

Developing Contemporary
Literacies
through **Sports**

A Guide for the English Classroom

Edited by Alan Brown and Luke Rodesiler

Forewords by Peter Smagorinsky and Robert Lipsyte



Texts Discussed in *Developing Contemporary Literacies through Sports*

The collection of lesson plans in *Developing Contemporary Literacies through Sports: A Guide for the English Classroom* includes a wide variety of texts across diverse genres, including but not limited to the following texts:

Novels

- *The Crossover* by Kwame Alexander
- *The Great Gatsby* by F. Scott Fitzgerald
- *Mexican WhiteBoy* by Matt de la Peña
- *Openly Straight* by Bill Konigsberg
- *Parrotfish* by Ellen Wittlinger
- *The Scorpio Races* by Maggie Stiefvater
- *Slam!* by Walter Dean Myers

Short Stories/Novellas

- “Amigo Brothers” by Piri Thomas
- *The Loneliness of the Long-Distance Runner* by Alan Sillitoe
- “Under Control” by Chris Crutcher

Poems

- “Casey at the Bat” by Ernest Thayer
- “Ex-Basketball Player” by John Updike
- “Makin’ Jump Shots” by Michael S. Harper

Graphic Novels

- *Bottom of the Ninth* by Ryan Woodward

Memoirs

- *In My Skin: My Life on and off the Basketball Court* by Brittney Griner with Sue Hovey

Essays

- “The Green Fields of the Mind” by Bart Giamatti
- “Have Sports Teams Brought Down America’s Schools?” by Elizabeth Kolbert
- “High School Sports Aren’t Killing Academics” by Daniel H. Bowen and Colin Hitt
- “Tough Talk” by Brian Phillips

Popular Films

- *The Blind Side* directed by John Lee Hancock
- *A League of Their Own* directed by Penny Marshall

Documentary Films

- *Broke* directed by Billy Corben
- *The Trials of Muhammad Ali* directed by Bill Siegel

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Introduction: Critical Sports Literacy

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In his commentary on sports literature for young adults, Crowe (2001) stated, “Americans love sports, and we’re predisposed to like movies, stories, and books that deal with sports in interesting or creative ways. Sports culture permeates almost every aspect of contemporary society” (p. 129). We believe this statement to be true, but we also believe it could be truer by adding a few words to acknowledge the separation that exists between those who are interested in sports and those who are not: “Americans love [and loathe] sports, and we’re predisposed to like [or dislike] movies, stories, and books that deal with sports. . . .” Ultimately, we believe the passion *or* disdain that many of us feel reveals the prevalence of sports and the impact of sports culture in our everyday lives.

Research indicates that sports are among the most popular extracurricular activities in secondary schools (Feldman & Matjasko, 2005; National Federation of State High School Associations, 2013; Stearns & Glennie, 2010). Scholars also believe that sports are among the extracurricular activities most likely to keep at-risk students in good academic standing (Davalos, Chavez, & Guardiola, 1999; Farb & Matjasko, 2012; Marvul, 2012) and that they can be an entry point into various literacy practices, particularly for adolescent males (Brozo, 2010; Hall & Coles, 2001; Newkirk, 2002; Shulruf, Tumen, & Tolley, 2008).

Still, sports are less often a topic of meaningful academic conversation in secondary classrooms despite holding social and cultural significance (Carrington, 2010; Morrell, 2004). The exclusion of sports gives literacy educators something to consider while pondering the eleventh and twelfth NCTE–IRA standards for English language arts that call for students to become active members of a variety of literacy communities while using language to accomplish their own purposes (National Council of Teachers of English and International Reading As-

sociation, 1996). If an educator's goal is to connect students' primary and secondary Discourses (Gee, 2001), then it seems that educators ought to promote a wide variety of extracurricular topics for consideration in the formal classroom setting.

With the knowledge that many students have a significant interest in sports, educators should consider how such interest might provide what Hidi and Renninger (2006) call "a predisposition to [engage or] reengage content that applies to in-school and out-of-school learning" (p. 111). Classroom experiences that fail to reflect students' broader interests can create what Whitney (2011) refers to as a "tension with the schoolishness of school" (p. 55). Despite classic examples of how to utilize students' extracurricular interests in the secondary English classroom, such as the inquiry project shared by Smith and Wilhelm (2002) that explores the costs and benefits of the American emphasis on sports and the purposeful connections between literacy and popular culture drawn by Morrell (2004), resources that connect English language arts content to sports culture are limited.

As a result, a central purpose of this edited book—a collection of lesson plans and commentaries written by established teachers, teacher educators, education scholars, and authors of sports-based literature—is to provide a valuable resource for educators who are eager to engage sports-minded as well as sports-averse students, both inside and outside the English classroom. In crafting this book, we were reminded of an excerpt from Parsons (2014) in which she examines her decision to include sports as part of her curriculum:

I began my teaching career convinced that athletics was a minefield easier left unexplored with my students—easier for me, because it is difficult to complicate and nudge students toward thinking critically about that which they take for granted. But it was the study of English that offered me the tools I needed to dismantle and rebuild the lens through which I viewed athletic competition and nearly every cultural paradigm to which I had subscribed. And the result has been a far richer, more life-affirming connection to my past, my physicality, my gender, and the world at large. I want no less for my students. (p. 14)

This idea of dismantling and rebuilding cultural paradigms through an exploration of sports competitions and cultures connects well with the intended focus of this edited book, which seeks to insert sports into the framework of critical literacy, an approach that is grounded in both theory and research-based practices and, we believe, is accessible for teachers at any level. For example, Behrman (2006) has suggested that

“a critical literacy agenda should . . . encourage teachers and students to collaborate to understand how texts work, what texts intend to do to the world, and how social relations can be critiqued and reconstructed” (p. 491). Similarly, Morrell (2005) has called for a more critical English education:

A critical English education is explicit about the role of language and literacy in conveying meaning and in promoting or disrupting existing power relations. It also seeks to develop in young women and men skills to deconstruct dominant texts carefully (i.e., canonical literature, media texts) while also instructing them in skills that allow them to create their own critical texts that can be used in the struggle for social justice. Further, critical English education encourages practitioners to draw upon the everyday language and literacy practices of adolescents to make connections with academic literacies and work toward empowered identity development and social transformation. (p. 313)

With this edited book, we seek to connect sports and critical literacy in a way that allows students—sports-minded or otherwise—to examine the pros and cons of an emphasis on sports in the world around them and that allows for shared conversations in which students can deconstruct—and redesign (Janks, 2014)—the meanings, values, and purposes of sports and sports culture. When educators connect sports and critical literacy, they are empowered to craft lessons centered on what we have termed *critical sports literacy*.

From a pedagogical standpoint, this book focuses on the use of contemporary literacies, which may include but are not limited to aspects of digital literacy, oral and/or visual literacy, information literacy, media literacy, and multimodal literacy. The NCTE definition of *21st century literacies* (National Council of Teachers of English, 2013) suggests that students should meet the following cultural and communicative practices for success in a global society:

- Develop proficiency and fluency with the tools of technology;
- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes;
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments.

Contributors to this edited book considered these objectives as they designed standards-based lessons inviting students to contemplate and critique sports culture. The book is organized into seven distinct sections, each focused on a specific aspect of instruction related to the English language arts. Each section features a brief introduction from a leading scholar in the field of English education, four lesson plans written by practicing English teachers and English teacher educators that focus on a specific topic and/or method of instruction, and a closing author connection in which contemporary authors of young adult literature offer reflections on and connections to the corresponding topics.



We hope you enjoy the ideas and resources presented in this book and on the companion website, www.ncte.org/books/sportslit, where you will find the appendixes referenced in the lesson plan chapters and signaled by a mouse icon in the margin. Moreover, we hope these ideas and resources will engage and energize your students as they develop contemporary literacies through sports.

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Inquiring Minds Learn to Research, Read, and Write

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It was a tough start to the school year with a challenging group of juniors. It seemed like the class was populated with jocks and goths, at odds on everything.

I wanted to create a classroom community, a focus and method engaging to everyone. I was at a loss. The class was so diverse and interests so different.

And the next required text was Arthur Miller's *Death of a Salesman*.

What was the common point of energy and contact that I found? Competition and sports. Okay, the goths hated sports and thought the school overemphasized them to the exclusion of all other interests and activities. They thought sports were "part of the machine!" But that meant they were immediately interested in the framing of our inquiry unit with the essential question: To what degree is America's focus on competition (and sports) healthy or unhealthy?

From the frontloading activity (a survey on the influence of sports on individual and cultural character and values) to the culminating projects (including a successful push to rename "football homecoming" to the "fall all-activities homecoming" that featured art displays, concerts, poetry readings, and various service projects), the energy and enthusiasm were at full tilt. Students achieved deep conceptual learning about identity and culture, about profound procedural strategies like inferencing in service of deep reading, and about evidentiary reasoning in service of argumentation (all required by next generation standards like the Common Core State Standards). I'd have to say not only that the learning was profound, involving deep understanding of multiple perspectives, but also that students' inquiries were pursued with deep energy and a kind of joy.

I want to be clear that I use the concept of "inquiry" as a term of art from cognitive science. Inquiry is the rigorous apprenticeship of learners into disciplinary ways of knowing and understanding. As such, inquiry is a cognitive apprenticeship, the most powerful mode of teaching and learning.

Massive numbers of studies offer a compelling demonstration of the power of inquiry teaching. One is the original Restructuring Schools Study conducted by Fred Newman and colleagues (Newman et al., 1996; Newman & Wehlage, 1995), which involved twenty-three schools and more than 2,300 students. In the study, learners were found to have significantly higher engagement and achievement on challenging tasks when they learned in an inquiry environment. Inquiry practices were shown to have more positive impact on student performance—immediately and over time—than any other factor, including prior achievement and background. (I must also mention that John Hattie [2013], in his influential meta-analysis of teaching treatments and techniques, rates inquiry as having a relatively low effect size. This is because he conflates inquiry as rigorous cognitive apprenticeship with open-ended student-discovery learning, which I believe is a mistake.)

Inquiry takes various general forms, such as “inquiry and design framework” (Lehrer, 1993; Wilhelm, 2007) or “understanding by design” (Wiggins & McTighe, 2005), as well as disciplinary-specific models. Inquiry subsumes project-based learning and problem-oriented or case-based learning. All inquiry models share the same features and are informed and supported by the same cognitive research.

Inquiry meets the needs of all students, particularly those who are reluctant, because it foregrounds learning as purposeful, provides opportunities to make and do things with what is learned, helps students stake their identity, and—perhaps most important—explicitly apprentices and assists students over time to achieve visible signs of competence, deep understanding, and actual accomplishment (Smith & Wilhelm, 2002; 2006). Inquiry also is the only teaching model that necessarily meets all the motivating conditions of flow experience (Csikszentmihalyi, 1990), of legitimate peripheral participation (Lave & Wenger, 1991), of situated motivation and cognition (Brown, Collins, & Duguid, 1989), and of the contract to care that makes learning reciprocal and relational (Smith & Wilhelm, 2002). Traditional information-transmission formats such as lectures, worksheets, formulaic assessments, and textbook reading meet none of these needs of learners. However, inquiry necessarily and by design *does* meet all of them (Smith & Wilhelm, 2002; 2006).

Inquiry approaches motivate and assist *all* learners to engage, read, write, and problem-solve, and they work to integrate students who are sometimes marginalized—like the sports-averse students described earlier—into a commonly pursued classroom project of significance in the “here and now” as well as in their future outside of school.

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14 “Reel” Stories vs. “Real” Stories: Uncovering Sports History Fact and Fiction

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Overview

This lesson introduces students to the inquiry process and emphasizes habits of meaningful inquiry as students compare and contrast stories of athletic defeat and triumph. Beginning with an introduction to foundational research skills, the lesson engages students in the work of locating, evaluating, and synthesizing resources to critically analyze differences in media representations of sports history in comparison to the actual events.

Rationale

Fecho (2004) described the work of critical inquiry classrooms as that of questioning mainstream values; presenting, interrogating, and valuing multiple interpretations and perspectives; and learning through dialogue and exploration together as teachers and students. This lesson invites students to dialogue about these questions as they interrogate media portrayals of actual events and critique the differences between the two. Luke (1999) encouraged the use of core analytic questions to frame critical examinations of media, including “What attitudes and values do images promote?” and “How does what we see and read influence our opinions of others, our world views, our social relations, and behaviors?” (p. 623) to drive examinations of TV shows; this lesson invites students to explore similar questions within the realm of film.

Using guiding questions (Wilhelm, 2007) and social structures to support student inquiry (Bomer, 2011) positions students in ways that maximize their opportunities to practice inquiry skills. This lesson employs the question “What is the fact and fiction behind media portrayals of epic moments in sports history?” to help students practice research strategies as a whole class, in pairs, and individually. Ultimately, students will produce a presentation for their peers that shares their analysis of the movie myth versus the reality of the event.

Objectives and Standards

Students will be able to . . .

- demonstrate proficiency with technology to engage in meaningful research
- analyze and evaluate multiple sources of information
- conduct research based on focus questions
- write informative texts to examine and convey information clearly and accurately, citing textual evidence to support claims and findings

Relevant NCTE/IRA Standards: 1, 7, 8

Relevant Common Core Anchor Standards: CCRA.R.7, CCRA.W.2, CCRA.SL.4

Materials

- Pictures and quotes from historic sports moments (see Appendix 14.1 for viable sources)
- Sticky notes
- Internet-connected tools such as iPads, laptops, or smartphones
- Selected sports-based films (see Appendix 14.2 for an extensive list)
- LCD projector

Description of Lesson

Activity 1: Using a Gallery Walk to Ask Questions, Make Inferences, and Launch Inquiries

Before beginning this activity, post images and quotes around the room that portray individuals and events at the heart of famous moments from sports history. These might include the 1981 cover of *Sports Illustrated*

featuring the USA men’s hockey team after defeating the Soviet national team with ABC sportscaster Al Michaels’s quote “Do you believe in miracles? Yes!” or the trading card for Dottie Kamenshek of the All-American Girls Professional Baseball League and the quote by Lavone “Pepper” Paire Davis exclaiming, “We had to look like ladies and play baseball like men. We didn’t have the power men had, but we played just as skillfully. We could beat an average men’s team any day of the week, and we often did” (Holway, n.d.). Links to these and other sources can be found in Appendix 14.1.



Invite students to participate in a gallery walk to explore these images and quotes, and ask them to consider: What questions do you have about these people? What questions do you have about the sports represented in the images? Then, using sticky notes, students should record questions and inferences and post them on the walls around these images. If previous assessments indicate that some students struggle with questioning skills, a mini-lesson introducing question starters and levels of questions should be used before beginning this activity.

With these images and quotes as a foundation, introduce the inquiry question “What is the fact and fiction behind media portrayals of epic moments in sports history?” Have students share their questions and thoughts as a whole class. They should begin considering which of these moments they would be most interested in learning more about and record their interests on an exit ticket that you collect as they leave class.

Activity 2: Finding and Evaluating Sources

After reviewing how to seek out and evaluate sources, students begin applying these skills. Cluster students into research teams of no more than three people and provide each student with a device to access the Internet. For this activity, write a word or phrase on the board to serve as a catalyst for student inquiry. The word or phrase you select should help the class research one of the stories featured in the gallery walk from the day before. For example, the phrase “Rockford Peaches” could launch their search into the All-American Girls Professional Baseball League. But before students begin researching, spend a few minutes strategizing. Some teams might choose, for instance, to designate one person to write, some might create a Google Doc to share findings, and others might “divide and conquer” to review resources. Then students should use their devices to identify resources and discover the story behind the word or phrase you identified, with each team creating a list of relevant facts and recording their sources.

Allow students to research for ten minutes and then invite teams to review their findings and listen as each team takes turns sharing them, one fact at a time. If a team shares a fact other teams did not identify, the team that shared it earns a point. If they share a fact that another team wrote down, neither team earns points and both teams cross the fact off their lists. If teams share a fact that others feel should be contested, then the sources should be presented and reviewed. Each team takes turns sharing their facts until they have exhausted their lists or until the time is up.

Round two takes place in a similar manner but does not require the Internet. Instead of listing facts and sources, students reflect on their learning. Ask students to reflect in their research teams on the skills, habits, or approaches they used to successfully complete the previous inquiry. Ultimately, they will answer the question: What strategies did you use to successfully identify worthwhile research? Answers should include: seeking out a variety of resources, working as a team, skimming and scanning articles for relevant information, using the dictionary or Wikipedia as a starting place, examining word origins as well as denotations and connotations, and asking questions. This step encourages students to be metacognitive about inquiry approaches. Armed with these strategies, students will move forward to begin their research.

Activity 3: Reading, Watching, and Comparing

 Encourage students to revisit their exit tickets as they select a historic sports story or event to investigate. Ultimately, students will explore at least five sources—the movie, one book, one online resource and two other sources of their choice—as they research their sports moment. Students spend time in and out of class watching the film (see Appendix 14.2 for potential films), taking note of connections and differences between the film and the other representations of the story they selected, locating online sources, and reading through their sources. Model this investigation with the movie *A League of Their Own* (Abbott & Marshall, 1992), the books *Women at Play: The Story of Women in Baseball* (Gregorich, 1993) and *A Whole New Ball Game: The Story of the All-American Girls Professional Baseball League* (Macy, 1993), and the information found at “The Women’s Baseball League: Facts & Figures,” a website created by *Social Studies for Kids* (White, n.d.). Consider teaching mini-lessons about comparing sources and note-taking or using Venn diagrams, or even conferencing with students about their progress to help them set goals for their research.

Activity 4: PechaKucha

The culminating assessment requires students to create a PechaKucha presentation. Altered for middle and high school use, the PechaKucha employs twenty thought-provoking images displayed for twenty seconds each that advance automatically and guide the presenter through the spoken component of the presentation. The entire informative and concise presentation lasts exactly six minutes and forty seconds (Dredger, Kajder, & Beach, 2012). For this assignment, the presentation compares the “real” version of the sports story with the “reel” version.

The format and the requirements outlined on the accompanying scoring guide (see Appendix 14.3) can also guide students’ inquiries. Specifically, students locate a quote from one of the resources to introduce the story, summarize the real story and the film version, and identify at least four points where the movie and the real version of the story can be compared. Have students provide their own analysis of the events. Drawing from at least five sources—the movie, one book, one online resource, and two more of their own choosing—as they present the comparison, students also collect images for the visual component of their presentations. A variety of mini-lessons can support students as they work on these projects; mini-lessons might address topics such as presentation skills, analysis, summarizing, and offering peer feedback for the drafts of the presentation and the final presentation.



Assessment

Reflection is central to helping students strategically apply learning from an assignment to other contexts (Dean, 2006). Assessments should address how students engage in inquiry throughout the research process as well as the extent to which they learn skills to apply in other situations. Discussions such as those held in round two of the “Finding and Evaluating Sources” activity help students identify strategies for their own research. In this way, reflection becomes a formative assessment, revealing to the teacher not only student understanding of the strategy but also their ability to transfer their learning to the PechaKucha assignment and beyond.

Connections and Adaptations

Use the activities independently to engage students in small-scale inquiry. For example, activity 2 can help students practice research skills in an isolated context by researching specific events. Also, there are multiple

opportunities to discuss adapting fiction and nonfiction stories to film. Students might explore how visual elements of the film enhance the representation of the stories they researched, or how particular elements are not portrayed in the film version due to the constraints of the medium.

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Lost in the Details

Rich Wallace and Sandra Neil Wallace

A recent email from our editor gave us pause: “The research is clogging the story. I got lost in the details!”

The editor was working her way through the first draft of our manuscript for *Blood Brother: Jonathan Daniels and His Sacrifice for Civil Rights* (Wallace & Wallace, 2016). Our research had been extensive and nearly overwhelming. We’d spent a solid year poring through letters, articles, and essays in university archives, conducting lengthy interviews with people who’d known our protagonist, and visiting the neighborhoods where he’d grown up, gone to school, demonstrated for Civil Rights, and been murdered. Our notebooks overflowed. But our story was suffering from an overabundance of particulars.

Knowing how painful it is to eliminate important details from a book we’d spent many months crafting, we went back to work with a certain unease. Do we really need to provide the name of his high school choir director? Does this quote from his college roommate interrupt the narrative flow? Does Jonathan’s argument with Stokely Carmichael run a little too long?

We’d faced similar questions in writing our previous biography, *Babe Conquers the World: The Legendary Life of Babe Didrikson Zaharias* (Wallace & Wallace, 2014). In writing numerous novels (individually), we’d learned to build scenes, characters, and plotlines from the ground up. But writing a biography is different. You accumulate a vast collection of information and whittle it, shape it, and make selections. Fascinating tidbits and pithy quotes get left behind. What emerges is a person and a narrative arc. That person’s story should be placed in the context of his or her times, but the times can’t eclipse the personality. In the case of Jonathan Daniels, our task was to show the Civil Rights events of 1965 Alabama through the perspective of a young man who lived (and died) through them. With Babe Didrikson Zaharias, our task was to place the incredible exploits of one of history’s greatest female athletes within the misogynistic confines of the first half of the twentieth century.

And in both cases, to *never* lose sight of our protagonists.

Fiction can also entail a lot of research, particularly a historical novel like Sandra’s *Muckers* (Wallace, 2013), which is based on real

events. There's a temptation to become attached to incredible facts you've uncovered and to showcase them, often to the detriment of the story. Once you determine where in a timeline your character's story fits, realize that it's the relationships and your character's quest that drive the story.

In *Muckers*, the quarterback narrator, Red, is battling the blowback from living in post-World War II Arizona, but what drives the story is how he fights his tenuous reality. The "facts" of the 1950 Arizona high school football season—particularly in a small, desert mining town—provided the background for *Muckers*. "What really happened" inspired the fictional tale of a mixed-race group of undersized football players who overcame tremendous odds.

The research for *Muckers* was every bit as comprehensive as for a work of nonfiction. Sandra immersed herself in 1950 Arizona through personal interviews, newspaper accounts, oral histories, and photographs to capture the language and points of view of those living through the social injustices, the Communist scare, and the Korean War. She made many visits to northern Arizona and was fortunate to interview the remaining football players and miners' children who lived it. But once that groundwork was done, the necessary work of storytelling began. It was time to ask the difficult questions—the ones that make people squirm—in order to capture emotions and get at the truth.

In both *Blood Brother* and *Babe Conquers the World*, we uncovered captivating personalities who were driven, courageous, humorous, and introspective. Their personal letters and other writings provided us with detailed insight into their minds and passions. We knew the outlines of their stories before delving into the research and were pleasantly surprised by the depth of their personalities, which could only have been uncovered through hundreds of hours spent with primary source materials.

As our editor noted, we were lost, at least temporarily, in the conglomeration of details we'd uncovered for both biographies. Finding our way back meant sorting and rethinking and some painful discarding. But what we are left with are clear works of history that showcase the stories of incredible people and turbulent times.

References

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Love them or loathe them, the prominence of sports in schools and society is undeniable. The emphasis on sports culture presents teachers with countless possibilities for engaging students in the English language arts. Whether appealing to students' passion for sports to advance literacy practices or inviting students to reconsider normalized views by examining sports culture through a critical lens, teachers can make sports a pedagogical ally.

This book, a collection of lessons and commentaries from established teachers, teacher educators, scholars, and authors, will support teachers in turning students' extracurricular interests into legitimate options for academic study. With seven interrelated sections—facilitating literature study, providing alternatives to traditional novels, teaching writing, engaging students in inquiry and research, fostering media and digital literacies, promoting social justice, and developing out-of-school literacies—this collection and its companion website provide numerous resources that support teachers in developing students' contemporary literacies through sports.

Each section includes (1) four lesson plans written by practicing English teachers and teacher educators that focus on a specific topic and/or method of instruction; (2) a brief introduction from a leading scholar in the field of English education, including Wendy Glenn, Chris Crowe, Joan F. Mitchell, Jeffrey D. Wilhelm, Carl A. Young, Lisa Scherff, and Thomas Newkirk; and (3) a closing "author connection" in which contemporary authors of sports-related young adult literature—Alan Lawrence Sitomer, Ann E. Burg, Chris Lynch, Rich Wallace and Sandra Neil Wallace, Lisa Luedeke, Bill Konigsberg, and Chris Crutcher—offer reflections on and connections to the ongoing conversations.

In giving voice to so many literacy educators and authors, including forewords by English teacher educator Peter Smagorinsky and acclaimed sports journalist and fiction and nonfiction writer Robert Lipsyte, as well as an afterword by professor emeritus Joseph O. Milner, editors Alan Brown and Luke Rodesiler have made a giant first step in their call to make public the practice of promoting critical sports literacy as a way of reaching all students in the middle and high school classroom.

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