

# PRO FOOTBALL HALL OF FAME

## EDUCATIONAL OUTREACH PROGRAM



TEACHER ACTIVITY GUIDE



MINNESOTA VIKINGS EDITION

# Acknowledgments



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# Pro Football Hall of Fame Educational Outreach Program

- Minnesota Vikings Edition -

## Table of Contents

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### Football Facts and Figures

Vikings History .....3  
 The Canton Story .....4  
 Who was Jim Thorpe? .....5

### Language Arts

Alan Page.....6-8

### Mathematics

Tackling Football Math .....9-12  
     Conversions in Football .....10  
     Super Bowl XI Roster .....11-12

### Science

How Much Can Be Recycled? .....13-14

### Family and Consumer Sciences

Career Exploration.....15-18  
     Vikings Careers from A to Z .....16  
     Vikings Career Matching.....17  
     Vikings Career Future .....18

### Social Studies

Football Experience– Vikings History.....19  
 Vikings’ Team Travel.....20-22  
 Finding the Cradle of Vikings SB Roster.....23-24

### Visual Art

Vikings Jersey Design.....25-26

### Technology

World Wide Web and Football .....27-29  
     Vikings.com .....28  
     Profootballhof.com .....29

### Physical Education

Even John Randle Had to Start Somewhere .....30

### Miscellaneous

Fran Tarkenton Wordsack .....31

### Answer Key

Answer Key .....32-33

# Minnesota Vikings Team History



Over the past quarter-century, the Minnesota Vikings have consistently been at the top of their division. During that same period, only Dallas has made more playoff appearances, and only four teams have played in more Super Bowls than Minnesota, which participated in Super Bowls IV, VIII, IX and XI.

The pro football saga in the Twin Cities began in August 1959, when five Minnesota businessmen were awarded a franchise in the new American Football League. Five months later in January 1960, the same ownership group made up of Bill Boyer, Ole Haugrud, Bernie Ridder, H. P. Skoglund and Max Winter first forfeited its AFL membership and then was awarded the National Football League's 14th franchise that was to begin play in 1961.

Perhaps no team in history ever had a more spectacular debut than did the Minnesota Vikings in their first game ever on September 17, 1961. Rookie Fran Tarkenton made a once-in-a-generation debut when he came off the bench to throw four touchdown passes and run for a fifth score to lead his Vikings to a 37-13 thrashing of the fabled Chicago Bears. Two-and-a-half decades later in 1986, Tarkenton became the first Vikings player to be elected to the Pro Football Hall of Fame.

Minnesota's first management team was led by general manager Bert Rose and head coach Norm Van Brocklin. From the start, the Vikings embraced an energetic marketing program that produced a first-year season ticket sale of nearly 26,000 and an average home attendance of 34,586, about 85 percent of the capacity of 40,800 Metropolitan Stadium. Eventually the stadium capacity was increased to 47,900. Rose resigned from his position in 1964 and Van Brocklin quit abruptly in the spring of 1967. The Vikings went to Canada to get their replacements. Jim Finks, then general manager of the Calgary Stampeders, was named as the new general manager. Bud Grant, head coach of the Winnipeg Blue Bombers, became the new Vikings field leader.

The success of the Vikings over the next two decades always will be highlighted by the image of the stone-faced Grant on the sidelines of the frozen field at old Metropolitan Stadium. In only their second year under Grant, the Vikings began a stretch of 11 division titles in 13 years. They won the NFL championship in 1969 and NFC titles in 1973, 1974 and 1976. He first retired in 1983 but came back for a year in 1985 before making his retirement permanent. Grant's 168-108-5 record makes him the eighth winningest coach of all time.

In 1982, the Vikings moved into the Hubert H. Humphrey Metrodome, the site of Super Bowl XXVI, with a capacity of 63,000. There they have continued to enjoy an approximately .600 home winning record. From Bud Grant, Fran Tarkenton, Chuck Foreman, and Alan Page to the stars of the new millenium, the names have changed over the years but the Vikings' tradition has remained constant.



# Canton, Ohio and the National Football League

## Football Facts and Figures

Each year, approximately 200,000 fans from all over the world visit the Pro Football Hall of Fame in Canton, Ohio. The museum's guest register reveals that in a year's time, visitors come from all fifty states and from sixty to seventy foreign countries. Many wonder why the Hall of Fame is located in this small northeast Ohio city.

Often, museums are built in locations that have historical significance to their subject matter. The Pro Football Hall of Fame is no exception. Canton's ties to pro football began long before the Hall of Fame was built in 1963. On September 17, 1920, a meeting was held in an automobile showroom in downtown Canton. It was at this time that the American Professional Football Association was formed. Two years later, the league changed its name to the National Football League.

Today, fans follow teams like the Dallas Cowboys, San Francisco 49ers, and the Miami Dolphins. But, in 1920, none of those teams existed. Rather, the NFL had teams like the Columbus Panhandles, Dayton Triangles, Rochester Jeffersons, and the Canton Bulldogs.

The Canton Bulldogs were the first real pro football powerhouse. They won the NFL title in 1922 and 1923 making them the league's first two-time champion.

They were a strong team even before the NFL began because of their star player Jim Thorpe. Thorpe, a Native American Indian, was a tremendous athlete. He not only played pro football, but he played pro baseball and won two gold medals in the 1912 Olympic Games. Even today, he is considered to be one of the world's greatest athletes of all time.

While the Bulldogs are no longer around, pro football remembers its early days in Canton, Ohio. Visitors, young and old, enjoy the story of pro football's history in the city where the NFL began!



*The legendary Jim Thorpe*

# Who Was Jim Thorpe?



It seems that whenever stories are written about an all-time pro football great, Jim Thorpe's name comes up. Jim Thorpe was born in a one-room cabin in Prague, Oklahoma, on May 28, 1888. Though he had some Irish and French blood, he was mostly of Sac and Fox Indian heritage. In fact, his Indian name was Wa-Tho-Huk, which means Bright Path.

Though football was his first love, he gained his greatest fame as a track star, winning the decathlon and pentathlon events in the 1912 Olympics held in Stockholm, Sweden. King Gustav V of Sweden told Thorpe as he presented him with his medals, "Sir, you are the greatest athlete in the world." But soon afterward, Thorpe was stripped of his records and medals when it was learned that he had played minor league baseball for money in 1911. In 1984 the Olympic Committee decided that this was an unfair interpretation of previous Olympic rules and restored his records and returned his medals to his family.

In 1915, Thorpe's great abilities and fame led Jack Cusack to offer him \$250 a game to play football for the Canton Bulldogs. While that may not sound like much, it was twice as much as most players were making back then. Even Cusack's friends warned him that he was paying Thorpe too much. Just the same, Thorpe was everything Cusack had hoped he would be -- a great player and a gate attraction. After missing the first two games of the 1916 season because he was playing pro baseball for the New York Giants, Thorpe joined the Canton squad. With Jim playing halfback, the Bulldogs were unofficial World Champions in 1916, 1917 and 1919. (The Bulldogs' championships are said to be unofficial since no organized pro league existed at the time.)

Many old-timers who actually played against Thorpe claim he was the toughest man ever to play the game. Some folks claim Jim would drop-kick a field goal from the 50-yard line, then turn and kick another 50-yarder in the opposite direction with perfect results-just to show off. Others say he could punt a ball the length of the field. Both are probably exaggerations. In any case, there is no doubt that Thorpe was a superb athlete. All accounts suggest he could run with speed and bruising power. He could pass and catch passes with the best. He could kick with accuracy and strength. And, of course, as players did back then, he played defense too.

By the time the NFL was organized in 1920, the thirty-two-year-old Thorpe, who was already past his athletic prime, was unanimously voted the league's charter president. However, he managed to play eight NFL seasons with six different teams and his gate appeal continued. Though at times he sparkled like the Thorpe of old, he never really excelled as much in the NFL as he had in his earlier career. In 1928, at the age of forty he finally called it quits. In 1950, the nation's press honored Thorpe by being named the most outstanding athlete of the first fifty years of the twentieth century. In 1963, he was elected a charter member of the Pro Football Hall of Fame.

**Source: Excerpt from The Official Pro Football Hall of Fame Answer Book by Joe Horrigan, Simon & Shuster Inc., 1990.**

**If you would like to know more about Jim Thorpe, a good book to read is Jim Thorpe by Bob Wheeler (University of Oklahoma Press, 1979).**



## Subject: Language Arts

### Lesson Title: Alan Page

# Language Arts

#### Goals/Objectives:

Students Will:

- Conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint ) to communicate their discoveries.
- Use a variety of technological and informational resources (e.g., video, displays, databases) to gather and synthesize information and to create and communicate knowledge.
- Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
- Use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and exchange of information).

**National Standards met:** Language Arts: 7-Conduct research on issues and interests

#### Methods/Procedures:

- Students will read the biographical sketch on Alan Page (pp. 7-8) as a class and discuss his role in history and the history of pro football.
- Students will compile a list of ten facts about Alan Page from his bio.
- Students would then be given an assignment to research any Vikings' player and gather ten facts or bits of information on them to share with the class. Students would be encouraged to access the Vikings' official website: Vikings.com.
- Students will write up their information in paragraph form (like the Alan Page bio) and present the new facts and bits of information that they discovered about their chosen player.

#### Materials:

- Alan Page biography
- Access to the Internet
- Access to Vikings website at Vikings.com

#### Assessment:

- Students will submit the informational essay/report on their chosen Vikings' player.
- Students will deliver a formal presentation on their chosen player that will demonstrate a clear and distinctive perspective on the subject chosen and conveys relevant information and descriptive details.

# Alan Page



Alan Page, a consensus All-America at Notre Dame in 1966, was the Minnesota Vikings' second pick in the first round of the first combined AFL-NFL draft in 1967. Although he had played defensive end in college, he was moved to defensive tackle with the Vikings.



Page won the starting defensive right tackle job in the fourth game of his rookie season and he remained a starter for the rest of his career. Alan excelled with the Vikings for 11 seasons and six games into the 1978 campaign, when he was waived. The Chicago Bears quickly signed him and he moved into the starting lineup without missing a game.

Page wound up his career in 1981 after playing 238 games, all but three of them as a starter. Included were 16 NFL/NFC playoff games and Super Bowls IV, VIII, IX, and XI.

During Page's tenure, the Vikings won four of the five NFL/NFC title games in which they played.

Page, who in 1971 was named the National Football League's Most Valuable Player, was only the second defensive player to be accorded such an honor at that time. He was also named the league's Defensive Player of the Year in 1971 and 1973. Page earned All-Pro honors six times, and was named second-team all-league three additional times. Voted to nine straight Pro Bowls, Page was named to an all-conference team ten times.

Intelligent and hardworking with amazing speed and quickness, Page accumulated some imposing career statistics. He recovered 23 opponents' fumbles, and unofficial figures



show that he also blocked 28 kicks and recorded 173 sacks. Rather than wait for the ball carrier, he sought him out. "A defensive player should think of himself more as an aggressor, not as a defender," he explained. After retiring from pro football, Page became a lawyer and was elected to the Minnesota Supreme Court.



# **Subject:** Mathematics

## **Lesson Title:** Tackling Football Math with the Vikings



### **Goals/Objectives:**

Students Will:

- Improve math skills by applying basic functions to the game of football.
- Learn basic football facts and game terms.
- Utilize statistics of Vikings players for computing math problems.
- Research statistics of Vikings players for use as alternative information in certain math problems.

**National Standards met:** Mathematics: 1-Number and Operations; 2-Algebra; 5-Data Analysis and Probability; 6-Problem Solving

### **Methods/Procedures:**

Have students complete the math worksheets related to the game of football. They may work independently or with others. Feel free to make adaptations in players to suit your students. Answers to the following worksheets are found in the back of this publication.

- Conversions in Football
- Vikings' Super Bowl XI Roster (page 12)

### **Materials:**

- Pencil
- Scrap paper for working problems
- Calculators if permitted
- Access to Vikings' website at Vikings.com

### **Assessment:**

- Students will be assessed on accuracy of responses.



# Conversions in Football

Complete problems 1-10. Please show your work.

1. During his career Fran Tarkenton passed for 47,003 yards.  
How many feet is that? \_\_\_\_\_
2. In 2009 Percy Harvin returned a kickoff 101 yards for a touchdown. How many inches is that? \_\_\_\_\_
3. Brett Favre passed for 4,202 yards in 2009. How many miles is that? \_\_\_\_\_ Round to the nearest tenth. \*(Hint: 1 mile = 1,760 yards)
4. In 2009 Sidney Rice led the Vikings in receiving yards with 1,312 yards.  
How many feet is that? \_\_\_\_\_
5. The Vikings have the ball on their own 25-yard line and they complete a 45-yard pass. They then lose 4 yards on the next play. What yard line are they now on? \_\_\_\_\_
6. Brett Favre threw a 54-yard pass. How many inches did he throw? \_\_\_\_\_  
How many centimeters? \_\_\_\_\_ Hint: 1 inch = 2.54 centimeters
7. A football field measures 100 yards from goal line to goal line. A field is  $53 \frac{1}{3}$  yards wide. Convert these measurements to feet. \_\_\_\_\_
8. If an NFL player weighs 303 pounds.  
How much does he weigh in ounces? \_\_\_\_\_
9. A game normally lasts 60 minutes. During a 16-game season, how many total minutes does one team play? \_\_\_\_\_
10. There are seven officials on the field for every NFL game. If 16 games are played each week, what is the total number of officials officiating throughout the NFL each week?  
\_\_\_\_\_

# Vikings' Super Bowl XI Roster



Answer the following questions using the Minnesota Vikings roster on the following page.

1. Who was the oldest player on the team?
2. What number was Alan Page?
3. How many wide receivers (WR) were there?
4. How many players had 10 or more years of NFL experience?
5. How many quarterbacks (QB) were listed?
6. Who was the only player to attend the University of Georgia?
7. Who was the heaviest player on the team?
8. Who was the lightest player on the team?
9. What position did number 70 play?
10. Add up the total weight of all the running backs (RB).



# Vikings' Super Bowl XI Roster

## Vikings

### Alphabetical Roster

No.	Name	Pos.	Ht.	Wt.	Birth-date	NFL Exp.	College
25	Allen, Nate	CB	5-11	174	5/13/48	6	Texas Southern
27	Beamon, Autry	S	6-1	190	11/12/53	2	East Texas State
17	Berry, Bob	QB	5-11	185	3/10/42	12	Oregon
59	Blair, Matt	LB	6-5	229	9/20/51	3	Iowa State
20	Bryant, Bobby	CB	6-1	170	1/24/44	8	South Carolina
74	Buetow, Bart	T	6-5	250	10/28/50	3	Minnesota
12	Clabo, Neil	P	6-2	200	11/18/52	2	Tennessee
14	Cox, Fred	K	5-10	200	12/11/38	14	Pittsburgh
84	Craig, Steve	TE	6-3	231	3/31/51	3	Northwestern
57	Dumler, Doug	C	6-3	245	12/15/50	4	Nebraska
81	Eller, Carl	DE	6-6	247	2/25/42	13	Minnesota
44	Foreman, Chuck	RB	6-2	207	10/26/50	4	Miami
68	Goodrum, Charles	T	6-3	256	1/1/50	4	Florida A&M
26	Grim, Bob	WR	6-0	188	5/8/45	10	Oregon State
47	Groce, Ron	RB	6-2	211	7/1/54	R	Macalester
40	Hall, Windlan	S	5-11	175	3/11/50	5	Arizona State
61	Hamilton, Wes	G	6-3	255	4/24/53	R	Tulsa
58	Hilgenberg, Wally	LB	6-3	229	7/19/42	13	Iowa
48	Johnson, Sammy	RB	6-1	226	9/22/52	3	North Carolina
22	Krause, Paul	S	6-3	200	2/19/42	13	Iowa
19	Lee, Bob	QB	6-2	195	8/7/45	8	Pacific
70	Marshall, Jim	DE	6-4	240	12/30/37	17	Ohio State
55	Martin, Amos	LB	6-3	228	1/30/49	5	Louisville
33	McClanahan, Brent	RB	5-10	202	9/21/50	4	Arizona State
54	McNeill, Fred	LB	6-2	229	5/6/52	3	UCLA
35	Miller, Robert	RB	5-11	204	1/9/53	2	Kansas
77	Mullaney, Mark	DE	6-6	242	4/30/53	2	Colorado State
88	Page, Alan	DT	6-4	245	8/7/45	10	Notre Dame
28	Rashad, Ahmad	WR	6-2	200	11/19/49	4	Oregon
78	Riley, Steve	T	6-5	258	11/23/52	5	USC
50	Siemon, Jeff	LB	6-3	237	6/2/50	5	Stanford
69	Sutherland, Doug	DT	6-3	250	4/1/48	7	Superior, Wisconsin
10	Tarkenton, Fran	QB	6-0	190	2/3/40	16	Georgia
53	Tingelhoff, Mick	C	6-2	240	5/22/40	15	Nebraska
83	Voigt, Stu	TE	6-1	225	8/12/48	7	Wisconsin
62	White, Ed	G	6-2	270	4/4/47	8	California
72	White, James	DT	6-3	263	10/26/53	R	Oklahoma State
85	White, Sammie	WR	5-11	189	3/16/54	R	Grambling
80	Willis, Leonard	WR	5-10	180	3/4/53	R	Ohio State
60	Winston, Roy	LB	5-11	222	7/15/40	15	Louisiana State
23	Wright, Jeff	S	5-11	190	6/31/49	6	Minnesota
43	Wright, Nate	CB	5-11	180	12/21/47	8	San Diego State
73	Yary, Ron	T	6-5	255	8/16/46	9	USC

R—A first year player who had not previously been in an NFL training camp.

### Coaching Staff

Bud Grant	Head Coach
Neill Armstrong	Defense
Jerry Burns	Offense
Buddy Ryan	Defensive Line
John Michels	Offensive Line
Bus Mertes	Offensive Backfield
Jocko Nelson	Linebackers

Roster from official Super Bowl XI game program.

## **Subject:** Science

### **Lesson Title:** How Much Can Be Recycled at the Metrodome?



#### **Goals/Objectives:**

Students Will:

- Explain how technology influences quality of life.
- Discuss how decisions about the use of products can result in desirable or undesirable consequences.
- Use examples to predict and analyze.
- Recognize that science can only answer some questions and technology can only solve some human problems.
- Describe examples of scientific advances and emerging technologies and how they impact society.

**National Standards met:** Science: 6-Science and Technology

#### **Methods/Procedures:**

- Brainstorm a list of objects that accumulate from fans, players and workers at any Vikings game.
- Students gather, if possible, concrete examples of listed items.
- Students determine which listed objects can be recycled.
- Through letters, calls, emails, and possibly personally, determine which items the Metrodome recycles.
- Students can also find out how much of each of these products the Metrodome sells at games.
- After compiling all three lists (objects at games, recyclable items, and items recycled at the Metrodome) including amount of each product sold, students determine the weight of each recyclable item per Vikings' game and/or season by designing an item list (see example on page 14).

#### **Materials:**

- Students and teacher created item lists
- Access to the Internet
- Scales for weighing objects



**Assessment:**

- Student created tables of items sold, which are recyclable and total poundage.
- Students will deliver a formal presentation on their findings.
- Teacher posts results and student findings (charts).

**Sample Chart**

**The Metrodome (Minneapolis, MN)**

Items Sold	Item A	Item B	Item C	Item D
	_____	_____	_____	_____
Game 1	Total Weight: _____	Total Weight: _____	Total Weight: _____	Total Weight: _____
Game 2	Total Weight: _____	Total Weight: _____	Total Weight: _____	Total Weight: _____
Game 3	Total Weight: _____	Total Weight: _____	Total Weight: _____	Total Weight: _____
Game 4	Total Weight: _____	Total Weight: _____	Total Weight: _____	Total Weight: _____

*Students may add items, delete items, add games, delete games depending on time constraints.*

**Subject:** Family and Consumer Sciences  
**Lesson Title:** Career Exploration with the Minnesota Vikings



**Goals/Objectives:**

Students Will:

- Identify jobs in sports related careers.
- Conduct an exploratory interview to get an insider’s view of a particular career.
- Investigate career opportunities that reflect their interests, abilities, and personality.
- Utilize various sources of career information.

**National Standards met:** Career, Community, and Family Connections: 1-Integrate multiple life roles and responsibilities in family, work, and community settings

**Methods/Procedures:**

Have students complete the career worksheets and activities provided on the following pages:

- Vikings Careers from A to Z
- Vikings Career Matching
- Vikings Career Future

**Materials:**

- Career worksheets and activity descriptions
- Career reference books including:
  - Dictionary of Occupational Titles
  - Occupational Outlook Handbook (OOH)
  - Guide for Occupational Exploration
  - Occupational Outlook Quarterly
- Computer program “Ohio Career Information System (OCIS)”
- Internet access to career/job/vocation sites (i.e. <http://stats.bls.gov>)

**Assessment:**

- Students will be assessed on performance and accuracy of responses.



# Vikings Careers from A to Z

There are hundreds of jobs in and around the Vikings in addition to being an athlete. See if you can think of one job for each letter in the alphabet.

Family and Consumer Sciences

A

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B

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C

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D

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E

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F

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G

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H

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U

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V

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W

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X

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Y

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Z

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# Vikings Career Matching



Match the career on the left with the correct description on the right.

- |                             |   |
|-----------------------------|---|
| _____ Players' Agent        | A. Business executive with a product to sell to sports fans.  |
| _____ Game Official         | B. Requires a keen eye, fast reflexes, stamina, self-control, knowledge of rules and ability to make quick and correct decisions. |
| _____ Sports Photographer   | C. Has a strong science background with an emphasis on anatomy and physical therapy for athletes.                                 |
| _____ Sports Psychologist   | D. Makes sure the stadiums and arenas are operable and safe for both players and fans.  |
| _____ Facilities Manager    | E. Participates in contract negotiations, arranges personal appearances and sets up endorsements for commercial products.         |
| _____ Sports Promoter       | F. Advises athletes on how to eat to perform their best.  |
| _____ Official Statistician | G. Expert in mathematics, bookkeeping, statistics and operating a computer.   |
| _____ Scout                 | H. Artist who uses a camera to capture the single action of an individual's successes as well as defeats.                         |
| _____ Athletic Trainer      | I. Evaluates potential players as well as next week's opponents.  |
| _____ Sports Nutritionist   | J. Helps athletes cope with pressure.   |



# Vikings Career Future

The NFL can offer a ticket to fame and fortune. However, only a small percentage of people actually become professional athletes. Even those who do must some day retire and begin new careers. Education is the key to the future.

Think about the types of career possibilities with the Vikings, that exist for a person with your interests, abilities, and personality. Project yourself into the future and choose one occupation that interests you. Answer the following questions using any resources available (parents, relatives, career mentors, teachers, guidance counselors, internet and printed material).

- What education and training would I need?
- What skills and aptitude should I have?
- Is there an age requirement? If so, what is it?
- What would my work environment be like?
- What hours would I spend on the job?
- What is the starting salary?
- What are the opportunities for advancement in this line of work?
- What are the benefits of the career?
- What is the dress code?
- What specific duties would I perform?
- What are the advantages and disadvantages of the job?

Now that you know more about the career, is it still something you would like to pursue? Yes or no and why?

**Subject:** Social Studies  
**Lesson Title:** Football Experience - Vikings History



**Goals/Objectives:**

- Students will understand the beginnings of football as we know it today.

**National Standards met:** History: 1-Chronological thinking

**Methods/Procedures:**

- Students will visit the Minnesota Vikings' website: Vikings.com and the Pro Football Hall of Fame's website: Profootballhof.com. A tour through these websites informs students how the Vikings began, who were the early superstars, and who helped the Vikings become what they are today. Students will take notes.
- If the class can take a field trip to the Metrodome, students should take notes as they tour.
- Students will complete a one page report on the history of the Minnesota Vikings from the research gathered.
- Students will then present this information (first game, first player drafted, etc.) to the class.

**Materials:**

- Access to the Internet
- Access to Vikings' website at Vikings.com
- Access to the Hall of Fame's website at Profootballhof.com
- Vikings History on page 3.

**Assessment:**

- Students will be able to verbally share with others more about the rich history of the Minnesota Vikings.



**Subject: Social Studies**  
**Lesson Title: Vikings' Team Travel**

**Goals/Objectives:**

Students Will:

- Improve geography skills using football team facts and locations.
- Use map skills with football facts.
- Explore data from NFL players and teams.

**National Standards met:** Geography: 1-Use of maps; 4-Physical and human characteristics of places.

**Methods/Procedures:**

- Have students complete the Vikings' Team Travel worksheet

**Materials:**

- Worksheet: Vikings' Team Travel
- Maps, atlas, online resources
- 2010 Minnesota Vikings Schedule
- Writing utensils and paper or poster board
- Pushpins and string

**Assessment:**

- Students will be assessed on accuracy of responses to worksheet: Vikings' Team Travel.

# Vikings' Team Travel

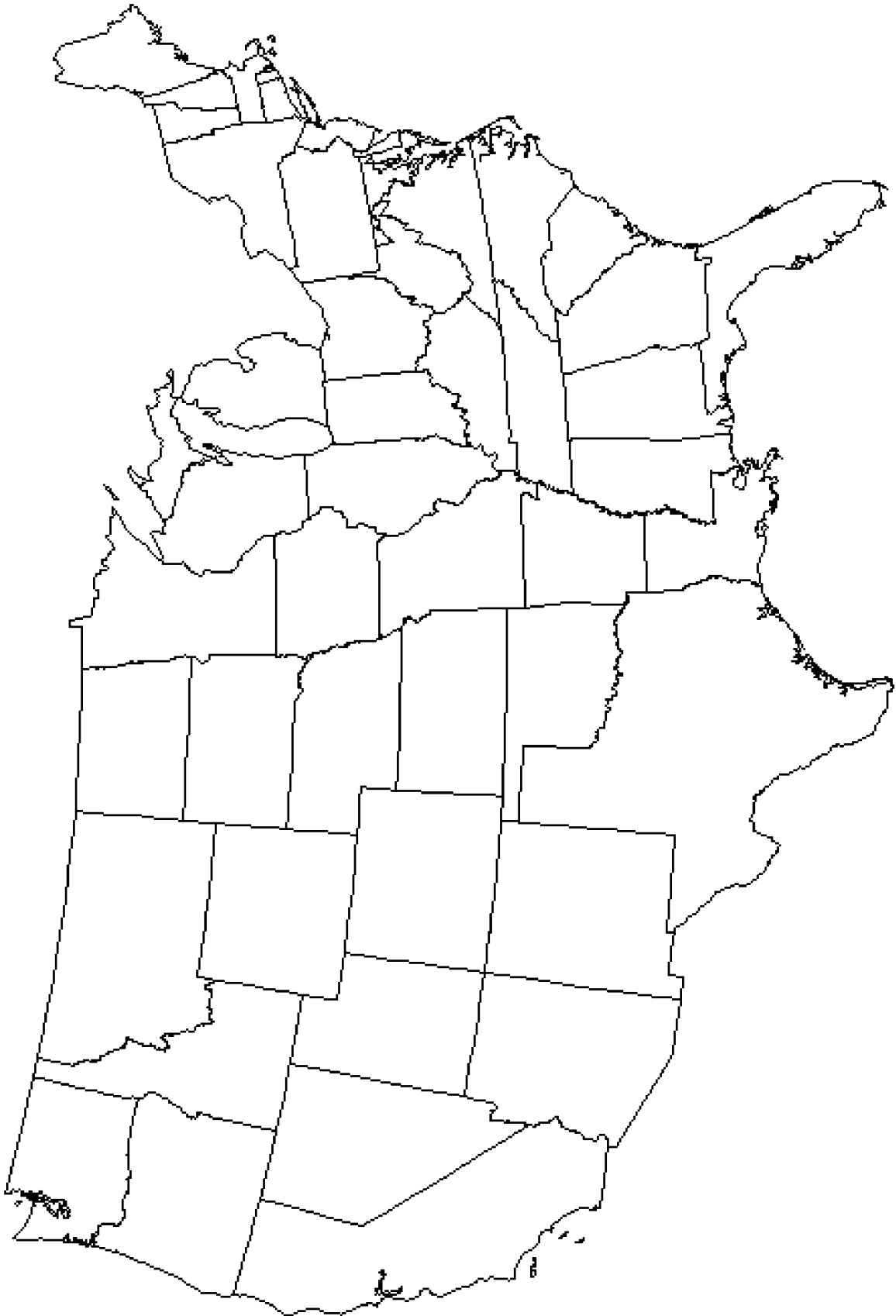


**Using a blank United States map and a 2010 NFL schedule complete the following activities:**

1. Label each individual state on blank map. (map on next page)
2. Label each NFL team in its correct city. On a separate piece of paper, list those states which do not have an NFL team.
3. Secure the map to a piece of cardboard to push pins through. Locate Minneapolis, Minnesota and mark it by attaching a string to a pin and placing the pin on Minneapolis, Minnesota.
4. Refer to a copy of the Vikings' schedule for the current NFL season (Vikings.com). Using the pins and string, locate and mark the Vikings' away games. How many away games do they play?
5. Determine and keep track of the direction the Vikings traveled to play their away games.
6. Using an atlas, determine how many miles the Vikings traveled to each of their away games. How many total miles did the team travel throughout the season?
7. Determine if Minneapolis is in a different time zone than Canton, Ohio. What is the time difference? If the starting time of a game is 4:00 p.m. in Canton, what time is the game starting in Minneapolis?
8. Keep a log of the Vikings' win-loss record for the season plus the number of points they have scored during each game.
9. Did the Vikings win more home or away games?
10. How many miles is it from Minneapolis to Arlington, Texas site of Super Bowl XLV?



# Social Studies



# Subject: Geography

## Lesson Title: Finding the Cradle of Vikings Super Bowl XI Roster



### Goals/Objectives:

- Students will understand the relationship between a location and its latitude and longitude coordinates.

**National Standards met:** Geography: 1-Use of Maps

### Methods/Procedures:

- Students will use the team roster (p. 12) and find the location of their favorite Vikings players' colleges/universities.

- 1) Write down the name of the Viking and the college/university he attended
- 2) Then using the internet find the city and state of that college/university

For example:

- A) Carl Eller attended the University of Minnesota
- B) Type University of Minnesota in a search engine (www.google.com)
- C) This should give the student the main college website

- The students will write down the City and State of the college/university location.
- Then the students will go to: <http://www.trails.com/maps.aspx>
- Students will search for the center latitude and longitude. Students will type the city name under "Feature Name", select the state and then select cities and towns under "Feature Type."
- Then come together as a group and put it in an Excel sheet as shown below:

Name	City	State	Latitude (N)	Longitude (W)
Carl Eller	Minneapolis	Minnesota	44.98	93.26

- Then the students will find the center Latitude and Longitude and list in the Excel sheet.
- Students will then go back to <http://www.trails.com/maps.aspx> and type in the center Latitude and Longitude under "Decimal Degrees."
- Students will then click "Locate."
- Students will view the map provided and the city listed to see how cities can be located by their geographic coordinates.
- Students will then research more information on this location.

**Materials:**

- Access to <http://www.trails.com/maps.aspx>
- Access to Google.com
- Paper and writing tool

**Assessment:**

- Students will successfully find the cradle of the Vikings Super Bowl XI roster based on college location.
- Students will deliver a formal presentation on that location.

# Subject: Visual Art

## Lesson Title: Vikings Jersey Design



### Goals/Objectives:

- The student will create an original frontal design for a jersey, employing color choices, fabric/clothing details and lettering design. This lesson focuses on use of contrast, center of interest and balance.

**National Standards met:** Visual Arts: 1-Understanding and applying media, techniques, and processes

### Methods/Procedures:

**Note: Use attached illustration as a reference**

- Fold drawing paper in half, short sides together, to create a center line. This line will be used as guide when drawing the neckline and number.
- Using pencil and ruler, divide the paper vertically into fourths, using very light guidelines. These lines represent approximate areas where sleeves are sewn onto the sides of the body.
- Decide on the thickness of sleeves, drawing them to extend to the outside edges of the paper.
- Sketch the neckline – standard jerseys usually have v-necks, but use another shape if you like.
- Add detailing – clothing that must endure the rigors of a contact sport usually has double stitching for strength. This can be shown at the sleeves, bottom and any other area you choose.
- Determine a color pattern – borrow the Vikings colors (purple, gold, and white) or create your own combination. No more than two or three colors are necessary. Highlights of black and white are often used on jerseys in conjunction with one or two other colors. Use your color pattern to create bands on the sleeves, neckline and other areas as desired. Colors should have good contrast that allows the design to be visible from a distance, especially the number(s).
- Use the fold line to help you center the number you choose. Examples of block letters are shown on the accompanying illustration, but be as creative as you'd like. Jersey numbers are often “shaded” with a second colors. Frequently, smaller numbers are sewn to the shoulders. From this viewpoint, only part of the shoulder numbers would be visible.
- Add a tag inside the neckline to show the size. Jerseys often have outside tags on the lower portion of the body that show the manufacturer's name. This would be an ideal area to sign your name or create a company with your initials. Add any other detail you would like.
- If desired, cut out your jersey and mount on a contrasting color.

### Materials:

- White or manila drawing paper, 12” x 18” or 9” x 12”
- Drawing pencil/eraser
- Ruler or straightedge
- Colored pencils, markers, crayons or other coloring media

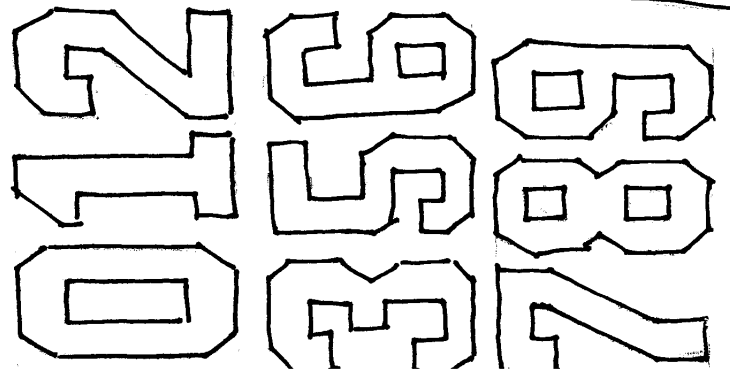
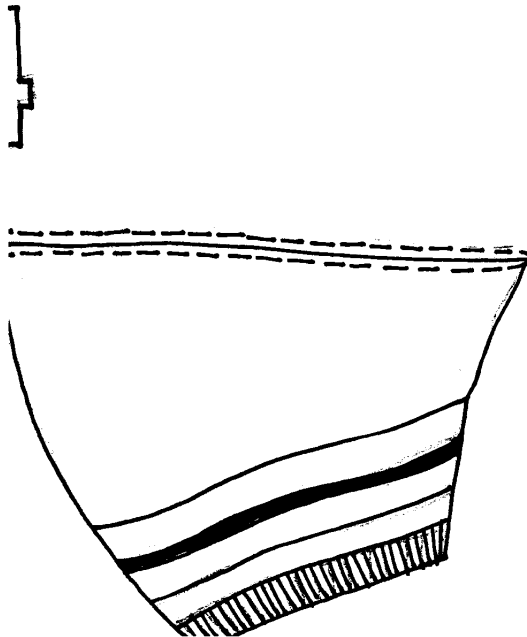
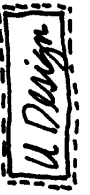
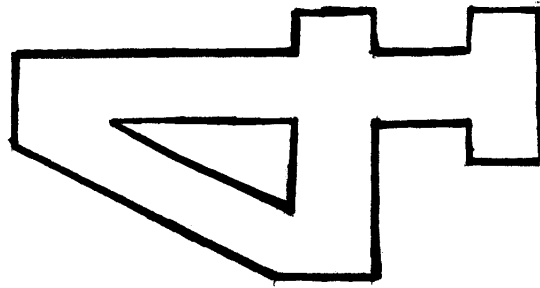
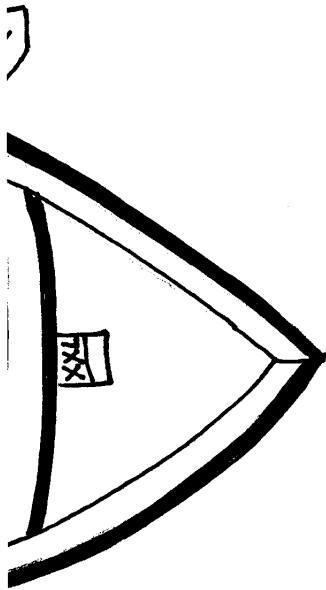
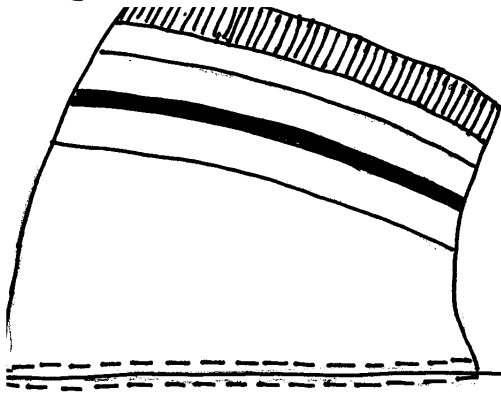
### Assessment:

- Ask the student to write an advertisement for his/her jersey, describing the type of fabric that would be used, why the color choices are successful, the durability of the shirt, etc.



# Vikings Jersey Design

Visual Art



**Subject:** The Internet/World Wide Web & Football  
**Lesson Title:** Vikings.com, Profootballhof.com



**Goals/Objectives:**

Students Will:

- Identify the Internet as a viable source for information and research.
- Identify key phrases and words in searching the Internet for football related information.
- Identify various and reliable Internet sites.
- Identify main points of article.
- Effectively analyze Internet sites.

**National Standards met:** Technology: 2-Communication and collaboration; 3-Research and information fluency; 4-Critical thinking, problem solving, decision making; 5-Digital citizenship; 6-Technology operators and concepts

**Methods/Procedures:**

- Students complete the worksheets provided on the following pages in this section concentrating on one activity at a time.
- Teachers are encouraged to adjust, adapt, and alter activities to suit class needs.
- Answers are located in the back of this publication.
- Vikings.com
- Profootballhof.com
- Students can present the information gathered from the lessons to the class.

**Materials:**

- Internet Activity Sheets
- Access to the Vikings website at Vikings.com
- Access to the Hall of Fame's website at Profootballhof.com
- Access to the school and/or public library as well as a computer center

**Assessment:**

- Students will be assessed based upon completed worksheets and/or presentations



Please go to the Vikings' website at [Vikings.com](http://Vikings.com) and answer the following questions.

1. Who founded the Minnesota Vikings?
2. In what year were the Minnesota Vikings founded?
3. How many games did the Vikings win in 1964, their first winning season?
4. What is the Vikings' name based on?
5. Name three Vikings inducted into the Pro Football Hall of Fame.
  - A.
  - B.
  - C.
6. Find one article on the site. Summarize that article below.



After finding your way to the Pro Football Hall of Fame website at Profootballhof.com, find the answers to the following questions.

1. What are the three reasons the Pro Football Hall of Fame is located in Canton, Ohio?

A.

B.

C.

2. In the *History of Football* section, find one story about the decade of the '80s. Summarize that article below.

3. List two players discussed in the *African Americans in Pro Football* section.

A.

B.

4. Who were the enshrinees in the Class of 2010?

A.

E.

B.

F.

C.

G.

D.

5. What is the maximum number of people that can be inducted into the Pro Football Hall of Fame each year? \_\_\_\_\_



## Subject: Physical Education

### Lesson Title: Even John Randle Had to Start Somewhere

# Physical Education

#### Goals/Objectives:

- Students will correlate the fitness concepts of strength, agility, flexibility and endurance to basic yet specific forms of exercise.

**National Standards met:** Physical Education: 2-Demonstrates understanding of movement concepts, principle, strategies, and tactics; 3-Participates regularly in physical activity; 4-Achieves and maintains a health-enhancing level of physical fitness; 6-Values physical activity

#### Methods/Procedures:

- Students will be asked to discuss and list basic exercises that can be done to improve one's muscular strength, agility, flexibility, and muscular endurance.
- Basic Exercise Examples:

Muscular Strength  
(Few Repetitions)

Push-ups, Sit-ups,  
Chin-ups Pull-ups, Squat thrust, Bench dips

Agility

Line jumps (forward, backward, side to side, scissors), One Foot hop

Flexibility

Standing toe touch, Standing V stretch,  
Butterfly, Seated toe touch, Seated V stretch,  
Inverted hurdles stretch

Endurance  
(Many Repetitions)

Push-ups, sit-ups,  
Chin-ups, Squat thrust, Bench dips, Walking,  
Jogging (slow, medium or fast) Jump rope

#### Materials:

- Notepad/paper and pencil/pen
- Blackboard or Dry mark board
- Access to computer

#### Assessment:

- Students will be assessed on their participation in activities.

# Fran Tarkenton Wordsack



See how many different words you can make from **Fran Tarkenton's** name and list them below.

# Fran Tarkenton

**Miscellaneous**



# Answer Key

## Answer Key

### Conversions in Football p. 10

1. 141,009 feet
2. 3,636 inches
3. 2.38 miles
4. 3,936 feet
5. 34 yard line of opposing team
6. 1,944 inches, 4937.76 centimeters
7. 300 feet long, 160 feet wide
8. 5,800 ounces
9. 960 minutes
10. 112 officials

### Super Bowl Roster p. 11

1. Fred Cox
2. 88
3. 4
4. 11
5. 3
6. Fran Tarkenton
7. Ed White - 270 lbs.
8. Bobby Bryant - 170 lbs.
9. Defensive End (DE)
10. 1050 lbs.

### Vikings Careers from A to Z p. 16

Possible Answers

- A = Agent
- B = Broadcaster
- C = Coach
- D = Doctor
- E = Equipment Manager
- F = Field Judge
- G = Groundskeeper
- H = Head Linesman
- I = Intern
- J = Journalist
- K = Kinesiologist
- L = Lawyer
- M = Mascot
- N = Nutritionist
- O = Owner
- P = Photographer
- Q = Quarterback Coach

- R = Referee
- S = Scout
- T = Trainer
- U = Umpire
- V = Vendor
- W = Writer
- X = X-Ray Technician
- Y = Yoga Instructor
- Z = Zeppelin Driver

### Career Matching p. 17

- E- Players Agent
- B- Game Official
- H- Sports Photographer
- J- Sports Psychologist
- D- Facilities Manager
- A- Sports Promoter
- G- Official Statistician
- I- Scout
- C- Athletic Trainer
- F- Sports Nutritionist

### Vikings.com, p. 28

1. Max Winter, E. William Boyer, H.P. Skoglund, Ole Haugrud and Bernard H. Ridder, Jr.
2. 1960
3. 8
4. The name was selected because it represented both an aggressive person with the will to win and the Nordic tradition in the northern Midwest.
5. Answer varies
6. Student's choice

# Answer Key



## **Profootballhof.com p. 29**

1. A. The American Professional Football Association, was founded in Canton in 1920.  
B. The Canton Bulldogs were an early day pro football power. First two-time champion of the NFL. Jim Thorpe played for Bulldogs.  
C. Canton citizens launched a determined and organized campaign in the 1960's to earn the site.
2. Answer varies
3. Answer varies
4. Russ Grimm, Rickey Jackson, Dick LeBeau, Floyd Little, John Randle, Jerry Rice, Emmitt Smith
5. Seven

## **Fran Tarkenton Wordsack p. 31**

Possible Answers:

Ant, Ante, Are, Ark, Art, Ate, Ear, Earn, Eat, Fake, Fan, Far, Fare, Fate, Feat, Freak, Kane, Kart, Kean, Nark, Neat, Note, Oak, Oar, Oat, Oft, Ore, Raft, Rake, Ran, Rank, Rare, Rate, Rent, Tar, Tare, Tart, Ten, Tent

**Answer Key**