

## Geography of Sport: World Games

**Overview:** This series of lessons begins with International Games, moves to the International Children's Games and concludes with Children's Games Around the World. In each section the focus is on location and distribution of sports and games. While using sports content to demonstrate the concepts of location and distribution, teachers can meet students' interests and fulfill curricular goals and learning standards for geography.

**Standards:** Minnesota History and Social Studies Standards

V. Geography; B-1-1 Maps and Globes:

The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge. *Benchmark:* Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.

V. Geography; B-2-1, 2 Maps and Globes:

The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth. *Benchmarks:* 1) Students will create a variety of maps to scale, and 2) Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.

V. Geography; D-1-2 Interconnections:

The student will give examples that demonstrate how people are connected to each other and the environment. *Benchmarks:* Students will analyze how the physical environment influences human activities.

V. Geography; E-1-1, 2 Essential Skills:

The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales. *Benchmarks:* 1) Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources, and 2) Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.

**Grade Level:** 4-8

**Time:** Varies with each activity from one class period to several class periods

**Required Materials:** In order to accomplish these lessons as described, the teacher needs:

1. Statistical information found in the Appendices and at several websites
2. Blank maps of the world with countries outlined
3. Atlas
4. Colored pencils
5. Access to a computer to acquire data at websites

**Objectives:** This unit is designed so students will be able to:

1. Demonstrate their understanding of location and distribution
2. Read and interpret data sources such as lists, maps, charts
3. Create maps, charts, graphs which accurately represent data
4. Interpret data and make conclusions

**Suggested Procedure:** The activities focus on understanding location and distribution by using the study of sports and games throughout the world for upper elementary and middle school grades. The three topics of International Games, the Children's International Games, and Games Around the World may be used together or individually depending on students and curriculum.

**Suggested Assessment:** Students will be assessed by their ability to:  
Demonstrate the ability to work in small groups effectively.  
Make accurate and complete maps, charts and graphs  
Identify, explain, and apply concepts of location and distribution to develop conclusions

**Extensions:** To develop concepts of location and distribution, use the following topics as well:  
Other professional sports such as lacrosse, rugby, cricket, martial arts  
Other sporting events such as the Winter Games or the Olympics  
Traditional games played in the past

**Appendices:**  
Pan American Games and Asian Games  
World Cup Baseball and World Classic Baseball  
Caribbean Baseball  
Japanese Baseball  
World Cup Soccer

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## RESOURCES

### Web Links for Teachers and Students:

FIFA World Cup: <http://www.FIFAworldcup.com>  
2002 World Cup Lesson: <http://nytimes.com/learning/teachers/lessons/20020606thursday.html>  
Pan American Games: <http://www.cob.org.br/pan2007/ingles/indexing.asp>  
Asian Games & Summary of Games: <http://www.doha-2006.com/en/>  
Latino Baseball: <http://latinobaseball.com/cws-history.html>  
World Cup of Baseball and World Baseball Classic: <http://www.baseball.ch/>  
2004 International Children's Games in Cleveland: <http://www.childrens-games.org/index2.html>  
2005 International Children's Games in Coventry, UK: <http://www.childrens-games2005.org.uk/>  
2006 International Children's Games in Bangkok, Thailand:  
[http://www.bangkokicg2006.com/en/bkk2006/bangkok2006\\_02.php](http://www.bangkokicg2006.com/en/bkk2006/bangkok2006_02.php)  
On-line Children's website: <http://www.childcare-ppin.com/ezone/cult101.htm>  
On-line website for ESL teachers and new immigrants: <http://www.topics-mag.com> issue #11  
Learning Magazine: <http://www.theeducationcenter.com/cgi-bin/tec/magazine>

### Books:

Erlbach, Arlene (1997). Sidewalk Games: Around the World. Brookfield, CT; Millbrook Press.  
Sierra, Judy and Kaminski, Robert (1995). Children's Traditional Games: Games from 137 Countries and Cultures. Phoenix, AZ: The Oryx Press. Excellent Resource

### Supplementary References:

Japanese Baseball: [http://en.wikipedia.org/wiki/Japanese\\_Baseball](http://en.wikipedia.org/wiki/Japanese_Baseball)  
Cuban Baseball: [http://en.wikipedia.org/wiki/Cuban\\_Baseball](http://en.wikipedia.org/wiki/Cuban_Baseball)  
International Baseball History: <http://www.baseball-links.com/links/International/>  
Cricket: [http://en.wikipedia.org/wiki/Comparison\\_between\\_cricket\\_and\\_baseball](http://en.wikipedia.org/wiki/Comparison_between_cricket_and_baseball)  
Sports Almanac: <http://www.infoplease.com/sports.html>

### Books:

Millen, Nina (1965). Children's Games From Many Lands. New York, NY: Friendship Press.  
Ripoll, Oriol (2005). Play with Us: 100 Games From Around the World. Chicago, IL: Chicago Review Press.  
Duinn, Opal (2006). Acher Bacha Boo! Games to Say and Play From Around the World.

## International Games

Students will investigate sports with international competitions that are played in many other countries. These multi-sport, multi-national events have global reach and reflect the interconnections of people and places over time and space. Other topics uniting the world include music and film. The interests of young people can be significant catalysts for global connections.

Compare the events in the Pan-American games, Asian games, and Olympic games by first making a chart of the events. . Next, make a chart comparing number of participating countries over time. Students in groups should locate and label the participating countries on a world map to compare the countries involved in each event. To generate conclusions, make a Venn diagram to compare sports in the Pan American, Asian, and Olympic games.

Students will identify characteristics of one of the sports from the previous activity and investigate a country where the game originated or is played. Students will complete a data collection chart that includes the following topics: Name of Sport, Participants, Rules, Location, Equipment, Heroes of the Sport, Songs and Movies, Food Associated with the Sport, and Legends or Folktales Associated with the Sport. Students will share these charts. Students will also explain the country's: Population, Area, Language, Religion, Government, Cities, Physical Features and draw a free-hand map of the country.

Extension: Students can create their own "International Games" Day with the sports that they have investigated. They make flags of each country, conduct Opening and Closing Ceremonies, and participate in the events.

Baseball is considered the American sport. It has existed for over 100 years, is played annually by millions both professionally and recreationally, and is watched by millions daily. Yet baseball is becoming a national sport in many countries including the Caribbean nations and Japan. Investigate the history of the two regions to understand baseball's migration to these areas of the world. Explain the dominance of baseball in Latin America by going to: <http://www.cob.org.br/pan2007/ingles/indexing.asp>. Compare the article with the explanation of Japanese baseball found at: [http://en.wikipedia.org/wiki/Japanese\\_Baseball](http://en.wikipedia.org/wiki/Japanese_Baseball).

Extension: Investigate the politics of international games such as Cuba in the Pan American Games, Israel in the Asian Games, Chinese Taipei in the World Cup of Baseball

The World Cup of Baseball and the World Classic are both international events in which the U.S. does not dominate. Using your research from the previous activity, explain why other countries dominate this "American" sport.

Extension: Investigate the recruitment of international athletes by U.S. teams.

Extension: The 2012 Olympics will not have baseball as an Olympic event. Investigate why the decision was made to understand why baseball would not be in the Olympics.

Soccer is considered the global sport and the World Cup of Soccer is one of the most watched events in the world. Investigate this sport to determine its popularity by mapping the location of World Cup countries. Also, examine its history, equipment, and rules to understand why it is popular with children and adults throughout the world.

## International Children's Games, 2006

The International Children's Game (ICG) began in 1968 with the participation of nine European cities. It has now grown to over 50 cities representing 30 countries and is a recognized member of the International Olympic Committee. It is the world's largest international multi-sport youth games for young people ages 12-15 with sports similar to summer athletic events.

Ask students if they have ever watched the Summer Olympics. What sports events are held? List them on the board. Place a star next to the ones that students think they are pretty good at and could compete with others their age. Exclaim about the amazing list and their skills. Explain the International Children's Games as a miniature Olympics with some of the same sports that they have listed.

Students will chart the sporting events over time and construct a graph for the sports using the ICG websites. What sporting events have occurred each year? Which events surprised them? What sports did they expect? What additional sports do they think should be considered at the next International Children's Games?

Students will investigate the games and determine what cities and countries are participating this year in Bangkok, Thailand. Place students in groups with each group mapping the cities and countries from one of the years of the International Children's Games. Post the maps and compare and contrast them. Have students record their conclusions: Which cities and countries tend to participate most frequently? Which cities and countries tend to participate least frequently? Are the cities concentrated in particular countries or on particular continents? Why might this occur? What cities participate in which sports? Why? What cities do they think should have a delegation? Why do they think the cities should have a delegation? What hypothesis would they make that explains why other cities are currently not involved? Have students record their responses. Discuss the economic concerns for a city to transport young athletes to another country and provide for their lodging and other needs.

Student should realize that with the origin of the Games in Europe, many sports reflect that region of the world. Also, the cities tend to primarily represent secondary rather than primate cities and tend to be in developed countries. Next, students should map the sites of the Games since 1968. What surprised them? Students should realize that the locations tend to be in developed countries because of the economics of promotion and involvement in the Games.

Extension: Students could examine the application form on the website and determine if their city should consider participating. Have students complete the application form and develop a campaign for support to their city council. Also have the students consider who might be able to sponsor them and develop appropriate documentation for support from several companies, organizations, or individuals. Because of the difficulty in receiving sponsorship for international games, plan an alternative--a Community Children's Games--and seek sponsorship and a venue from the local community companies, organizations, and individuals.

Extension: Why does the ICG exist? What is its history? Why is the ICG for young people? What are the goals of the Games? How could more cities and young people be included in the games?

Extension: Compare and contrast the International Children's Games events with those of the Olympics, the Asian Games, and the Pan American Games. Are the countries represented similar? Are the sports events similar? Are the years the Games held similar?

## Games Around the World

In this lesson students explore the cultural significance of sports in various cultures and the location and distribution of sports. Students learn a game from another culture, teach their peers the game, collect information on the countries and participate in a Global Sports Games Festival.

Traditional games from around the world tend to reward behaviors that have cultural value, such as cooperation and competition, and tend to have remarkable similarities among each other. That is, many countries have ball games, games of chance, and tag and chase games. Sometimes the rules or characters of a game mirror the culture in order to prepare children for adulthood. The games may foster social interactions to support the culture and establish rank in status.

### LESSON ONE

Ask students what games they play outside with their friends. List the games on the board. These games might include kickball, 4-square, and tag. Since some students will include sports like baseball or basketball, explain that the difference between a game and a sport is that a sport is often organized, with written rules, played for competition, and include adults as managers. A game is less organized, with few unwritten rules, played for fun, and usually adults are not managing the play.

Discuss that some of these games are played in other countries and often have different names or different rules. Explain that they will investigate the origin and characteristics of games around the world. Select a game from another country to demonstrate and play it together. Then ask students to complete the chart.

Name of the Game	Origin of the Game	Characteristics of the Game	What I Liked about the Game	Similar Game that I Play

Tell students that they will need to find another game and teach everyone how to play it. We will continue to complete the chart as students present their games in the days ahead. Students can use various books and websites to learn a game that they would like to teach the class. Students will compare the games to find similar games in different countries.

### LESSON TWO

Students make a booklet of the “Games Around the World” with information on the game and the country of origin using the information page, “Games Around the World”. Students will use classroom resources and websites including:

CIA World Factbook of Country Information: <http://www.cia.gov/cia/publications/factbook/>

Information Please: <http://www.infoplease.com/countries.html>

Books would be helpful, particularly Judy Sierra and Robert Kaminski’s Children’s Traditional Games: Games from 137 Countries and Cultures

Students will write explanations of games that may: a) represent the same country; b) represent each of the continents; or c) represent a country that no one else selected. Students will make an original cover for their booklet and complete a world map of all the countries that are represented with the games. Students will understand that games are played around the world and that they have similar characteristics to one another. Changes in the game's rules are often based on the country's location and characteristics. For example, Cameroon's "Hen and Leopard" is similar to "Fox and Geese" played in the U.S., but the animals are different because the countries are different.

In addition, two survey pieces will be included in the booklet. First, survey students and compile their choices for the games they enjoyed. It can be a ranking system compiled as a graph or an explanation of why the games were fun and compiled as a narrative. Second, ask students to interview their parents or other adults about games they played when they were children. Did the person play the game? Was the family or community involved in playing the game? What role did the game play in the person's memories of his/her culture? Compile these interviews into the booklet as well.

### LESSON THREE

The students, representing one of the countries they researched, will work in small groups to develop appropriate names for the team (e.g. Australian Koalas) and create flags and slogans. Students can also create a "card" for each member of the team identifying special characteristics and perhaps a story or legend of the person to trade them with other sports players and fans. Also an Opening and Closing ceremony might be part of the Games. A special song or poem for the event might be included.

Plan for a Global Games Day with the construction of flags and playing the games from around the world, which would be taught by the student who investigated the game. Students could present the game and explain that it is a similar game to another country, but with different rules or characteristics. Students could also make banners and represent the country in an Opening and Closing ceremony. Refreshments could be served representing the countries, and music from the countries could be played.

Students should understand the importance of sports to culture by discussing the following questions:

What can you understand about a culture by learning about its sports and games?

Why are sports and games a significant part of global cultures?

Was a team identity or culture identity important for the Global Sports Games Festival?

Extension: Students could construct advertising for the games with posters and announcements in preparation for the Games.

Extension: Write a legend about a hero of one of the games to include in the booklet.

Extension: Describe the topography and climate of the country in which the game is played.

## GAMES AROUND THE WORLD

Name of the Game: \_\_\_\_\_

Origin of Game (Country): \_\_\_\_\_

On what Continent is this Country Located? \_\_\_\_\_

What other countries or bodies of water are its neighbors? \_\_\_\_\_

\_\_\_\_\_

What is the current population of this country? \_\_\_\_\_

What is the area of this country? \_\_\_\_\_

How big is this country compared to Minnesota? \_\_\_\_\_

(Minnesota has 5 million people and 84,000 square miles of area)

\_\_\_\_\_

What language is spoken in this country? \_\_\_\_\_

What do the people do for a living? \_\_\_\_\_

\_\_\_\_\_

In the space below, write the directions for the game clearly so another person who did not know the game could learn it, too.

\_\_\_\_\_

\_\_\_\_\_

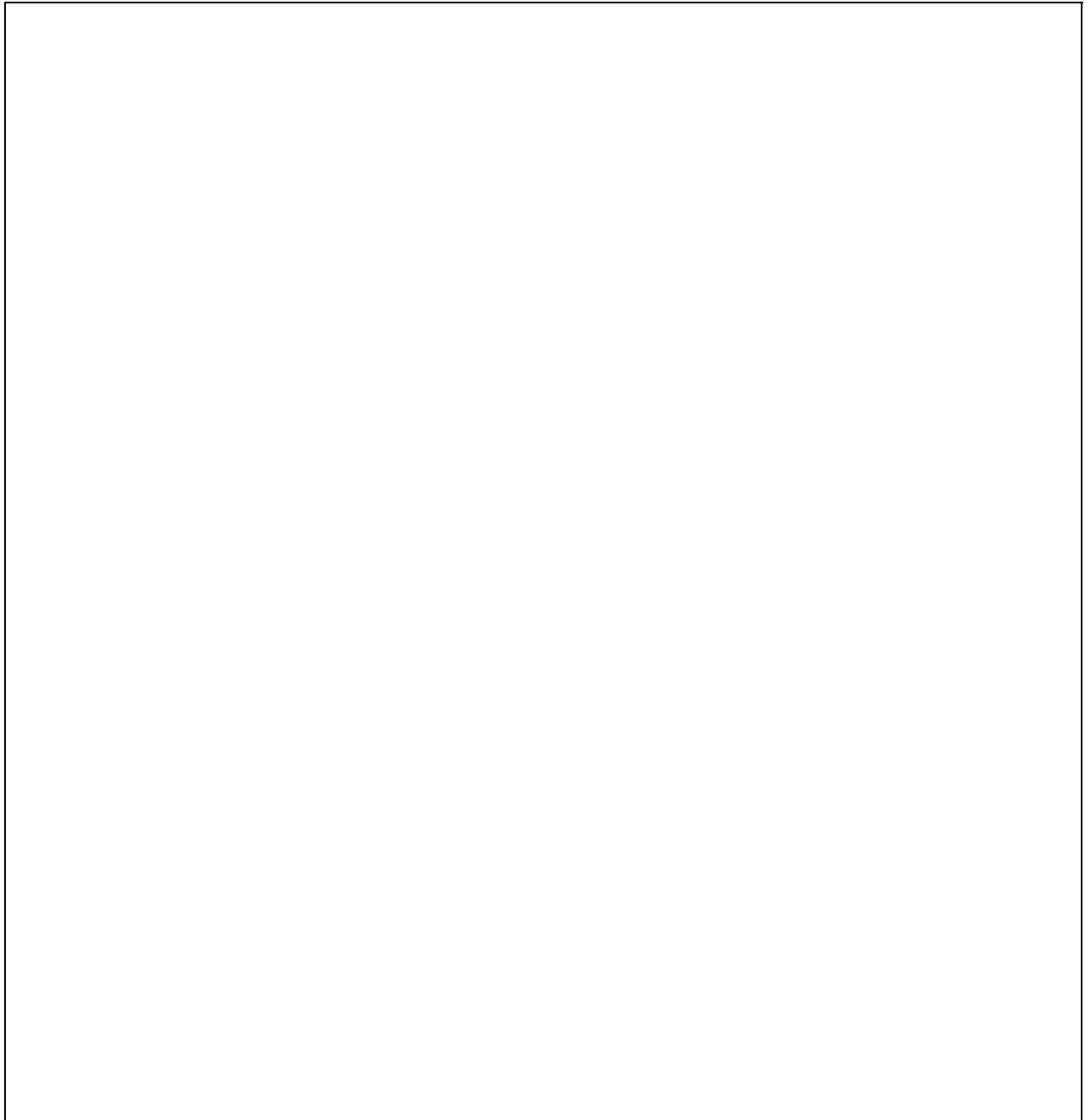
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In the box, draw a map of this country. Include the major cities, rivers, lakes and mountains. Label these features and label the capital and neighboring countries.



What game do you play that is similar to the game you researched?

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Why do you like to play this game? \_\_\_\_\_

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## Examples of Games Around the World

Takraw—Thailand

[www.childcare-ppin.com/ezine/cult101.htm](http://www.childcare-ppin.com/ezine/cult101.htm)

This is a game similar to hackeysack. A takraw is a woven rattan ball about the size of a grapefruit; it is hard rather than soft as in hackeysack. Players stand in a circle (a small to a large group) and pass the takraw around using their heads, shoulders, legs and feet, but not their hands.

Queimada—Brazil

[www.topics-mag.com](http://www.topics-mag.com) Issue #11

This is a game similar to dodge ball, but it is often played outdoors. Two teams, one on either side of a playing area are the “living”. The end of each playing area is called the “cemetery” and one person remains there, but these two individuals are on the opposite side of the field where their teammates are located. S/he throws a ball about the size of a soccer or volleyball to the opposite side of the field where his/her team is located to catch the ball. The teammates catch the ball and throw it at the opposing team, hoping someone will touch the ball and become “burnt” and drop the ball. The “burnt” players become dead and go to their cemetery. The game continues until every “living” person from one team is in the cemetery.

Sardines—Germany

[www.topics-mag.com](http://www.topics-mag.com) Issue #11

This is a game of tag where the person who is It hides. The other players have to find the person who is It and, whenever a player finds It, the child hides with It as well. Soon, only one person is left to find It. When the last player finds It, the game is over and the last player becomes the new It for the next game.

Stop—Colombia

[www.topics-mag.com](http://www.topics-mag.com) Issue #11

This game is similar to “Call Ball” and is played with many players using only a ball the size of a soccer ball or volleyball. The player who begins (by a coin toss) is It and has the ball while the other players stand around It. It throws the ball up and says one of the other players’ names. The rest of the players run away as far as possible. The player whose name is called has to run back to catch the ball. If the ball is caught in the air, the player can immediately say another name, toss the ball into the air, and run away for the next named player to catch the ball. If the player whose name is called does not catch the ball in the air, then as soon as the player gets the ball s/he says, “stop!” All the other players have to stop running. The player whose name was called and has the ball takes 3 long steps toward a nearby player and throws the ball to hit the player. If the player is hit, that player has to start the game; if s/he is not hit, the player with the ball has to start the game again by throwing the ball into the air and saying another name.

Commander—Taiwan

[www.topics-mag.com](http://www.topics-mag.com) Issue #11

This game is similar to red light-green light. The person who is selected as the commander or It turns his back to everyone and counts one, two three. The other players move closer to It. After finishing counting, It turns and looks at the other players who have all stopped moving. If someone moves, the commander points at the player and s/he is out. If a player is able to touch the commander, then that player wins the game and becomes the new commander.

Ngale Kup Ba Ze (The Hen and the Leopard)—Cameroon  
Children’s Games From Many Lands

This is similar to Fox and Geese. Two players are the Hen and the Leopard while the other players are the chicks, which line up behind the Hen forming a long line. They sway and chant and hold the next player around the waist. The Leopard is in front of the Hen and growls, swaying with the chicks. The Hen says, “The Leopard comes to catch you!” and the chicks reply “Poor children! Poor children!” The Leopard tries to grab at the chicks that fall down to the ground. If the Leopard catches (touches) a chick before it falls, it must leave the group to watch until all the others are caught.

Kokla Chhupathi (pronounced KOKE-lah chew-PAH-tee)—Pakistan  
Sidewalk Games Around the World

This game is similar to Duck, Duck, Goose and a piece of twisted material or a handkerchief is needed. The players squat in a circle facing towards the center. One player is chosen to be It and It drops the cloth behind a player in the circle. The player grabs the cloth without turning around and gets up to chase the player who is It. Meanwhile It is running around the circle, trying to get back to the player’s space before being tagged. If It is tagged, s/he remains It. If It reaches the player’s space without being tagged, the player becomes It and the game continues.

Kasha Mu Bukondi (Antelope in the Net)--Congo  
Children’s Games From Many Lands

This game is similar to the chasing game of Cat and Rat. One player is chosen to be It and the other players form a circle around It holding each other’s hands. “Kasha mu Bukondi” (antelope in the net) is chanted over and over while It tries to breakthrough their clasped hands again and again. When It breaks out of the circle, It runs and the others chase until It is tagged. The child who tagged It becomes the new It and the game continues.

Catching the Dragon’s Tail--China

Learning Magazine [http://www.theeducationcenter.com/cgi-bin/tec/magazine.jsp?NAME=home\\_learning](http://www.theeducationcenter.com/cgi-bin/tec/magazine.jsp?NAME=home_learning)

Players stand in a line with their hands on the shoulder of the person in front of them. The first person is the head of the dragon and the last person in line is the tail of the dragon. The head tries to catch the tail by tagging the last person and the entire body moves with the head. All of the other players try to keep the head from catching the tail, but the line must not break. If someone lets go of the shoulders in front, the dragon is broken and dies and a new dragon is formed. If the head touches the tail, the head continues as the head. If the body breaks before the head catches the tail, the head becomes the tail and the next in line becomes the head until everyone has had a chance to be the head.

Clown Tag—Mexico

Learning Magazine [http://www.theeducationcenter.com/cgi-bin/tec/magazine.jsp?NAME=home\\_learning](http://www.theeducationcenter.com/cgi-bin/tec/magazine.jsp?NAME=home_learning)

In this version of the game of tag, the first player must place one hand on the spot touched by the chaser, whether it is on the back, the shoulder, elbow, knee, or whatever. In this position, the new It must chase the other players.

### Pan American Games

Year	Location	# Athletes	# Countries	# Sports
1951	Buenos Aires, Argentina	2513	21	18
1955	Mexico City, Mexico	2583	22	17
1959	Chicago, U.S.	2263	25	18
1963	Sao Paulo, Brazil	1665	22	19
1967	Winnipeg, Canada	2361	29	18
1971	Cali, Colombia	2935	32	18
1975	Mexico City, Mexico	3146	33	18
1979	San Juan, Puerto Rico	3700	34	22
1983	Caracas, Venezuela	3426	36	23
1987	Indianapolis, U.S.	4453	38	27
1991	Havana, Cuba	4519	39	26
1995	Mar del Plata, Argentina	5144	42	34
1999	Winnipeg, Canada	5000	42	34
2003	Santo Domingo, Dominican Republic	5500	42	35
2007	Rio de Janeiro, Brazil		42	28

From: <http://www.cob.org.br/pan2007/ingles/indexing.asp>

### Asian Games

Year	Location	# Athletes	# Countries	# Sports
1951	New Delhi, India	500	11	6
1954	Manila, Philippines	970	19	8
1958	Tokyo, Japan	1422	20	13
1962	Djakarta, Indonesia	1527	16	15
1966	Bangkok, Thailand	2500	18	14
1970	Bangkok, Thailand	2500	18	13
1974	Tehran, Iran	3010	25	16
1978	Bangkok, Thailand	3842	25	19
1982	New Delhi, India	4595	33	21
1986	Seoul, South Korea	4835	27	25
1990	Beijing, China	4755	37	27
1994	Hiroshima, Japan	6828	42	34
1998	Bangkok, Thailand	6554	42	36
2002	Busan, South Korea	11,000*	44	38
2006	Doha, Qatar		44	39
2010	Guangzhou, China			

\*Includes athletes, officials, and journalists

From: <http://www.doha-2006.com/en/>

Asian Games Summary of Sports: [http://www.doha-2006.com/en/asian\\_games\\_2006/sports.aspx](http://www.doha-2006.com/en/asian_games_2006/sports.aspx)

History of Asian Games: <http://www.rediff.com/sports/ag/history.htm>

## World Cup of Baseball

World Cup of Baseball is sanctioned by the International Baseball Federation located in Lausanne, Switzerland. This tournament has had 36 World Cups beginning in 1938 and there are 112 member countries. Its official website is <http://www.baseball.ch/>

### World Cup of Baseball Results

Year	Location	Teams	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
1938	Great Britain	2	Great Britain	US	
1939	Cuba	3	Cuba	Nicaragua	US
1940	Cuba	7	Cuba	Tie: Nicaragua & U.S.	
1941	Cuba	9	Venezuela	Cuba	Mexico
1942	Cuba	5	Cuba	Dominican Republic	Venezuela
1943	Cuba	4	Cuba	Mexico	Dominican Rep.
1944	Venezuela	8	Venezuela	Mexico	Cuba
1945	Venezuela	6	Venezuela	Colombia	Panama
1947	Colombia	9	Colombia	Puerto Rico	Nicaragua
1948	Nicaragua	8	Dominican Rep.	Puerto Rico	Colombia
1950	Nicaragua	12	Cuba	Dominican Republic	Venezuela
1951	Mexico	11	Puerto Rico	Venezuela	Cuba
1952	Cuba	13	Cuba	Dominican Republic	Puerto Rico
1953	Venezuela	11	Cuba	Venezuela	Nicaragua
1961	Costa Rica	10	Cuba	Mexico	Venezuela
1965	Colombia	9	Colombia	Mexico	Puerto Rico
1969	Dominican Republic	11	Cuba	US	Dominican Republic
1970	Colombia	12	Cuba	US	Puerto Rico
1971	Cuba	10	Cuba	Colombia	Nicaragua
1972	Nicaragua	16	Cuba	US	Nicaragua
1973	Cuba*	8	Cuba	Puerto Rico	Venezuela
1973	Nicaragua*	11	US	Nicaragua	Puerto Rico
1974	US	9	US	Nicaragua	Colombia
1976	Colombia	11	Cuba	Puerto Rico	Japan
1978	Italy	11	Cuba	US	South Korea
1980	Japan	12	Cuba	South Korea	Japan
1982	South Korea	10	South Korea	Japan	US
1984	Cuba	13	Cuba	Chinese Taipei	US
1986	Netherlands	12	Cuba	South Korea	Chinese Taipei
1988	Italy	12	Cuba	US	Chinese Taipei
1990	Canada	12	Cuba	Nicaragua	South Korea
1994	Nicaragua	16	Cuba	South Korea	Japan
1998	Italy	16	Cuba	South Korea	Nicaragua
2001	Chinese Taipei	16	Cuba	US	Chinese Taipei
2003	Cuba	16	Cuba	Panama	Japan
2005	Netherlands	18	Cuba	South Korea	Panama

\* In 1973 there were two different World Cups, one in Nicaragua and the other in Cuba

### World Cup of Baseball Country Results

Country	Gold	Silver	Bronze
Cuba	25	1	2
Venezuela	3	2	4
US	2	8	3
Colombia	2	2	2
South Korea	1	5	2
Puerto Rica	1	4	4
Dominican Republic	1	3	2
Great Britain	1	0	0
Nicaragua	0	5	5
Mexico	0	4	1
Japan	0	1	4
Chinese Taipei	0	1	3
Panama	0	1	2

### World Baseball Classic

The World Baseball Classic is an international baseball tournament for professional players to demonstrate their skills while representing their countries and to promote the game globally. The International Baseball Federation also sanctions the Classic and the first game was held in March 2006. The second game is scheduled for 2009 with subsequent games held every 4 years.

### Results

Year	Location	1st	2nd	3rd	4th
2006	San Diego, CA	Japan	Cuba	Republic of Korea	Dominican Republic

### 2005 World Baseball Classic Results

Place	Country
1	Cuba
2	Korea
3	Panama
4	Netherlands
5	Japan
6	Nicaragua
7	U.S.
8	Puerto Rico

### Caribbean Baseball Series Champions

Year	Location	Team	Country
1949	Cuba	Almendares	Cuba
1950	Puerto Rico	Carta Vieja	Panama
1951	Venezuela	Cangrejeros de Santurce	Puerto Rico
1952	Panama	La Habana	Cuba
1953	Cuba	Cangrejeros de Santurce	Puerto Rico
1954	Puerto Rico	Criollos de Caguas	Puerto Rico
1955	Venezuela	Cangrejeros de Santurce	Puerto Rico
1956	Panama	Cienfuegos	Cuba
1957	Cuba	Marianao	Cuba
1958	Puerto Rico	Marianao	Cuba
1959	Venezuela	Almendares	Cuba
1960*	Panama	Cienfuegos	Cuba
1970	Venezuela	Navegantes del Magallanes	Venezuela
1971^	Puerto Rico	Tigres del Licey	Dominican Republic
1972	Dominican Republic	Leones de Ponce	Puerto Rico
1973	Venezuela	Tigres del Licey	Dominican Republic
1974-	Mexico	Criollos de Caguas	Puerto Rico
1975	Puerto Rico	Vaqueros de Bayamon	Puerto Rico
1976	Dominican Republic	Naranjeros de Hermosillo	Mexico
1977	Venezuela	Tigres del Licey	Dominican Republic
1978	Mexico	Indios de Mayaguez	Puerto Rico
1979	Puerto Rico	Navegantes del Magallanes	Venezuela
1980	Dominican Republic	Tigres del Licey	Dominican Republic
1981	Players Strike Cancels Series		
1982	Mexico	Leones del Caracas	Venezuela
1983	Venezuela	Lobos de Arecibo	Puerto Rico
1984	Puerto Rico	Aguilas del Zulia	Venezuela
1985	Mexico	Tigres del Licey	Dominican Republic
1986	Venezuela	Aguilas de Mexicali	Mexico
1987	Mexico	Criollos de Caguas	Puerto Rico
1988	Dominican Republic	Leones del Escogido	Dominican Republic
1989	Mexico	Aguilas del Zulia	Venezuela
1990	U.S. (Miami)	Leones del Escogido	Dominican Republic
1991	U.S (Miami)	Tigres del Licey	Dominican Republic
1992	Mexico	Indios de Mayaguez	Puerto Rico
1993	Mexico	Cangrejeros de Santurce	Puerto Rico
1994	Venezuela	Tigres del Licey	Dominican Republic
1995	Puerto Rico	Senadores de San Juan	Puerto Rico
1996	Dominican Republic	Tomateros de Culiacan	Mexico
1997	Mexico	Aguilas Cibaenas	Dominican Republic
1998	Venezuela	Aguilas Cibaenas	Dominican Republic
1999	Puerto Rico	Tigres del Licey	Dominican Republic
2000	Dominican Republic	Cangrejeros de Santurce	Puerto Rico
2001	Mexico	Aguilas Cibaenas	Dominican Republic

<b>Year</b>	<b>Location</b>	<b>Team</b>	<b>Country</b>
2002	Venezuela	Tomateros de Culiacan	Mexico
2003+	Puerto Rico	Aguilas Cibaenas	Dominican Republic
2004	Dominican Republic	Tigres del Lincey	Dominican Republic
2005	Mexico	Venados de Mazatlan	Mexico
2006	Venezuela	Leones del Caracas	Venezuela

\* The last Caribbean Series for a decade when Fidel Castro, Cuba's leader, dissolved all professional baseball, replacing them with a state-run amateur system.

^ Mexico's first appearance in the Series

- Venezuela did not participate because of a players' strike

+ A general strike against Hugo Chavez, President of Venezuela, occurs. Venezuela does not participate and the Criollos de Caguas, Puerto Rican runner-up, plays against Aquilas Cibaenas from Dominican Republic

Latino Baseball: <http://latinobaseball.com/cws-history.html>

### **Caribbean Baseball Series Championships by Country**

<b>Country</b>	<b>Number of Championships</b>
Dominican Republic	15
Puerto Rico	14
Cuba	7
Venezuela	6
Mexico	5
Panama	1

Use the following edited version or refer to the entire article to explain Latino baseball and to answer the following questions:

1. Why are Latinos successful baseball players and in such demand by U.S. teams?
2. How is participation in baseball able to help a family move from "rags to riches"?
3. Why is baseball so popular in Latin American countries?

How serious is Latin American baseball? It is so serious that two opposing sides in Nicaragua, the Contras and the Sandinistas, who fought for dozens of years to control the country, put aside their differences to celebrate Dennis Martinez's achievement. He was the first Latin American major league baseball player to pitch a perfect game in June 1991. Latinos dominate the sport representing 25% of major league baseball players, 50% of the All Star games players, and Latin American countries lead the World Baseball Cup and World Baseball Classic in number of wins. Many Latinos view baseball as a way to financial security; thus, it is a very popular sport in much of Mexico, Central America, and the Caribbean. Their baseball achievements are recognized in the U.S. because hundreds of players are signed annually to play in many of the farm and minor league teams to wend their way to the major leagues. As such, they are often paid less than ballplayers from the U.S. They are a huge, untapped resource for U.S. ball clubs. (A record 709 Latino players were signed in 1999). Recruitment is particularly strong with players from Cuba and the Dominican Republic, two powerhouse countries. Latino players are charitable to their original countries, become role models for the succeeding generation of baseball players, and heroes for their communities because they represent their countries.

From: "What do Sports Mean to Latin America" by Steve Zackman, 2002, located at:

[http://icsdev.soe.umich.edu/confur/stories/reader/fall/ody\\$3827edcedf0df67f22bf8e6705179cec](http://icsdev.soe.umich.edu/confur/stories/reader/fall/ody$3827edcedf0df67f22bf8e6705179cec)

### Japanese Baseball\*

<b>Central League</b>	<b>Pacific League</b>
Chunichi Dragons (Nagoya)	Chiba Lotte Marines (Chiba)
Hanshin Tigers (Nishinomiya)	Fukuoka SoftBank Hawks (Fukuoka)
Hiroshima Toyo Carp (Hiroshima)	Hokkaido Nippon Ham Fighters (Sapporo)
Tokyo Yakult Swallows (Tokyo)	Orix Buffaloes (Osaka and Kobe)
Yokohama BayStars (Yokohama)	Seibu Lions (Tokorozawa)
Yomiuri Giants (Tokyo)	Tohoku Rakuten Golden Eagles (Sendai)

\*Team and City

Japanese baseball is a modern national sport of Japan with filled stadiums of enthusiastic spectators and cheerleaders guiding audience responses to the game.

Lesson on Japanese Baseball: [http://www.pbs.org/nbr/site/research/educators/060106\\_22a/](http://www.pbs.org/nbr/site/research/educators/060106_22a/)

Japan Baseball Information: [http://en.wikipedia.org/wiki/Japanese\\_baseball](http://en.wikipedia.org/wiki/Japanese_baseball)

Nisei Baseball Research Project: <http://www.niseibaseball.com/>

### World Cup Soccer 2006

<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>	<b>GROUP D</b>
Germany	England	Argentina	Mexico
Costa Rica	Paraguay	Cote d'Ivoire	Iran
Poland	Trinidad & Tobago	Serbia & Montenegro	Angola
Ecuador	Sweden	Netherlands	Portugal
<b>GROUP E</b>	<b>GROUP F</b>	<b>GROUP G</b>	<b>GROUP H</b>
Italy	Brazil	France	Spain
Ghana	Croatia	Switzerland	Ukraine
USA	Australia	Korea Republic	Tunisia
Czech Republic	Japan	Togo	Saudi Arabia

Held in Germany with 32 teams

FIFA World Cup: [www.FIFAworldcup.com](http://www.FIFAworldcup.com)