

## Materials

Device to access the Internet, pencil/pen, paper

## Procedures

1. Introduce the lesson by asking students to think about their favorite hobbies and interests. Have them brainstorm and share innovations that make these activities more accessible or enjoyable.
2. Introduce today’s compelling question: “How has basketball influenced Indiana’s economy and vice versa?” Inform students that today they will be examining how various innovations from Indiana have impacted the sport of basketball.
3. Distribute the **Basketball Innovations** graphic organizer to students. Direct them to access the links provided on the handout. Students should read the webpages and interact with multimedia content to complete the columns in the graphic organizer. The teacher can lead the first row. Subsequent rows should be completed by students working in small groups. Students will be exploring:
  - a. [Journey Indiana – All Star: The Chuck Taylor Story](#)
  - b. [Hidden Gyms](#)
  - c. [Win-Win: The Mutual Ascent of Basketball and Radio](#)
  - d. [The Origins of Glass Backboards in Basketball](#)
4. After completing the graphic organizer, students will read two contemporary articles that discuss basketball’s influence on Indiana’s economy. Instruct students to take notes on how basketball contributes to the economy. Students will be exploring:
  - e. [How 2024 NBA All-Star is a triple double for Indianapolis’ economy](#)
  - f. [The “Caitlin Clark” effect is expected to boost Indy’s economy](#)
5. After students have completed the readings, revisit the compelling question with the class: “How has basketball influenced Indiana’s economy and vice versa?” Encourage a whole-class discussion where students use evidence and insights from today’s lesson to support their responses.



Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Basketball Innovations

**Directions:** Navigate to each of the following four sources:

- Journey Indiana – All Star: The Chuck Taylor Story ([https://www.youtube.com/watch?v=f6YVwvM\\_KZGE](https://www.youtube.com/watch?v=f6YVwvM_KZGE))
- Hidden Gyms (<https://hiddengyms.blogspot.com/2011/12/keeping-score-of-wingate.html>)
- Win-Win: The Mutual Ascent of Basketball and Radio (<https://indianapublicmedia.org/momentofindianahistory/winwin-mutual-ascent-basketball-radio/>)
- The Origins of Glass Blackboards in Basketball (<https://www.youtube.com/watch?v=mZn-U5WKa-g>)

As you learn about different basketball innovations that took place historically in Indiana, take notes answering the prompts in the organizer.

Innovation	Date and Location	Why was it invented?	How did it change the game?	How did it impact Indiana's economy?

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Basketball Innovations

**Directions:** Navigate to each of the following four sources:

- Journey Indiana – All Star: The Chuck Taylor Story ([https://www.youtube.com/watch?v=f6YYWwM\\_KZGE](https://www.youtube.com/watch?v=f6YYWwM_KZGE))
- Hidden Gyms (<https://hiddengyms.blogspot.com/2011/12/keeping-score-of-wingate.html>)
- Win-Win: The Mutual Ascent of Basketball and Radio (<https://indianapublicmedia.org/momentofindianahistory/winwin-mutual-ascent-basketball-radio/>)
- The Origins of Glass Blackboards in Basketball (<https://www.youtube.com/watch?v=mZn-U5WKa-g>)

As you learn about different basketball innovations that took place historically in Indiana, take notes answering the prompts in the organizer.

Innovation	Date and Location	Why was it invented?	How did it change the game?	How did it impact Indiana's economy?

# Lesson 2: Basketball and Religious Tensions in Indiana

## Compelling Question

How did basketball in Indiana reflect the broader religious tensions in society?

## Staging the Compelling Question

Ask students to think-pair-share their thoughts on the following quote by David Anspaugh, the director of the basketball movie *Hoosiers*: “[Basketball] it is a religion, it’s how communities and schools define themselves.”

## Lesson Overview

This inquiry-based lesson is designed for one class period and invites students to investigate the intersection between religious tensions and basketball in Indiana. It can build on previous lessons about immigration, religious tensions, and nativism in the United States or be used as a stand-alone lesson. Students will examine the compelling question, “How did basketball in Indiana reflect broader religious tensions in society?” Through this inquiry, they will analyze how the Ku Klux Klan utilized athletics to promote its ideology and its impact on Catholic sports teams, such as the University of Notre Dame. The lesson will draw connections to the use of sports as political propaganda in more recent history.

Students will engage with various primary and secondary sources, including an excerpt from the book *Legacy and Legend: The Mythology of Basketball in Indiana*, political cartoons, oral history interviews, and newspaper articles. In small groups, each student will be responsible for analyzing a specific source to contribute to a class discussion on the compelling question. This activity will develop their historical thinking skills as they critically analyze both primary and secondary sources. The lesson concludes with an optional activity in which students examine a more recent news article about hate speech directed at a

Catholic high school in Indiana in 2016. They will compare these contemporary events to the historical trends they explored earlier in the lesson. This comparison will help students understand the ongoing impact of religious and societal tensions within the realm of sports.

## Materials

Device to access the Internet, pencil/pen, paper

## Procedures

1. To introduce the lesson, ask students to think-pair-share their thoughts on the following quote by David Anspaugh, the director of *Hoosiers*: “[Basketball] it is a religion, it’s how communities and schools define themselves.” Have students discuss whether they agree or disagree with the quote and explain their reasoning.
2. Present the compelling question: How did basketball in Indiana reflect broader religious tensions in society?
3. Ask students to share about what they may know from previous lessons about religious tensions, nativism, and the history of immigration in the United States. This will help connect their prior knowledge to today’s topic.
4. Distribute and have students read an excerpt from page 52 of *Legacy and Legend: The History and Mythology of Basketball in Indiana*, which discusses the development of Notre Dame’s basketball team. Alternatively, you can read the excerpt together as a class. After reading, ask students to share what stood out to them and any questions they have about the excerpt.
5. Explain that today’s lesson will involve investigating primary and secondary sources to understand why Notre Dame had difficulty recruiting Indiana basketball players and to explore the relationship between religion and basketball in Indiana.

6. Show the video "[Notre Dame vs. the Ku Klux Klan](#)" to students. As they watch, instruct students to use a separate sheet of paper to record: three facts they did not know before watching the video, two questions they have while watching the video, and one memorable moment from the video. After viewing, divide students into small groups of four and have them share their reflections with each other.
7. Keep students in their small groups of four. Distribute the collection of sources related to the Ku Klux Klan, religion, and basketball in Indiana along with their associated graphic organizer. Assign each student in the group one of the following sources to analyze:
  - a. [Juniors will honor memory of Washington](#) - use **Analyzing Newspapers Graphic Organizer**
  - b. [This Tree Must Come Down](#) - use **Analyzing Political Cartoons Graphic Organizer**
  - c. [Interview with Max Lorber](#) - use **Analyzing Oral Histories Graphic Organizer**
  - d. [The Indiana basketball mecca you've never heard of](#) - use **Analyzing Secondary Sources Graphic Organizer**
8. As students analyze their sources, they should record their observations, inferences, and questions on the **Graphic Organizer** corresponding to their source.
9. After completing their individual analyses, students should share their sources and insights within their small groups. In their groups, they should discuss how each source's context complements, extends, or challenges the others. They should take notes on these interactions.
10. Conclude the lesson with a whole-class discussion revisiting the compelling question: "How did basketball in Indiana reflect broader religious tensions in society?" Encourage students to use evidence from their analyses and the lesson to support their answers.
11. For an extension activity, students can research how sports have been used to promote hatred of religious, racial, and ethnic groups in more recent times. Have them compare these events to the historical examples of the Klan and basketball in Indiana. For example, they could examine the following 2016 incident in Indiana:
  - a. ["Bishop Slams Donald Trump Sign, Taunts at High School Basketball Game"](#)

**Excerpt from *Legacy and Legend: The History and Mythology of Basketball in Indiana*, pg. 52**

Newlin, J. R. (2023). *Legacy and Legend: The History and Mythology of Basketball in Indiana* (pp. 52). Indiana Historical Society Press.

“Meanwhile, in Northern Indiana, established football power Notre Dame was also building a basketball resume. But the national Catholic university outside of South Bend, founded by Father Edward Sorin in 1842, has never been fully embraced by Protestant Indiana, with or without recruiting Hoosier schoolboys to play for their teams. Instead, Notre Dame recruited from the Catholic high schools around New York, Philadelphia, and Chicago.

All through the 1920s and 1930s, Minnesotan George Keogan coached the Notre Dame basketball team, winning 327 games. He served as an assistant football coach under the famous Knute Rockne and his basketball recruits included future Hall of Famer Ray Meyer, who later led DePaul University to 724 wins, as well as dual-sports star Moose Krause, who became a legendary Notre Dame athletic director. But very few Indiana high school products were ever recruited by Notre Dame. Clement Crowe from Lafayette Jeff (1922), Paul Nowak from South Bend Central (1932), and Mark Ertel from Tipton (1936) were among the few Hoosiers to matriculate in South Bend.”

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Analyzing Newspapers

**Source:** ["Juniors will honor memory of Washington"](#) - from *Fiery Cross*, volume 4, number 12, February 6, 1925.

**Directions:** Either refer to the image handed out or navigate to the *Hoosier State Chronicles* online newspaper database and locate the newspaper and referenced. You can also click the link from your device to go to the source. Look at the newspaper fully and record your observations, reflections, and questions. Consider the questions in the box to help guide your notes. Then, locate and read the article titled "Juniors will honor memory of Washington." Record your observations, reflections, and questions. Then, share your ideas with your small group.

Observations	Reflections	Observations
<p>Describe what you see. What do you notice first? What text do you notice first? What do you see other than news articles? How is the text and other information arranged on the page? What details indicate when this was published? What details suggest where this was published?</p>	<p>Who do you think was the audience for this newspaper? What can you tell about what was important at the time and place of publication? What can you tell about the point of view of the people who produced this? How would this newspaper be different if it was produced today? How would it be the same?</p>	<p>What do you wonder about: Who? What? When? Where? Why? How?</p>

"Put Americans on Guard"—Washington

# THE FIERY CROSS

THE PUBLICATION OF THIS PAPER IS SUSPENDED FOR THE REASON THAT THE EDITOR HAS BEEN DEPORTED FROM THE COUNTRY.

VOLUME 4, NUMBER 12

INDIANA EDITION  
WASHINGTON, D. C., FRIDAY, FEBRUARY 6, 1925.

PRICE FIVE CENTS

## UNITY LEAGUE'S NAME IS INVOLVED IN KLAVERN THEFT

### To Initiate More Than 5,000 In Indiana's First K-Duo Class

#### DRAMATIC ART INSTRUCTOR IS EMPLOYED TO DRILL TEAMS

Members Chosen Are Also Identified With Masonic Fraternity and Come From All Parts of Hoosier State.

#### SPECIAL SCENERY AND ELECTRICAL EFFECTS

Drags Will Be Conducted at Ten Different Cities In State to Commemorate

Indians, Feb. 5.—The Unity League, a new organization, is holding a series of dramatic art drills in various parts of the state. The drills are being conducted by a team of instructors who are also members of the Masonic fraternity. The drills are being held in ten different cities in the state to commemorate the anniversary of the founding of the Unity League.

#### DR. H. W. EVANS BACK IN WASHINGTON AGAIN

Washington, Feb. 5.—Dr. H. W. Evans, former director of the U. S. Bureau of Prisons, is back in Washington after a short absence. He is expected to resume his duties as director of the bureau.

#### INDIANAPOLIS UNIT WILL HOLD ELECTION FEB. 7

March Lockdown Manifested by Members in Choice of Officers.

Indians, Feb. 5.—The Indianapolis unit of the Unity League will hold its election on February 7. The members of the unit are expected to choose their officers for the coming year.

#### NEW SLOGAN IS ADOPTED

Would Make Their Unit the "Capital Klan of Indiana" Program Outlined.

Indians, Feb. 5.—The Unity League has adopted a new slogan for its Indianapolis unit. The new slogan is "The Capital Klan of Indiana." The members of the unit are expected to work towards the achievement of this goal.

#### COUNTIES ARE ORGANIZING TO UNITE EFFORTS

Unit Plan Is Seen as Great Aid in Carrying On Work of Order.

Indians, Feb. 5.—The Unity League is organizing its counties to unite their efforts in carrying on the work of the order. This is seen as a great aid in the work of the order.

#### Bible Read Daily in Every School in Illinois County

Flags Preceded by Order Also Read Over Each Building—Standard High.

Indians, Feb. 5.—The Unity League has organized a Bible reading program in every school in Illinois county. The program is being carried out by the order, and flags are read over each building.

#### TAYLOR ACQUITTED IN FLOWERS MURDER CASE

Indians, Feb. 5.—Taylor has been acquitted in the Flowers murder case. The jury found Taylor not guilty of the crime.

#### PRIEST CONRAY HAS INFLUENCE IN POLICE DEPT.

Second Roman Catholic Pastor's Name Appears in Klavern Case.

#### SEKS PROTESTANT HELP

Romanticists and Jews at Ft. Wayne Meeting Make Play for Protestant Support.

Fort Wayne, Feb. 5.—The Unity League is seeking Protestant help in its efforts to expand its membership. The league is also holding a meeting in Ft. Wayne to discuss this matter.

#### AMERICANISM FORGES AHEAD IN FRANKFORT

Big Increase in 1924 Membership Will Be Celebrated by This Year's Record.

Frankfort, Feb. 5.—The Unity League is celebrating its big increase in membership for 1924. The league is also holding a meeting in Frankfort to discuss this matter.

#### BIG BANQUET BY BEDFORD UNIT IS GREAT SUCCESS

Attendance So Great It Is Found Necessary to Secure More Space.

Bedford, Feb. 5.—The Bedford unit of the Unity League has held a big banquet which was a great success. The attendance was so great that it was necessary to secure more space.

#### South Bend Women Hold Successful Social Gathering

More Than 500 Members of Organization Enjoy Program and Dinner.

South Bend, Feb. 5.—The South Bend women of the Unity League held a successful social gathering. More than 500 members of the organization enjoyed the program and dinner.

#### LOUIS BRACKEN IS BURIED AT MADISON

Madison, Feb. 5.—Louis Bracken has been buried at Madison. The funeral services were held at the local church.

#### CEREMONY TO DEPORTED MEMBER IS IMPRESSIVE

Madison, Feb. 5.—A ceremony to deport a member of the Unity League was held in Madison. The ceremony was very impressive.

#### Klavern Given Burial

Madison, Feb. 5.—A Klavern of the Unity League was given a burial in Madison. The burial was held at the local church.

#### Senators Reason Oddly in Finding Excuses for Vote Against Protestant Bills

Indians, Feb. 5.—The Senate has found odd excuses for its vote against Protestant bills. The senators have tried to justify their actions by claiming that the bills were unconstitutional.

#### "The Light" Opens In Indianapolis

Indians, Feb. 5.—"The Light" has opened in Indianapolis. The play is being performed at the local theater.

#### JUNIORS WILL HONOR MEMORY OF WASHINGTON

Survey of State by Director Shows Boys' Organization Fine Athletic Program.

Work for Youth Is Laid Out by National Headquarters Officials.

Indians, Feb. 5.—The Juniors of the Unity League will honor the memory of George Washington. The organization is also working for the youth of the state.

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#### SHELBYVILLE BUILDING IN FACE OF ENEMY

Attacks of Wasteful Families Inspiring to Greater Things by Unit.

Shelbyville, Feb. 5.—The Shelbyville unit of the Unity League is building in the face of its enemy. The unit is inspired by the attacks of wasteful families.

#### ARMORY HALL AT VALPARAISO IS PACKED FOR MEET

Professors, Club Leaders and Church Workers Attend. Tables are Presented.

Valparaiso, Feb. 5.—The armory hall at Valparaiso is packed for a meeting. Professors, club leaders, and church workers are attending the meeting.

#### STANFORD UNITS PLAN COMMUNITY CENTER PROGRAM

Buy County Fair Association Band Stand for Meetings of Americans.

Stanford, Feb. 5.—The Stanford units of the Unity League plan a community center program. They are also buying a band stand for the county fair association.

#### MONEY GIVEN

Indians, Feb. 5.—Money was given to the Unity League. The money was donated by a local business.

#### MICKY HANRAHAN, MANAGER, IS MAN WHOSE NAME WAS WITHHELD IN FT. WAYNE ROBBERY TRIAL

Defendant Tried to Reach Him By Phone to Obtain Aid—Hanrahan Said to Have Often Been in Ft. Wayne.

#### WIDESPREAD PLOT IS SEEN

Link Connecting Fires and Robberies in Jeffersonville, Terre Haute, Colfax, and Other Points Being Forged.

Indians, Feb. 5.—A widespread plot is seen in the robbery trial of Micky Hanrahan. The plot is believed to be a link connecting fires and robberies in various parts of the state.

#### CHARTERS ARE PRESENTED BY GRAND DRAGON

Grand Dragon Makes Swing Around Circle and Finds Order Prospering.

PEORIA BUYS OWN HOME

State Head Delighted to Learn Bible Is Being Read in Public Schools.

Special to the Reporter: Chicago, Ill., Feb. 5.—The Chicago unit of the Unity League has presented its charters to the Grand Dragon. The Grand Dragon is pleased with the progress of the order.

Peoria, Feb. 5.—Peoria has bought its own home. The home is a beautiful one and is being used as a meeting place for the Unity League.

Chicago, Feb. 5.—The state head of the Unity League is delighted to learn that the Bible is being read in public schools. This is a great step towards the education of the youth.

Chicago, Feb. 5.—The Unity League is organizing its counties to unite their efforts in carrying on the work of the order. This is seen as a great aid in the work of the order.

Chicago, Feb. 5.—The Unity League is celebrating its big increase in membership for 1924. The league is also holding a meeting in Chicago to discuss this matter.

Chicago, Feb. 5.—The Unity League is building in the face of its enemy. The unit is inspired by the attacks of wasteful families.

Chicago, Feb. 5.—The armory hall at Valparaiso is packed for a meeting. Professors, club leaders, and church workers are attending the meeting.

Chicago, Feb. 5.—The Stanford units of the Unity League plan a community center program. They are also buying a band stand for the county fair association.

Chicago, Feb. 5.—Money was given to the Unity League. The money was donated by a local business.

Chicago, Feb. 5.—A Klavern of the Unity League was given a burial in Madison. The burial was held at the local church.

Chicago, Feb. 5.—A ceremony to deport a member of the Unity League was held in Madison. The ceremony was very impressive.

Chicago, Feb. 5.—The Bible reading program in every school in Illinois county is being carried out by the order. The program is very successful.

Chicago, Feb. 5.—Taylor has been acquitted in the Flowers murder case. The jury found Taylor not guilty of the crime.

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March Lockdown Manifested by Members in Choice of Officers.

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Flags Preceded by Order Also Read Over Each Building—Standard High.

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Indians, Feb. 5.—The Unity League is building in the face of its enemy. The unit is inspired by the attacks of wasteful families.

Indians, Feb. 5.—The armory hall at Valparaiso is packed for a meeting. Professors, club leaders, and church workers are attending the meeting.

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Indians, Feb. 5.—A Klavern of the Unity League was given a burial in Madison. The burial was held at the local church.

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#### UNITY LEAGUE'S NAME IS INVOLVED IN KLAVERN THEFT

To Initiate More Than 5,000 In Indiana's First K-Duo Class

Members Chosen Are Also Identified With Masonic Fraternity and Come From All Parts of Hoosier State.

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

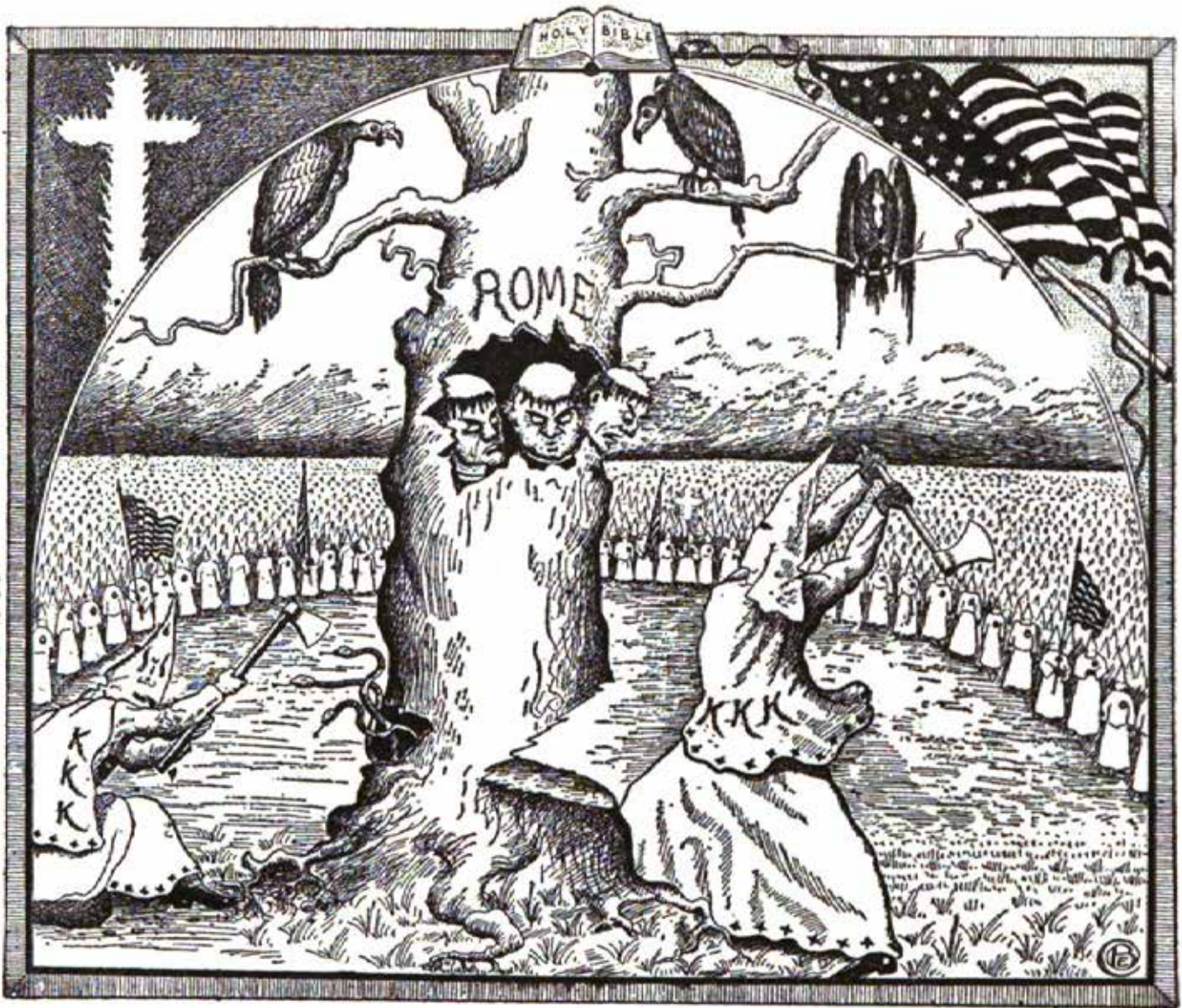
# Analyzing Political Cartoons

**Source:** [“The Tree Must Come Down”](#) - published in *The Ku Klux Klan in Prophecy*, 1925

**Directions:** Refer to the image handed out or use your device to click the link to go to the source. As you look at the political cartoon, record your observations, reflections, and questions. Consider the questions in the box to help guide your notes. Then, share your ideas with your small group.

Observations	Reflections	Observations
<p>Describe what you see. What do you notice first? What people and objects are shown? What, if any, words do you see? What do you see that looks different than it would in a photograph? What do you see that might refer to another work of art or literature? What do you see that might be a symbol? What other details can you see?</p>	<p>What’s happening in the cartoon? What was happening when this cartoon was made/ Who do you think was the audience for this cartoon? What issue do you think this cartoon is commenting about? What do you think the cartoonist’s opinion on this issue is? What methods does the cartoonist use to persuade their audience?</p>	<p>What do you wonder about: Who? What? When? Where? Why? How?</p>





**THIS TREE MUST COME DOWN**

“Klantreerome-Drawing. Public Domain Mage.” Picryl. GetArchive,  
<https://picryl.com/media/klantreerome-06946d>.

White, Alma. “The Ku Klux Klan in Prophecy.” HathiTrust. Accessed August 27, 2024.  
<https://babel.hathitrust.org/cgi/pt?id=uc1.31822004645693&seq=108>.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## Analyzing Oral Histories

**Source:** ["Interview with Max Lorber"](#) - Indiana Jewish Historical Society Collection of the Indiana Historical Society

**Directions:** Refer to the images handed out or use your device to click the link to go to the source. As you read the interview, record your observations, reflections, and questions. Consider the questions in the box to help guide your notes. Then, share your ideas with your small group.

Observations	Reflections	Observations
<p>Describe what you notice.            What do you notice first?            What format is the oral history in –an audio recording, video, film, or written transcript? Does it seem like an interview or a conversation? Do you notice any background noises? What other details do you notice?</p>	<p>What was the purpose of this oral history?            What do you think was happening when it was recorded? What can you tell about the person telling the story, and about that person's point of view? What is the significance of this oral history? Is it more personal or historical? How does encountering this story firsthand change its emotional impact? What can you learn from this oral history?</p>	<p>What do you wonder about: Who? What? When? Where? Why? How?</p>

INTERVIEW - MAX LORBER AND JOSEPH LEVINE - DESCRIBING LIFE IN COLUMBIA CITY  
February 1974

MR. LORBER: In response to your question about what was it like to grow up in a small town, I am just filled with nostalgia about the wonderful boyhood I had, because by the time I was a youngster, the heavy Jewish population of Columbia City - which was for a small time quite great - was gradually becoming less and less. For example, the parents cooperatively brought in a student from Cincinnati, and my older brothers and others from the other families were involved in some religious instruction. By the time I was a boy, that has disappeared, so I had practically no religious training.

MR. LEVINE: How many Jewish families lived there?

MR. LORBER: When I was growing up - I'm guessing how - I could be more accurate if I'd sit down and figure it up - I do have a pretty good memory - I'm guessing that there were about fifteen- eighteen Jewish families.

MR. LEVINE: When did your parents come there?

MR. LORBER: My parents were married in 1881. Rabbi Messing, who comes from a long line in a rabbinical family, married them, and I guess he was the Reform rabbi in an Indianapolis congregation that is I guess still called the Indianapolis Hebrew Congregation. My father started out as many of our ancestors did, being financed in Indianapolis and went out and peddled, and the farmers were marvelous to him. There might have been prejudice, but he was never conscious of it, because the welcome mat was cut for the little Jewish peddler - and I have a feeling - I'm might be drawing on my vivid imagination - but knowing my father, I imagine he was a welcome guest. He related well to people. He started to peddle, and then he ended up in Delphi, Indiana, right near Attica - he and his cousin, Max Schwartz. Some of the descendants of that family are still in Attica. And then my father came to Columbia City - I'm guessing that must have been somewhere around 1880 or 1879 - and started this store. But I started out talking about the pleasant memorabilia of growing up. And when kids were mad at one another, they and I said the things - we didn't give a damn how mean it was or how cruel it was when we were in an argument - and discounting the few times when I was called a sweeney, I don't remember any prejudice when I was growing up in that town, which is an amazing thing. And the same thing applied when I went to Indiana University, which was the height of the Klan - in fact, I can remember one Christmas vacation - I'm way off the subject here, but I guess I'm emotionally motivated now - when the basketball was required to stay at Bloomington to train, and there was a Ku Klux Klan parade. None of us chewed tobacco, but on this occasion we all got our mouths full of scrap chewing tobacco and got in three cars and just went around add spit tobacco all over the woods - and the police who were on duty laughed and rather approved. But anyway, getting back to Columbia City-----

MR. LEVINE: How large was your family?

MR. LORBER: There were a total of seven, but I never knew a younger sister, a younger brother who passed away - one was three and one was four - they passed away of small pox - p but I remember vividly my four

brothers and my sister. My mother passed away prematurely, and my sister more or less raised us - so there were five of us.

MR. LEVINE: What relation did you have with the Jews in Fort Wayne?

MR. LORBER: Well, when transportation became available - the car, etc. - we started going to the Temple in Fort Wayne. Previous to that time, I would say that during the horse and buggy days our social contacts were with Columbia City people, and it was a mixed group - it was-----

MR. LEVINE: Did you go to school in Columbia City?

MR. LORBER: Oh, yes, went all through grade school and high school there. I always thought I received a good education there. We always had a wonderful library. It was a pleasant place for a young Jewish boy to grow up, and I loved the out-of-doors, and my father loved to fish - and with all the lakes, and the annual trip to Wawassee - I felt very comfortable there - it was simply great.

MR. LEVINE: What language did you speak in the home?

MR. LORBER: English, except when my parents wanted to speak privately in front of us - then I think they used German. We're of Hungarian descent. We observed a few of the Jewish holidays - the high holidays - but it wasn't until I was a mature man and I attended a Seder - in fact, I felt so guilty about my lack of Jewish background and Jewish education that when I went to St. Louis and my children went to Sunday School that I as an adult went to Sunday School - I did a lot of reading, and then I went to Sunday School - and usually, when any adult shows up faithfully at the Temple, before you know it you're on the Religious School Board, and then you're on the Temple Board, so I became extremely active in Temple Shalomath (sp?) under the spiritual guidance of Rabbi Gordon-----

MR. LEVINE: Did you - did children in Columbia City get any Jewish education?

MR. LORBER: Well, a small group got some Jewish education - to what extent I don't know. Edgar Strauss would know - I don't know whether Abe was involved in this - but I do have recollections of their bringing in this student and they were given some hall - we never had a problem of where to meet - they were given some hall, but I doubt if very many of the Jewish youth growing up in Columbia City received much of it-----

MR. LEVINE: What about a Ladies Aid Society?

MR. LORBER: Oh, the Ladies Hebrew Benevolent Society. As I look back upon that, that was marvelous. In those days, apparently it was tradition that no Jew should be deprived of three good meals a day and then sent on to his next destination. So like the hobos used to put an "X" on the easy touches, I can remember very vividly - my mother was very active in this Ladies' Hebrew Benevolent Society - I can remember very vividly of feeding God knows how many Jewish people on the move and their being given enough money to go on to the next town. So primarily, under the facade of its being the Ladies' Hebrew Benevolent Society - and it was a charitable motivated organization - yet the social aspects were great - and one of the highlights was the meeting at your home because you were the clean-up man, and the delicacies

left over - we always prayed that there would be some left over - it was a great social event. And they played "500" and as I look through the minutes, they were the forerunners of the Federation, but it was an intimate thing - it was so intimate - it reminds me of the youth hostel movement of today - it was sort of a hostel movement where any Jew on the move could get transportation and could get lots of - and my mother would never - we fed lots of tramps because part of the culture of those days was the professional hobbo - he lived in a marvelous culture - I wish I could have gone through life being a hobbo - but the hobos were fed on the back porch, but not the Jews - migrants on the move - they were given a very fine meal, and always we had penicillin in our house - we always had the noodle soup and the matzo ball soup.

LEVINE: Tell me about your career. Tell me about Indiana - tell me about yourself.

MR. LORBER: Well, it's difficult to talk about oneself.

MR. LEVINE: Tell me what your career has been - you were -

MR. LORBER: Well, after I graduated from Indiana University, the athletic director invited me back to join the staff - in those days the staffs were minimal - and I became the freshman football, basketball, and baseball coach at Indiana University and aspired to a career in teaching, in education, in coaching, but I had a marvelous athletic director, and we are what we are today because of the influence of individuals and things that happened to us and people who came within our intimate horizon and influenced us - and he was one man - I was working in camps - and he said this is a much better life, you'll never make a lot of money, but it'll be a happy career, so being a small-town boy with limited Jewish contacts - at Indiana University there were only seven of us of the Jewish faith-----

MR. LEVINE: What year did you graduate?

MR. LORBER: I graduated in '25. I was supposed to graduate in '24, but I was another motor-minded athlete, I suppose. I didn't graduate in '24 in order to play another year of football, but anyway, then I realized I had to go to a large city and get a Jewish clientele, so through Alonzo Stagg of the Univ. of Chicago - he recommended me for this position in St. Louis, and then I started a married life with children and became active in Jewish affairs and was always involved with the disadvantaged kid between camping seasons. I opened a camp, but I was always involved with the disadvantaged, so I've had a dual career. In camp, naturally we catered to the economically privileged, but sometimes socially underprivileged clientele, and then worked in one of our state institutions and identified myself with the 11th police district in St. Louis - our toughest district there, where I was recruiting new facilities and new leadership - and when I left camping, then I became a consultant to the Manpower Division, involved in the bottom-of-the-barrel type of kid, the unemployables, and I spent the last ten-twelve years in a vocation program trying to answer the vocational and basic educational needs of this youngster, but more important than all that in my opinion was to teach them not only the art of making a living, but the art of living, because we had to do something about their addiction to drugs and alcoholism and their inability to live in peace of mind with themselves as well as others - so fund

management and how to report on time, how to ~~make~~ rapport with your employees-----

MR. LEVINE: To come back - we don't have too much time - will you tell me what you know about the founding of the Jewish Cemetery in Columbia City?

MR. LORBER: Mrs. Kramer, who is the mother of Mrs. Moe Strouse, the grandmother which you know of Strouse's, and my mother were very active in the formation of this Jewish Cemetery, and my first memory of it is going out there as a boy - religiously we did this - part of our responsibility was the wedding, the planting, the care of the cemetery, and it wasn't your family grave at all. When you were out there, you attended every other grave, and if you saw anything that wasn't as it should be, you took care of it - so this has been sort of - you know, if a guy has a conscience - I'm the last one of the Lorbers - this is - this has been on my mind, the care of this cemetery. This was a precious part of my boyhood, and I've never gone to Columbia City in my life as an adult without going out there, and my main concern today - and this is contrary to the thinking of a few people in Columbia City - the city will lend it perpetual care, but with the turnover of personnel, and projecting the time when there will be no Jews in Columbia City - the big job is supervision, because I have seen in other situations and in almost every related situation, wherever there is no supervision, then things deteriorate - the supervision is a simple thing. It's as simple as going to the city in a dignified and a professional way and calling their attention to the things that need care - for example, like Thelma Strouse Daniels has done. And I think that this is almost a must, and I am hopeful that the Fort Wayne Congregation might assume this supervisory responsibility.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Analyzing Secondary Sources

**Source:** [“The Indiana basketball mecca you’ve never heard of”](#)—Will Higgins, *IndyStar*, published March 3, 2017

**Directions:** Use your device to click the link to go to the source, or use the information provided to locate the source online. Read the secondary source. Then, consider the questions in the box to help you take notes when analyzing the source. After recording your notes, share your ideas with your small group.

<b>Type of Source:</b> Author, Date, Place of Publication	
What do you know about the author? (click the link at the author’s name in the article to learn about them)	
<b>Reliability:</b> Does the source seem reliable? Why or why not?	
<b>Reading notes:</b> As you read, take notes about information that is pertinent to the topic, that leaves you with questions, or are things you want to remember later. Feel free to include quotes.	

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

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<p><b>Source argument:</b> What is the main argument or claim made by the source? How does the author make this argument? What kinds of evidence do they use?</p>	
<p><b>Reflection:</b> Do you find the source’s argument convincing? What questions do you have after reading? How does this compare to other sources you have examined on this topic?</p>	

# Lesson 3: Crispus Attucks High School Basketball

## Compelling Question

How did the Crispus Attucks High School basketball team highlight the culture and traditions of Indiana during the 1950s?

## Staging the Compelling Question

To assess prior knowledge, ask students to think-pair-share to the following questions:

- What role do you think sports play in society? Explain your answer.
- Can sports bring a country together? Can sports cause division within a country? Explain your answer.
- Should sports play a significant role in society? Why or why not?

## Lesson Overview

This inquiry-based lesson is designed for one class period and invites students to investigate the experiences of the Crispus Attucks High School basketball team in Indianapolis. This lesson can serve as an extension of previous lessons of segregation, education, and the fight for civil rights and racial equality in the United States, with a particular focus on Indiana. Students will examine the compelling question “How did the Crispus Attucks High School basketball team highlight the culture and traditions of Indiana during the

1950s?” This inquiry will help students analyze how multiple segments of Indiana’s culture was both discriminatory and evolving during this period, highlighting the opportunities and challenges faced by the team and the broader Black community.

Students will watch Part III of the documentary *Attucks: The School That Opened a City*. While watching the documentary, they will complete a 3-2-1 graphic organizer to record key information, questions, and enduring memories from the film. This organizer will later be used to facilitate small group discussions about the film’s content, encouraging students to reflect on the historical context and significance of the Crispus Attucks team. Following the documentary, students will engage in a formative performance task by researching the experiences of key figures from the Crispus Attucks basketball team, including Coach Ray Crowe, Bill Garrett, Oscar Robertson and Hallie Bryant. They will use historical thinking skills to locate and analyze primary and secondary sources. Based on their research, students will create a Sports Trading Card Infographic. The lesson concludes with students presenting their infographics to each other, sharing insights and taking notes on other notable Black individuals discussed in their classmates’ presentations. Lastly, students will engage in a class-wide discussion on the compelling question that will provide an opportunity to explore broader themes including the role of sports and entertainment in addressing and advancing social issues, such as racial equity.

## Materials

Device to access the Internet, pencil/pen, paper

## Procedures

1. To introduce the lesson and assess prior knowledge, ask students to think-pair-share the following questions.
  - a. What role do you think sports play in society? Explain your answer.
  - b. Can sports bring a country together? Can sports cause division with a country? Explain your answer.
  - c. Should sports play a significant role in society? Why or why not?
2. Inform students that today's lesson will focus on the 1955 State Championship basketball team from Crispus Attucks High School in Indianapolis. They will explore the experiences of Black athletes in Indiana during segregation, how they overcame challenges, and their contributions to basketball.
3. Share today's compelling question with students: How did the Crispus Attucks High School basketball team highlight culture and traditions of Indiana during the 1950s?
4. Have students watch Part III of the documentary "[Attucks: The School That Opened A City](#)" (47:29-1:14:00) on YouTube. As they watch, instruct them to complete the **3-2-1 Graphic Organizer** where they will: list 3 new facts they learned, write 2 questions they have, and note 1 memorable moment from the video.
5. After the documentary, students should share their **3-2-1 Graphic Organizers** in small groups of four. This sharing will help them reflect on the key takeaways and raise further discussion points.
6. Within their small groups, assign each student a different individual from the Crispus Attucks High School basketball team: Oscar Robertson, Bill Garrett, Ray Crowe, or Hallie Bryant. Each student will independently create a **Sports Trading Card Infographic** for their assigned person. Encourage students to use creative software like Google Slides, PowerPoint, Canva, etc. to design their infographic. The infographic should include:
  - a. the person's name and teams they played for
  - b. their contributions to the sport
  - c. the challenges they faced in their career
  - d. A bibliography with references students used
7. After creating their **Sports Trading Card Infographic**, students should share their work within their small groups. As they listen to each presentation, have the students record information in the **Basketball Players Scorecard** handout.
8. Conclude the lesson with a whole-class discussion revisiting today's compelling question: "How did the Crispus Attucks High School basketball team highlight culture and traditions of Indiana during the 1950s?" Encourage students to use evidence from the documentary, their graphic organizers, and the infographics they created to support their answers.
9. Prompt them to connect the historical context to the present day by discussing how athletes today raise awareness about social causes.



Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## 3-2-1 Graphic Organizer

**Directions:** Watch Part III (47:29-1:14:00) of [Attucks: The School That Opened a City](#), a documentary that can be found on YouTube. As you watch the video clip, complete the prompts below in the chart. After recording your notes, share your ideas with your small group.

List 3 facts you did not know about basketball or racism in Indiana that you learned from this clip.

1.

2.

3.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

Create 2 questions you have after watching the video clip.

1.

2.

Describe 1 moment you will remember from the video clip. Why did it make an impression on you?

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Sports Trading Card Infographic

**Directions:** In a group of four, each group member will research one of the following basketball players: Oscar Robertson, Bill Garrett, Ray Crowe or Hallie Bryant. Use your device to research your basketball player, taking notes as you go. Then, create a trading card about your player! You can use software such as Google Slides, PowerPoint or Canva, or create a physical trading card using crafting materials. Don't forget to track your sources, as you will need to include the following information in your finished design: player name, team(s) played for, contributions to basketball, challenges faced in their career, bibliography of references used.

**Player Name:**

**Team(s) played for:**

**Position(s) played:**

**Contributions the player made to basketball:**

**Challenges the player faced in their career:**

**Sources used:**

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Basketball Players Scorecard

**Directions:** After each group member has completed their Trading Card, take turns presenting your card to each other. As your group members present, take notes in the graphic organizer about each basketball player, their role on a team, contributions they made to basketball, and the challenges they faced.

Player Name	Role on Team	Contributions made to basketball in their career	Challenges they faced in their career

# Lesson 4: Women and Basketball

## Compelling Question

Have conditions improved for female basketball players in Indiana?

## Staging the Compelling Question

To assess prior knowledge, ask students the following questions: Do you play sports at school or in your community? How often do you think about your gender identity when playing sports? Is your team integrated or separated based on gender? How important is gender separation or integration to you when you play sports? Why?

## Lesson Overview

This inquiry-based lesson is designed for one class period and invites students to investigate the history of women’s basketball and contemporary issues around the topic in Indiana. By examining the compelling question, “Have conditions improved for female basketball players in Indiana?” students will compare the experiences of women in the sport both historically and in the present. The lesson will highlight both the opportunities and challenges faced by female athletes.

Students will participate in two key activities: a Big Paper Silent Discussion and a Connect, Extend, Challenge exercise. These formative performance tasks are designed to help students answer the supporting questions: “What were the early days of women’s basketball like in Indiana?” and “How has gender and sports evolved in Indiana since the passing of Title IX?” Through these activities, students will utilize historical thinking skills to analyze primary sources. The insights gained from these tasks will culminate in an in-class summative discussion, where students will reflect on the compelling question.

## Materials

Device to access the Internet, pencil/pen, paper, printout of primary sources, poster paper, and markers

## Procedures

1. Begin the lesson by asking students to think-pair-share to the following questions:
  - a. Do you play sports at school or in your community?
  - b. How often do you think about your gender identity when playing sports?
  - c. Is your team integrated or separated based on gender?
  - d. How important is gender separation or integration to you when you play sports? Why?
2. Inform students that today’s lesson will explore the history of women’s basketball in Indiana. They will learn how women became involved in the sport, the challenges they faced, their contributions to basketball, and their influence on the present.
3. Share with students’ today’s compelling question: Have conditions improved for female basketball players in Indiana?
4. Divide students into five groups for a Big Paper Silent Discussion activity. Explain that this task aims to answer the supporting question, “What were the early days of women’s basketball like in Indiana?” Assign each group a primary source attached to a large sheet of poster paper placed around the classroom. Have markers available for each student. Have students verbally discuss their assigned source and write about their group’s Big Paper for five minutes. Students can write or draw anywhere on their paper. However, their notes should be centered on observations, inferences, reflections, and questions they have about the primary source attached to their Big Paper. Each Big Paper will have one of the following sources attached:

- a. [1929 Snowball Hall of Champions, Digital Sports History Collection, Wabash County Museum](#)
  - b. [\(1930, February 16\) South Bend news-times, "Pretty Fair" Library of Congress.](#)
  - c. [\(1929, March 17\) South Bend news-times, "Hoosier Girl is Secord in World Basket Standings." Library of Congress.](#)
  - d. [\(1925, March 25\) The Indianapolis times, "Hottentot Net Stars." Library of Congress.](#)
  - e. [\(1925, March 19\) The Indianapolis times, "Hottentot Challenge." Library of Congress.](#)
5. Have students conduct a silent gallery walk, with them walking around the classroom for ten minutes to read and comment on other groups' Big Papers. Their comments can include responses to the original group's observations, inferences, reflections, and questions, or their comments could prompt new ideas.
  6. Following the silent gallery walk, have students return to their original group's Big Paper and engage in a verbal discussion about the comments left by others.
  7. Afterward, as a class, debrief the following questions: What did these sources show us about the culture of women's basketball in Indiana? What challenges did female basketball players face?
  8. Inform students that they will now explore how gender and sports have evolved in Indiana since the passing of Title IX. Watch the video, "[50 Years of Title IX: The Impact on Women's Sports | Women's History Month](#)" on YouTube.
9. After watching the video, discuss the following questions as a class:
    - a. How do the experiences of women in basketball from the primary sources compare to those after Title IX?
    - b. What led to the enactment of Title IX?
    - c. What is the purpose of Title IX, and who does it protect?
    - d. What is the focus of Title IX today?
  10. Distribute the **Connect, Extend, Challenge Handout**. Assign each student one of the following sources about women's basketball in Indiana after Title IX. They should use the graphic organizer to analyze their assigned source.
    - a. [Pioneer for Indiana high school girls sports, Patricia Roy, dies at 78. IndyStar. Kyle Neddenriep. May, 24, 2017.](#)
    - b. [Judi Warren reflects on the early days of women's basketball in Indiana.](#)
    - c. [Like It Is, September 9, 1979. \(Listen from 30.28 to 35.37\)](#)
    - d. [Caitlin Clark salary highlights huge gender pay disparity in US basketball. Thom Gibbs. May 14, 2024.](#)
  11. Have students Turn & Talk with another classmate who analyzed a different source. They should share their findings and take notes on what their classmates say. Encourage them to do this with at least two other classmates.
  12. Conclude the lesson with a class discussion revisiting the compelling question "Have conditions improved for female basketball players in Indiana?" Encourage students to use evidence from the lesson to support their answers, linking historical and contemporary examples.

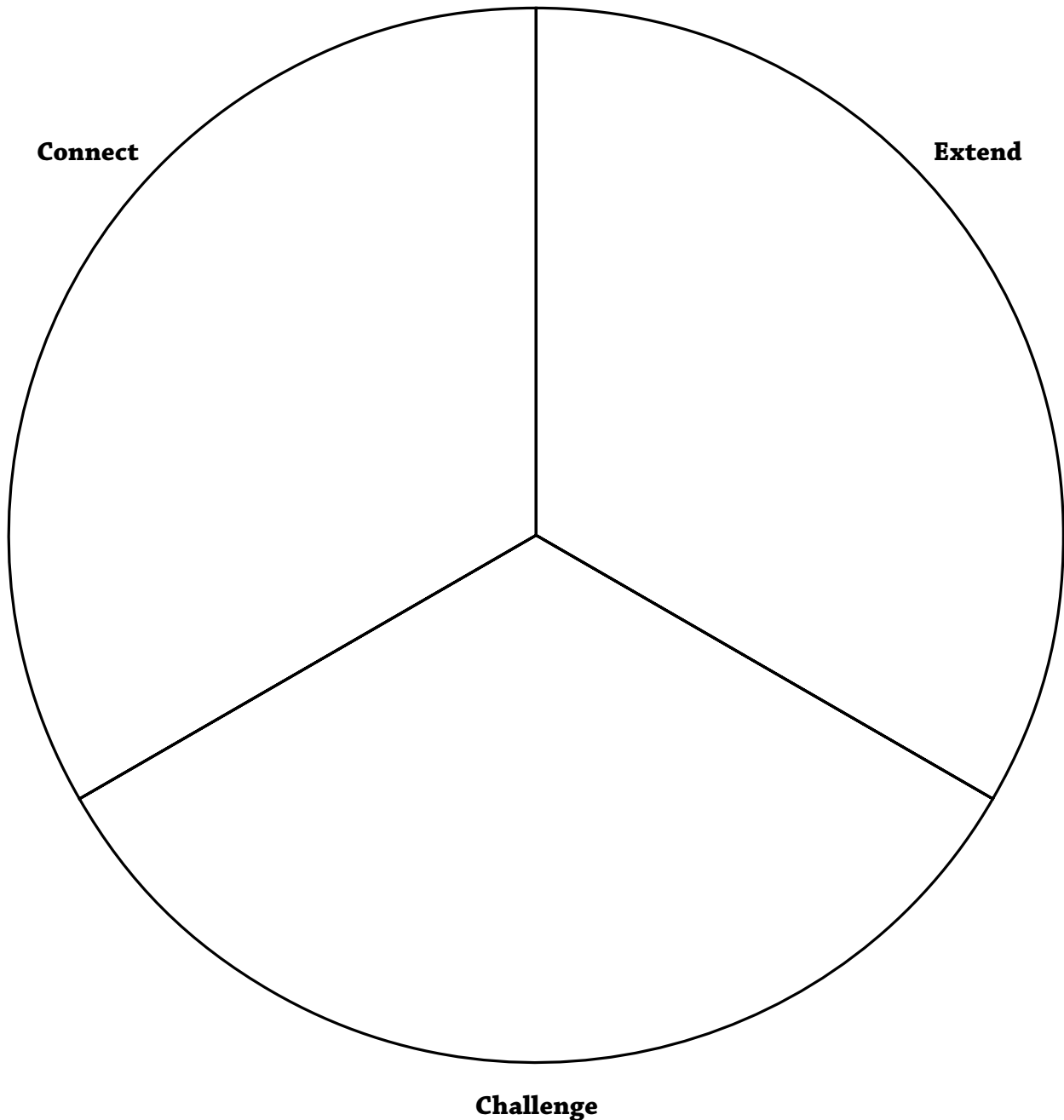
Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Connect, Extend, Challenge Chart

Source: \_\_\_\_\_

**Directions:** Review your assigned source. Then, write down your notes about the following in the corresponding sections of the pie chart:

- How does this source **connect** to something you know about?
- What new ideas do you have that **extended** your thinking after reviewing the source?
- What was **challenging** or confusing about the source? What do you wonder about?





“1929 Snowballs Hall of Champions.” Wabash County Museum Educate. Explore. Engage. Wabash County Museum, <https://wabashmuseum.pastperfectonline.com/photo/BA418DCD-31E4-4D1E-9044-881030488236>.





SOUTH BEND, INDIANA, SUNDAY, MARCH 17, 1929

PART FOUR

ELMER'S BEATEN BY CAMPSON AS RECORDS TUMBLE IN ILLINOIS RELAYS

TOM WARNE SETS WORLD'S RECORD FOR POLE VAULT

Northwestern Ace Barely Fails to Make 14 Feet, 2 Inches

Warne came within a hair of making his 14th record in his pole vault when he was defeated by Tom Warne of Northwestern.

Warne's performance was a record of more than 800 inches, representing 66 feet, 6 inches.

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Warne's performance was a record of more than 800 inches, representing 66 feet, 6 inches.

Fred Young's Record Tumbles in Illinois Relays

Young's record of 23 to 23 in the 100-yard dash was broken by Ed Smith of Northwestern.

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Ed Smith Wins Position On All-Western Cage Team

Smith's performance in the All-Western cage team was outstanding.

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Smith's performance in the All-Western cage team was outstanding.

Paavo Nurmi Registers 4 World Marks

Nurmi's performance in the mile race was a world record.

Nurmi's performance in the mile race was a world record.

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Nurmi's performance in the mile race was a world record.

Colrick, Donovan Receive Honorable Mention From Critic

Colrick and Donovan were praised for their performance.

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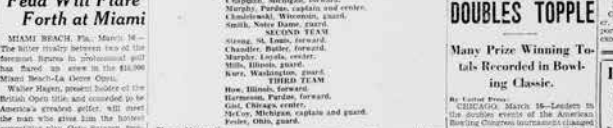
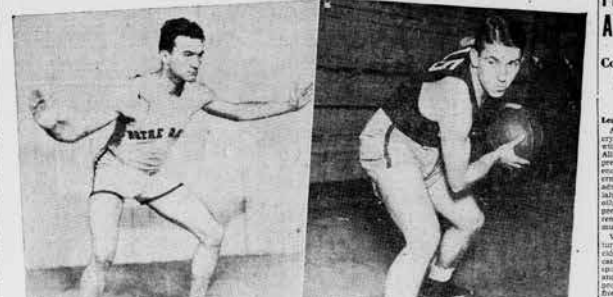
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"South Bend News-Times (South Bend, Ind.), March 17, 1929." Library of Congress, March 17, 1929.

https://doi.org/https://lccn.loc.gov/sn87055779.

# HENRY TO JOIN TRIBE TODAY—BUTLER TRACKMEN ON 2,500 MILE TRIP

## Petty Deal Reported Closed—Brooklyn Pitcher Appears Satisfied Over Transfer to Indians.

By Eddie Ash  
Times Sports Editor.

PLANT CITY, Fla., March 25.—Owner Smith and Manager Bush hustled away to St. Petersburg today and conferred with Manager Robinson of the Brooklyn club, and "Bobby" told the Tribe officials Henry would be in Plant City today. Henry expressed satisfaction over the transaction, informing Owner Smith he hoped to be a mainstay for Indianapolis. The left-hander appears to be in good physical condition, though he had not had much practice this month. The Petty-Henry deal is officially closed now, according to Bush.

## Too Busy for Worry

By Eddie Ash

LOAN ANHIEZER, Cal., March 25.—Jack Dempsey and Sammie Taylor Dempsey began their celebrating party today and the heavyweight champion declared himself too busy to spend much time discussing his beautiful new home in New York city.

## BUTLER CARD

### Indiana Central Will Open Diamond Season.

The Butler University baseball team will open the season March 21 in a game with Indiana Central College at Evansville, Ind. Only two Big Ten teams are scheduled to play on this date, and Chicago, Ill., and Michigan, Mich., are expected to play on the same day.

### Chapman Makes Grade

William F. Chapman, who has been having a hard time with the throwing arm, reported to the press in Florida. The right-hander took a good workout Tuesday and Wednesday at the Butler camp. He will appear in his first game on Thursday, March 27, at Evansville, Ind.

### English Race Winner

English race winner at the track today. The horse won by a wide margin.

### Vincennes Fetes Team

Vincennes held dinner and presented gifts to the players.

### Woman Breaks Record

Woman broke record in the 100-yard dash.

### Sid Terris in Action

Sid Terris in action in the boxing ring.

### Wrestling

Wrestling match between two champions.

### Wrestling

Wrestling match between two champions.

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Wrestling match between two champions.

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Wrestling match between two champions.

### Wrestling

Wrestling match between two champions.

# I. U. WILL OPEN ITS NEW OVAL

## Hopes to Use Track for Kentucky Meet in May—60 Candidates

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—Indiana University admits no chance here to open the proposed oval track in the new oval track, which will be built on the site of the old track, which was destroyed by fire last year. The new track, which will be built on the site of the old track, which was destroyed by fire last year. The new track, which will be built on the site of the old track, which was destroyed by fire last year.

## Major Training Gossip

By Eddie Ash

INDIANAPOLIS, Cal.—The Chicago Cubs, who are expected to open the season in Chicago, are expected to open the season in Chicago. The Chicago Cubs, who are expected to open the season in Chicago, are expected to open the season in Chicago.

## Nut Cracker

By Eddie Ash

INDIANAPOLIS, Cal.—The Chicago Cubs, who are expected to open the season in Chicago, are expected to open the season in Chicago. The Chicago Cubs, who are expected to open the season in Chicago, are expected to open the season in Chicago.

## Independent Baseball

By Eddie Ash

INDIANAPOLIS, Cal.—The Chicago Cubs, who are expected to open the season in Chicago, are expected to open the season in Chicago. The Chicago Cubs, who are expected to open the season in Chicago, are expected to open the season in Chicago.

## 18 SUITS for 18 Men \$5

for 18 Men \$5

## GLOBE STORES

330 W. Washington 450 W. Washington

# GOLFERS INCREASE ACTIVITY

## Local Association Adopts By-Laws Extending Scope—Big Meeting April 11.

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—The Indianapolis Golf Association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11.

## Choice Seats on Sale

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—The Indianapolis Golf Association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11.

## BLUES DRILL

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—The Indianapolis Golf Association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11.

## STARS HERE

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—The Indianapolis Golf Association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11.

## LOCAL MARKSMEN HIGH

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—The Indianapolis Golf Association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11. The association will hold its annual meeting on April 11.

## Palace

Palace Theatre

## English's

English's Theatre

## Circle

Circle Theatre

# Local Cinder Stars on Long Journey

## —In Texas Relay Carnivals Friday and Saturday.

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—The Butler University track team will leave for Texas today for the relay carnivals. The Butler University track team will leave for Texas today for the relay carnivals.

## COACH QUILTS

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—The Butler University track team will leave for Texas today for the relay carnivals. The Butler University track team will leave for Texas today for the relay carnivals.

## NATIONAL H. S. TOURNEY

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—The Butler University track team will leave for Texas today for the relay carnivals. The Butler University track team will leave for Texas today for the relay carnivals.

## REYNOLDS TO LOOK ON

By Eddie Ash

INDIANAPOLIS, Ind., March 25.—The Butler University track team will leave for Texas today for the relay carnivals. The Butler University track team will leave for Texas today for the relay carnivals.

## AMUSEMENTS

Amusements

## Palace

Palace Theatre

## English's

English's Theatre

## Circle

Circle Theatre



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# **WE DO HISTORY.**

INDIANA HISTORICAL SOCIETY

The Indiana Historical Society collects and preserves Indiana's unique stories; brings Hoosiers together in remembering and sharing the past; and inspires a future grounded in our state's unifying values and principles. IHS is a Smithsonian Affiliate and a member of the International Coalition of Sites of Conscience.

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