



Theme 4

The Origins of the Clubs

Teacher Notes

Aims

- to learn that most rugby league clubs were founded in the second half of the 19th century
- to learn the types of people and groups that founded rugby league clubs
- to learn by inference which individuals and groups dominated life in northern towns in the second half of the 19th century, and that life in many of these towns was similar
- to learn that the ways in which people in the 19th century learned about sports were similar to the ways in which people learn about sports today

Related Skills

reading for information, literal and inferred
speaking and listening in group and class discussion
understanding and using alphabetical and chronological order
writing explanations
classifying information

Time

2 x 60 mins lessons

Resources

Pupil Resource Sheet 1a (easier)
Pupil Resource Sheet 1b (harder)
Pupil Activity Sheet 1
Pupil Activity Sheet 2
Teacher Answer Sheet

Differentiation Strategies

Less able children:

Pairs should include at least one good reader.
Use Pupil Resource Sheet 1a when attempting Pupil Activity Sheet 1.

More able children/groups:

Opportunity to take responsibility by leading and organising their activity
Use Pupil Resource Sheet 1b when attempting Pupil Activity Sheet 1.

Overview

Activity Number	Class Organisation/Activity	Main Idea	Resource
1.1	Class introduction	Reading about when and by whom rugby league clubs were founded	Pupil Resource Sheet 1b
1.2	Individual/pairs written notes	Listing classifications of types of individual or group that founded rugby league clubs	Pupil Resource Sheets 1a, 1b
1.3	Class discussion, individuals/pairs reporting back	Discussing classifications	
1.4	Class introduction	Reading Pupil Activity Sheet 1, completing table about formation of rugby league clubs by adding missing clubs and years, and ticking classifications of club founders	Pupil Activity Sheet 1
1.5	Individual/pairs written answers		Pupil Activity Sheet 1; Teacher Answer Sheet
1.6	Class discussion, pairs reporting back	Going through answers; discussing conclusions	Teacher Answer Sheet
2.1	Class introduction	Reading Pupil Activity Sheet 2, answering questions, mainly by inference, about formation of rugby football clubs	Pupil Activity Sheet 2
2.2	Individual/pairs written notes		Pupil Resource Sheets 1a, 1b; Pupil Activity Sheet 2
2.3	Class discussion, pairs reporting back	Going through answers; discussing conclusions	Teacher Answer Sheet

Activities

1.1 Class introduction

- Tell the class that they are going to study the origins of leading rugby league football clubs which were formed before World War I (i.e. before 1914).
- Read Pupil Resource Sheet 1b round the class.
- Discuss and define vocabulary that is key to understanding the text:
 - founded (all clubs): originated; formed; started up as a club
 - shipping clerk (Barrow): keeps written records about ship finance – buying and selling of cargo, wages of crew etc.
 - businessman (Bradford and others): man running his own company or business, or a leading person in a large company or business; e.g. pub landlord William Blackburn (Dewsbury) is a businessman
 - clergymen (Bramley): men of the church
 - brass-founding company (Halifax): company that makes goods from brass
 - ex-public schoolboys (Hull and others): men who went to public school – fee paying schools, where they could be educated until their mid to late teens; (N.B. the 1870 Education Act permitted school boards to be set up to help pay for the education of children aged 5-12; this was not taken up in all areas; in 1880 schooling became compulsory for all children aged 5-12; many clubs had been established by then)

- Point out, through question and answer, key features of the text:
the clubs are listed in alphabetical order
the year each club was founded (formed) is the first piece of information given.
- Discuss chronology, including the concepts of before/after, earliest and latest.
- Ask children to calculate years between the formation of different clubs by counting on or counting back, using a timeline if necessary.
- Check understanding of the terms decade, 19th century and 20th century.

1.2 Individual/pairs written notes

- Organise the class to work as individuals and/or pairs, weak readers supported by a stronger reader.
- Give weaker individuals/pairs Pupil Resource Sheet 1a, and stronger individuals/pairs Pupil Resource Sheet 1b.
- Set the task of listing the types of groups or individuals who founded rugby league clubs. Use ‘businessmen’ – already defined – as an example of one ‘type’.

1.3 Class discussion, individuals/pairs reporting back

- Ideas should include:
businessmen working men churchmen
ex-public schoolboys local sports clubs – usually cricket clubs.

1.4 Class introduction

- Read Pupil Activity Sheet 1.
- Explain that the clubs are listed in chronological order of when they were founded.
- Tell children that, for task 2, they need to tick 1, 2, 3 or 4 columns for each club – the maximum for any club is 4.

1.5 Individual/pairs written answers

- Pairs who finish early can list ideas for the ‘Discussion Point’ at the bottom of Pupil Activity Sheet 1.

1.6 Class discussion, pairs reporting back

- Discuss any difficulties the children found - perhaps the hardest classification is the Chairman of the Watch Committee at Oldham. Should there be another classification for him ‘Leaders in Civic Life’ perhaps?
- Use the Teacher Answer Sheet to expand on ideas about the ‘Discussion Point’ at the bottom of Pupil Activity Sheet 1.
- Ask children what they would do if they found two sources information giving different dates for the formation of a club (look for other sources, confirming one or the other, and for reasons why different dates are given, e.g. Huddersfield Athletic Club was founded in 1864 but did not start playing rugby until 1866).

2.1 Class introduction

- Read Pupil Activity Sheet 2.
- Explain that most of the questions – 1b, 2, 3, 4, 5, 6, 7c, 8d – require children to infer the answer.

2.2 Individual/pairs written answers

2.3 Class discussion, pairs reporting back

- Discuss why children inferred their answers.
- Use the ‘Additional Information’ on the Teacher Answer Sheet to develop and enhance the discussion.