Volleyball: The Evolution of the Sport

Lesson Overview

Overview: Using primary source pictures, students will analyze the photos to identify differences between then and now. Students will identify how the sport was utilized during the timeframe of the photo as well as how cultural at that time factored into how the sport was used.

Grade Range: 9-12

Objective: After completing this activity students will be able to:
- Analyze a primary source photograph.
- Interpret information in order to better understand the photo and how it affected the individuals in the photos.
- Sports including volleyball have been used for recreation and stress relief.

Time Required: One class period of 45 minutes.

Discipline/Subject: Physical Education

Topic/Subject: Sports, Recreation

Era: Great Depression/World War II, 1929-1945

Standards

Illinois Learning Standards:
Physical Education
21-Develop team-building skills by working with others through physical activity.

Materials

Handouts: LOC Items, Analysis Tool


PowerPoint Slides:
ASSIGNMENT

- 3-4 people per group
- Analyze the picture by completing the worksheet.
- Large group presentations

VOLLEYBALL IN SNOW 2/1/22

CHICAGO DAILY NEWS 1930

HAMLIN PARK GIRLS TEAM 1923

BOY SCOUTS 1915

SUPERVISED OUTDOOR RECREATION 1939

SOUTH TEXAS 1924

VOLLEYBALL AT SCHOOL 1940
**Library of Congress Items:**

<table>
<thead>
<tr>
<th>Title of Source</th>
<th>URL of Source</th>
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</thead>
<tbody>
<tr>
<td>Girl and volley ball</td>
<td><a href="http://www.loc.gov/pictures/item/2002695408/">http://www.loc.gov/pictures/item/2002695408/</a></td>
</tr>
<tr>
<td>Vollyball, (i.e. volleyball) Manzanar Relocation Center, Calif.</td>
<td><a href="http://www.loc.gov/pictures/item/2002695993/">http://www.loc.gov/pictures/item/2002695993/</a></td>
</tr>
<tr>
<td>Students playing volleyball during supervised outdoor recreational period at new FSA (Farm Security Administration) project school, Prairie Farms, Montgomery, Alabama</td>
<td><a href="http://www.loc.gov/pictures/item/fsa1998012321/PP/">http://www.loc.gov/pictures/item/fsa1998012321/PP/</a></td>
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<td>Volleyball at school, Concho, Arizona</td>
<td><a href="http://www.loc.gov/pictures/item/fsa2000019232/PP/">http://www.loc.gov/pictures/item/fsa2000019232/PP/</a></td>
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<tr>
<td>Volleyball in snow, Bolby Field, 2/1/22</td>
<td><a href="http://www.loc.gov/pictures/item/npc2007005719/">http://www.loc.gov/pictures/item/npc2007005719/</a></td>
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<tr>
<td>Palmer Square volleyball players Johnson, Morris, Larson, Stephenson, Wilson, and captain Fiddelke standing in a room.</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/h?ammem/cdn:@field(NUMBER+@band(ichicdn+s063252))">http://memory.loc.gov/cgi-bin/query/h?ammem/cdn:@field(NUMBER+@band(ichicdn+s063252))</a></td>
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<tr>
<td>Boy scouts playing volleyball on a yard in White Hall, Michigan</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/h?ammem/cdn:@field(NUMBER+@band(ichicdn+n064787))">http://memory.loc.gov/cgi-bin/query/h?ammem/cdn:@field(NUMBER+@band(ichicdn+n064787))</a></td>
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<tr>
<td>Two unidentified male volleyball players jumping on opposite sides of the net on a volleyball court.</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/h?ammem/cdn:@field(NUMBER+@band(ichicdn+s069723))">http://memory.loc.gov/cgi-bin/query/h?ammem/cdn:@field(NUMBER+@band(ichicdn+s069723))</a></td>
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<tr>
<td>Members of the Hamlin Park girls volleyball team sitting and standing in two rows in a room.</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/h?ammem/cdn:@field(NUMBER+@band(ichicdn+s064314))">http://memory.loc.gov/cgi-bin/query/h?ammem/cdn:@field(NUMBER+@band(ichicdn+s064314))</a></td>
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**Procedures**

<table>
<thead>
<tr>
<th>Procedure Step #</th>
<th>Resource or Material Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss how volleyball has been around for over a century in the United States. We will be examining pictures to analyze how volleyball was different then and now.</td>
<td></td>
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<tr>
<td>2. Pull up first picture on the PowerPoint. Analyze picture as a group to demonstrate how they will analyze their picture.</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>3. Students will be in groups of three or four. Each group will receive a different LOC primary source picture to analyze using the picture analysis sheet.</td>
<td>Analysis Tool LOC Items</td>
</tr>
<tr>
<td>4. Students will spend five minutes analyzing picture and completing analysis form.</td>
<td>Analysis Tool LOC Item</td>
</tr>
<tr>
<td>5. Students will return to whole group.</td>
<td></td>
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<tr>
<td>6. Teacher will work through the slide show. When a group’s picture comes up, they will present their analysis of the picture.</td>
<td>PowerPoint Analysis Tool</td>
</tr>
<tr>
<td>7. Pictures without a group will be analyzed by either the teacher or whole class depending on time left.</td>
<td>PowerPoint Analysis Tool</td>
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Evaluation

During group work, the teacher will circulate around the room assisting groups and adding to their overall understanding of the scene. The teacher will facilitate discussion during PowerPoint presentation. Collect handouts.

Author Credits:
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THE MORE YOU LOOK, THE MORE YOU SEE PHOTO ANALYSIS

What I See (observe)
Describe exactly what you see in the photo.
What people and objects are shown? How are they arranged? What is the physical setting?
What other details can you see?

What I Infer (deduction)
Summarize what you already know about the situation and time period shown and people and objects that appear. I see ___ and I think ___

Interpretation
Write what you conclude from what you see.
What is going on in the picture? Who are the people and what are they doing? What might be the function of the objects?
What can we conclude about the time period?

Why do you believe the photo was taken?

Why do you believe this photo was saved?

What I Need to Investigate
What are three questions you have about the photo?
1.
2.
3.
Where can you research the answers to your questions?

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