

How Theodore Roosevelt Saved Football, inspired by the book, *The Big Scrum*, by John J. Miller



Anthony Salciccioli
Clarenceville High School

Summer 2011

1909 Aspen High School football team members crouch in two rows
Image courtesy of the Western History/Genealogy Department, Denver Public Library.

On April 12, 2011 John J. Miller released his book, *The Big Scrum: How Teddy Roosevelt Saved Football* (Harper-Collins Publishers). Much is known about President Roosevelt and his accomplishments left an indelible mark on the United States. His placement on Mount Rushmore is symbolic of how beloved a figure he is. However, his role in saving the game of football during the Progressive Era is little known and Miller reveals this narrative within the pages of this book. In a collaborative effort between teachers of social studies and English, students will be able to enhance their reading of this book using primary sources that emphasize the historical content in *The Big Scrum*. [Overview/](#) [Materials/](#) [LOC Resources/](#) [Standards/](#) [Procedures/](#) [Evaluation/](#) [Rubric/](#) [Handouts/](#) [Extension](#)

Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> • Explore President Roosevelt’s rationale and philosophy to why he fought to save football despite the pressures of the Progressive Movement • Utilize primary sources to enhance their reading of, <i>The Big Scrum</i> 	
Recommended time frame	The reading of this book will require two weeks, however this lesson is designed as a social studies supplement to the book and should take two days before the commencement of reading. It should serve as a means of gleaning prior knowledge and to serve as an anticipatory set.	
Grade level	9-12	
Curriculum fit	United States History/English Language Arts	
Materials	A copy of <i>The Big Scrum</i> , available at http://www.amazon.com/Big-Scrum-Teddy-Roosevelt-Football/dp/0061744506# <ul style="list-style-type: none"> • A means of showing students images on a screen projection or in a computer lab. • Analysis sheets that can be found at 	

	<p>http://www.archives.gov/education/lessons/index.html. A listing of all the types of primary sources is located on the lower right-hand side of the home web page.</p>
--	---

<h2>Michigan State Learning Standards</h2>	<p>Back to Navigation Bar</p>
--	---

	<p><u>U.S. History:</u></p> <p><i>USHG 6.3.2: <u>Causes and Consequences of Progressive Reform</u> - Analyze the causes, consequences, and limitations of Progressive reform</i></p> <p><i>USHG 6.3.1: <u>Social Issues</u> - Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930</i></p> <p>C3.5.5: Evaluate the actual influence of public opinion on public policy.</p> <p><u>English/Language Arts:</u></p> <p>MI.3.2: Literature and Culture: Read and respond to classic and contemporary fiction, <u>literary nonfiction</u>, and expository text, from a variety of literary genres representing many <u>time periods</u> and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</p>
--	---

<h2>Procedures</h2>	<p>Back to Navigation Bar</p>
---------------------	---

	<ul style="list-style-type: none"> • Distribute three copies of the film analysis sheet at http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf and show the following videos: <ol style="list-style-type: none"> 1. http://www.youtube.com/watch?v=6dTou4QbsBE&feature=related- Discuss whether this sport ought to be America’s favorite sport
--	--

	<p>and whether changes need to be made for the safety of the players. Students fill out analysis sheet.</p> <ol style="list-style-type: none">2. http://memory.loc.gov/cgi-bin/query/D?papr:2:/temp/~ammem_GTwY::@@@mdb=cola,coolbib,papr,afcnyebib,pin,ncr,afc911bib,varstg- Compare this 1903 film clip of one of the biggest football games of the year, Princeton v. Yale. Discuss how football over one hundred years ago differs from the modern game and then fill out the second film analysis form. Have students guess which era was more dangerous.3. Show students: http://chroniclingamerica.loc.gov/lccn/sn85066387/1905-11-27/ed-1/seq-1/ and focus on the newspaper heading how nineteen players had been killed in 1905 and http://chroniclingamerica.loc.gov/lccn/sn85066387/1905-12-05/ed-1/seq-10/ and focus how football was at the brink of being banned on a national level. Also show http://www.oldmagazinearticles.com/1890s/American_Football_Cartoons that shows a political cartoon that summarizes how many Progressives felt about football.4. Then have students brainstorm what they know President Theodore Roosevelt and compile this on a list. This can be achieved by an open graffiti board where students walk up and write on the board, a class brainstorm, or reporting out of small groups. Fill in voids and expand on important aspects of President Roosevelt and briefly lecture on his significance in American History.5. The show the video of President crossing the football field April 10, 1902 at http://memory.loc.gov/cgi-bin/query/D?papr:3:/temp/~ammem_GTwY::@@@mdb=cola,coolbib,papr,afcnyebib,pin,ncr,afc911bib,varstg
--	---

	<p>6. Pose class discussion question to why they felt Roosevelt would defend football? What about his life would make him find value in football? Emphasize:</p> <ul style="list-style-type: none"> - His philosophy of the strenuous life - His overcoming of asthma and the grief caused by the death of his mother and wife on the same day. - His imperialism and militarism shown as assistant naval secretary and as a Rough Rider in the Spanish-American War. <p>7. Show newspaper article http://chroniclingamerica.loc.gov/lccn/sn83030214/1905-11-30/ed-1/seq-7/ and zoom in on the portion to why President Roosevelt championed football.</p> <p>8. Click on the link http://www.loc.gov/rr/news/topics/football1.html and summarize the end result of what Roosevelt accomplished, culminating in 1906 to what became the NCAA.</p>
--	--

Evaluation

[Back to Navigation Bar](#)

	<p>Students will be evaluated by:</p> <ol style="list-style-type: none"> 1) Turning in their film analysis sheets- 3 @ 5 points= 15 points 2) Class participation by discussing and being actively involved with class=10 points 3) Five-paragraph Essay= 25 points. 4) Students will write an essay entitled, “How did President Roosevelt save American football?” <p>Students should write using the following format:</p> <p>A) ¶ 1- Opening lines to set the tone, three-part thesis statement that establishes the body of the paper. i.e. “President Roosevelt saved football because of his philosophy of the strenuous life, he felt football mirrored the values of an imperialistic America and that</p>
--	---

	<p>he saw potential in the sport as long as reforms took place.</p> <p>B) ¶ 2- Details on the first part of the thesis statement. Using my hypothetical thesis, it would be about the strenuous life.</p> <p>C) ¶ 3- Second part of the thesis statement. In this case American values.</p> <p>D) ¶ 4- Third part of the thesis statement. In this case it would be the need for reform that he succeeded in leading.</p> <p>E) ¶ 5- Summation and restatement of thesis statement.</p> <p>Total 2-3 day intro to <i>The Big Scrum</i> will have 50 potential points to earn.</p>
--	---

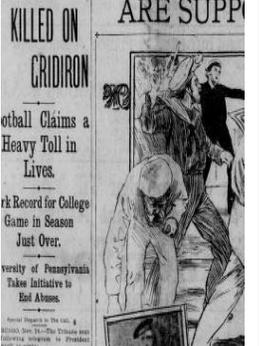
Extension

[Back to Navigation Bar](#)

	<p>Students can research topics about President Roosevelt in more detail: A list of suggested topics:</p> <ol style="list-style-type: none"> 1. Roosevelt's early life 2. Roosevelt's sickness 3. How Roosevelt won the Nobel Peace Prize 4. His role in busting trusts 5. How he was instrumental in establishing National Parks 6. His experience in the Spanish-American War 7. His political career in New York before he served in federal capacities 8. His moving out west after the deaths of his wife and mother 9. Reforms Roosevelt made during his presidency 10. Roosevelt's formation of the Bull Moose Party 11. Roosevelt's handling of strikes 12. Roosevelt's policies and how they related to Progressive agenda
--	---

Primary Resources from the Library of Congress

[Back to Navigation Bar](#)

Image	Description	Citation	Permanent URL
	<p>This is a film clip from the Princeton Yale game, filmed on November 14, 1903. 50,000 spectators were on hand to watch.</p>	<p>United States : Thomas A. Edison, Inc., 1903</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(awal+2164))</">http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(awal+2164))</</p>
	<p>This is a newspaper article from the San Francisco Call Newspaper reporting how nineteen athletes died on the football field in 1905.</p>	<p>The San Francisco call., November 27, 1905, Page 1, Image 1</p>	<p>http://chroniclingamerica.loc.gov/lccn/sn85066387/1905-11-27/ed-1/seq-1/.</p>
	<p>This is an article from the San Francisco Call date December 5, 1905 with a front page article saying the fate of football is in the balance in disputes over whether the game ought to be banned.</p>	<p>The San Francisco call., December 05, 1905, Page 10, Image 10</p>	<p>"http://chroniclingamerica.loc.gov/lccn/sn85066387/1905-12-05/ed-1/seq-10/." <i>loc.gov</i>. N.p., 1905. Web. 9 Jul 2011.</p>
	<p>This is a political cartoon from the Literary Digest and was published in 1893.</p>	<p>The Literary Digest, November of 1893</p>	<p>"http://www.0ldmagazinearticles.com/1890s_American_Football_Cartoons." n. pag. Web. 9 Jul 2011.</p>

	<p>This is President Roosevelt crossing the field at the Army-Navy game on April 10, 1902.</p>	<p>United States : American Mutoscope and Biograph Company, 1902.</p>	<p><a 141="" 217="" 308="" 386"="" href="http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(trmp+4133))</p> </td> </tr> <tr> <td data-bbox=">  <p>James H. Russell, one of Theodore Roosevelt's closest friends, is shown in this portrait. He was a prominent figure in the Roosevelt administration and served as the first Assistant Secretary of the Navy.</p> </p>	<p>This is an article from the New-York tribune., November 30, 1905, Page 7, stating President Roosevelt's support of football.</p>	<p>New-York tribune., November 30, 1905, Page 7, Image 7</p>	<p>http://chroniclingamerica.loc.gov/lccn/sn83030214/1905-11-30/ed-1/seq-7/." n. pag. Web. 9 Jul 2011.</p>
	<p>This is a list of Topics in the movement to reform football.</p>	<p>http://chroniclingamerica.loc.gov/</p>	<p>http://www.loc.gov/rr/news/topics/football1.html." n. pag. Web. 9 Jul 2011.</p>			

Rubric for Five Paragraph Essay on Theodore Roosevelt

[Back to Navigation Bar](#)

	Emergent 1 point	Developing 2 points	Expanding 4 points	Proficient 6 points	Total Points
<p>Introduction</p>	<p>Introduction does not introduce topic.</p>	<p>Introduction attempts to introduce topic. Following points are not obvious.</p>	<p>Introduction introduces topic but is wordy or too specific.</p>	<p>Introduction is concise and introduces topic in a general but interesting way.</p>	<p>Points /25</p>

<p>Thesis Statement (Seven Points)</p>	<p>No evidence of a thesis statement: student provides a number of related points.</p>	<p>There is some evidence of a thesis statement, but it is not clear. Thesis does not relate to rest of essay.</p>	<p>Thesis statement is somewhat clear, but could be worded better. Relates somewhat to rest of essay.</p>	<p>Thesis statement is stated clearly. The student's position is clear and easy to follow.</p>	
<p>Supporting Points and Details</p>	<p>A thesis statement may be evident. No supporting points or details are provided.</p>	<p>There may be one or two supporting points: details are inadequate.</p>	<p>There are supporting points, though some may be missing. Details are included, but may not fully support points.</p>	<p>Student uses points which support thesis statement. There are details which support the points.</p>	
<p>Conclusion</p>	<p>No conclusion is apparent in the essay.</p>	<p>Conclusion may be attempted, but does not summarize or restate thesis.</p>	<p>Conclusion provides a summary of supporting points: it is wordy and does not restate the thesis.</p>	<p>Conclusion is concise and summarizes supporting points: restates the thesis in a new way.</p>	

Teaching with Primary Sources
Illinois State University



