Two source units in seventh-eighth and ninth grade physical education.

Vellante, William Anthony
Boston University

http://hdl.handle.net/2144/15607
Boston University
Service Paper

TWO SOURCE UNITS IN SEVENTH-EIGHTH AND NINTH GRADE PHYSICAL EDUCATION

Submitted by

William Anthony Vellante
(B. S. in Ed., Boston University, 1945)

In partial fulfillment of the requirements for the degree of
Master of Education
1949
First Reader: Arthur G. Miller, Assistant Professor of Education

Second Reader: Roy O. Billett, Professor of Education
Acknowledgment

To Arthur G. Miller, Assistant Professor of Education, Boston University, for his untiring effort in the guidance of this Service Paper, my sincere gratitude is expressed.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II UNIT ORGANIZATION OF BASKETBALL</td>
<td>3</td>
</tr>
<tr>
<td>Statement of the Unit</td>
<td>3</td>
</tr>
<tr>
<td>Delimitation</td>
<td>4</td>
</tr>
<tr>
<td>Incidental and Indirect Learning Products</td>
<td>6</td>
</tr>
<tr>
<td>List of Materials Needed</td>
<td>7</td>
</tr>
<tr>
<td>List of Films</td>
<td>7</td>
</tr>
<tr>
<td>References for Teacher's Use</td>
<td>8</td>
</tr>
<tr>
<td>The Unit Assignment</td>
<td>9</td>
</tr>
<tr>
<td>Introductory Activities</td>
<td>9</td>
</tr>
<tr>
<td>Core Activities</td>
<td>9</td>
</tr>
<tr>
<td>For Individual Study and Investigation</td>
<td>21</td>
</tr>
<tr>
<td>Optional Related Activities</td>
<td>24</td>
</tr>
<tr>
<td>Skill Test</td>
<td>27</td>
</tr>
<tr>
<td>Objective Tests</td>
<td>28</td>
</tr>
<tr>
<td>References for Pupils' Use</td>
<td>36</td>
</tr>
<tr>
<td>III UNIT ORGANIZATION OF TRACK AND FIELD</td>
<td>37</td>
</tr>
<tr>
<td>Statement of the Unit</td>
<td>37</td>
</tr>
<tr>
<td>Delimitation</td>
<td>38</td>
</tr>
<tr>
<td>Incidental and Indirect Learning Products</td>
<td>40</td>
</tr>
<tr>
<td>List of Materials Needed</td>
<td>41</td>
</tr>
<tr>
<td>List of Films</td>
<td>41</td>
</tr>
<tr>
<td>References for Teacher's Use</td>
<td>42</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The Unit Assignment</td>
<td>43</td>
</tr>
<tr>
<td>Introductory Activities</td>
<td>43</td>
</tr>
<tr>
<td>Core Activities</td>
<td>43</td>
</tr>
<tr>
<td>For Individual Study and Investigation</td>
<td>50</td>
</tr>
<tr>
<td>Optional Related Activities</td>
<td>53</td>
</tr>
<tr>
<td>Skill Test</td>
<td>56</td>
</tr>
<tr>
<td>Objective Tests</td>
<td>58</td>
</tr>
<tr>
<td>References for Pupils' Use</td>
<td>65</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>History of the Game of Basketball</td>
<td>66</td>
</tr>
<tr>
<td>Basketball Rules</td>
<td>67</td>
</tr>
<tr>
<td>A History of Track and Field</td>
<td>69</td>
</tr>
<tr>
<td>Track and Field Rules</td>
<td>75</td>
</tr>
<tr>
<td>Scoring Keys</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This paper consists of two source units suitable for use in teaching Basketball and Track and Field, for boys in seventh, eighth, and ninth grade physical education classes. The units are based on fundamentals in individual techniques and team play, and are an attempt to apply the principles and procedures of the unit method as set forth by Dr. Roy O. Billett of Boston University in his course, "The Unit Method in the Secondary School," and in his book Fundamentals of Secondary-School Teaching.1/

The difference between the source unit and the teaching unit should be explained. The latter is prepared by a teacher who will make immediate use of it with a definite classroom situation in mind. The source unit, however, is planned for general use in given grades.

The teacher must have a thorough knowledge of the unit method as well as an acquaintance with the classroom situation if he wishes to make use of a source unit. With this in mind, the teacher must consider the facilities, equipment available, individual skills, chronological age, extra-curricular interests, family background and other significant data in regard to his out-of-school activities.

A pre-test, selected from items of the delimitation, is administered at the beginning of the unit. A final test is administered to calculate gains which have been made.

During the introductory phase of the unit, mimeographed material consisting of history, rules, and study guides, should be given to each pupil for the purpose of individual study and investigation.

At the end of the introductory phase, mimeographed guide sheets should be given to four dependable group leaders in each physical education class. These four pupils assist the instructor in class organization and clarification of the activity in which all will participate. They should receive their instruction in a squad leaders class before the unit begins. Individual differences is a vital factor in physical education classes and must be properly handled in order to maintain a well-balanced program.

A pupil-teacher committee will be formed for preparation of the sharing and pooling of the experience phase. This committee will select a number of optional related activities and arrange a schedule for their use during the intramural games.
CHAPTER II

UNIT ORGANIZATION OF BASKETBALL

Statement of the Unit

Basketball has risen to great heights in the past two decades and instructors have put forth a great deal of effort in preparing boys for the sport. It is a game of speed, skill, endurance, and teamwork. Much concentration on the sport is needed in the seventh, eighth, and ninth grades, so that the boys might develop and grasp a better knowledge of the fundamental skills of basketball.

Drills used for fundamentals have always been a part of the offensive or defensive system. The drills should be as simple as possible and adapted for game use. In the seventh grade, basic fundamental skills are emphasized in these drills. In the eighth and ninth grades, basic skills and drills are combined into play situations.
Delimitation

1. The **history** of basketball and its present day trends will be discussed.

2. A knowledge of the **rules** is imperative if the pupils are to have an understanding of the game of basketball.

3. **Body balance** is fundamental. The body should be as well-balanced as possible for without proper balance, ball control is difficult.

4. Mastery of all **techniques of ball handling** determines ball control. The passes used in basketball are the short pass and the long pass.
   a. The short passes are a push pass, a two hand underhand pass, a one hand underhand pass, a two hand bounce pass, a one hand bounce pass, and a two hand overhead pass.
   b. The two types of long passes are called the catcher's throw and the hook pass.

5. **Methods of shooting** for a goal vary. The types of shooting today consist of the two hand push shot, the one hand push shot, the lay-up shot, the one hand underhand shot, the two hand underhand free throw, the two hand overhead shot, and the hook shot.

6. **Pivoting** is an important fundamental of basketball and should be understood in order to successfully participate in the game of basketball. Two widely used pivots are the front pivot and the rear pivot.
7. **Dribbling** can be useful and harmful. It is useful in setting up play situations but harmful when it becomes habitual on the part of the player. A player should not dribble when there is an opportunity to pass. Two types of dribbles are the low dribble and the high dribble.

8. **Tapping** the ball and controlling it on a jump ball is an important function of the game although not so important as it was before the elimination of the center jump.

9. **Offensive drills** are an asset to team play. Good drills develop team play. Screening is often introduced in drills. Screening is either cutting off the approach of an opponent or preventing him from reaching a desired position. Offensive basketball is made up of play situations and the instructor should permit the player to use his own initiative as situations arise. This is especially true in the fast break.

10. Two types of **defenses** are man-to-man and zone. The most widely used zone defenses are the two-one-two, the three-two, and the two-three. Four factors in individual defensive play are position, vision, stance, and footwork.
Incidental and Indirect Learning Products

1. The development of a keener observation of basketball games.
2. An observation of the general and specific strategy of the opposing coaches.
3. The development of ability to make quick decisions.
4. Respect for the decisions of the officials.
5. The development of individual leadership.
6. The ability to officiate at an organized basketball game.
7. An appreciation of tabulating scoring during a contest.
8. An appreciation of the defensive and offensive alignments with respect to individual performers.
9. An appreciation of the skills displayed.
10. An attitude of fair play, sportsmanship, and cooperation.
List of Materials Needed

1. A minimum of four basketballs (rubber or leather)
   Recommendation is 8-12 basketballs
2. One whistle
3. One stop watch
4. One score book
5. Two rule books
6. Free throw charts (Hood Rubber Company)

List of Outdoor Materials Recommended

1. Four to six outdoor basketball backstops and baskets
2. Two Goal-Hi baskets.

List of Films

1. **Basketball**, 15 min., Coronet Productions, Glenview, Ill.
References for Teacher's Use


The Unit Assignment (Tentative time
allotment: four weeks, three periods per week)

A. Introductory Activities

The assignment begins with an introductory talk and discus­sion based on (1) the history of basketball and its present
day trends, (2) an interpretation of the rules, (3) the
study guide, (4) movies, and (5) class organization. The class
will be divided into four groups and there will be a leader for
each group. The various formations will be: line, circle,
shuttle, specialized, and mass.

B. Core Activities

I. OFFENSE

Body Control  Body control concerns the position of
the head, the crouch, and the position
of the feet.

1. Line up in a mass formation and assume a crouch
position; spread the feet to keep in balance; keep
the head up and chin away from the chest.

Passing and Receiving  When passing, the ball should
be held loosely with the fingers on
opposite ends of the ball. Space
should be seen between the ball and
the hands. When receiving, "give"

1/ Reproduced in mimeographed sheets which will be found in the appendix.

2/ The items in B are reproduced in a mimeographed activity
guide of which four group leaders in each class receive a copy.
The Basketball diagrams are reproduced in a mimeographed form
of which each pupil receives a copy.
with the ball and relax the fingers. Catch the ball with the fingers.

2. Form two lines and pass the ball to one another. After catching the ball, place the hand in the correct holding position.

3. Practice the push pass. Hold the ball near the chest and snap the wrist when pushing the ball away from the body.

4. Execute the two hand underhand pass. After this has been practiced, try the one hand underhand pass. Have someone guard you and pass with the one hand underhand method.

5. In a shuttle formation, use a push pass and a two hand underhand pass. The longer pass should be a push pass.

6. Form two lines and throw a two hand bounce pass to a player in line on the opposite side.

The following key refers to the diagrams scattered throughout:

- Start of the ball
- Path of the ball
- Path of a Player
- Dribble
- Offensive Player
- Defensive Player
- Pivot
- Shooting
7. Execute a two hand overhead pass to a player in your group. Use this when out of bounds or when a short man is playing against you.

8. In a shuttle formation, throw a long pass. Throw the ball as a catcher does in baseball.

9. In a shuttle formation, one player throws the ball against the backboard, catches it, throws a long pass and runs to the opposite line. The receiving player throws a long pass to the next player on the opposite line and runs to the end of that line.

10.* Form two lines and practice the one hand bounce pass.

11.* Execute the hook pass. Later, have someone guard you when attempting the hook pass.

    **Shooting** When shooting for a goal, the trunk should be vertical and the ball should be in complete control. Aim for the front part of

*All asterisks following numbers denote eighth grade activities.*
the rim; keep your eye on the rim. Do not follow the flight of the ball. After the shot, follow up the throw for a possible rebound.

12. Practice the push shot as demonstrated. Form two lines and throw a push shot to the player on the opposite line.

13. Take three lay-up shots. Keep in mind the fundamentals demonstrated by your instructor.

14. Practice the one hand push shot about eight feet away from the basket.

15. Form two lines. The first player throws a two hand overhead pass to a player of the other line who, in turn, throws a one hand push shot. After the shot, both players attempt to recover the ball. When in possession of the ball, throw a two hand push pass to the player next in line.

16. Practice the two hand underhand shot for free throws as demonstrated by your instructor. Try to make as many goals as you can out of ten tries.

**Pivoting** A pivot takes place when a player, holding
the ball, keeps one foot at its point of contact with the floor.

17. Execute the front pivot and the rear pivot.

Front pivot

Rear pivot

18. Form two lines and execute a rear pivot or a front pivot and then pass to a man in the opposite line.

19. Pass and then run at a reasonable speed, but not at full speed, catch the ball, stop within a two count rhythm, pivot and maintain body control; then throw a two hand underhand pass to the player next in line behind you.

Dribbling The two types of dribbles are the low dribble and the high dribble. Control the ball with your fingers and try not to look at the ball.

20. Dribble slowly at first, from one sideline to the
other, keep low, and do not bounce the ball higher than the knees.

21. A dribble race will be held. Use the high dribble to pick up speed. Dribble to the opposite line and back to the next player in line who is ready to dribble. The first team that finishes, wins.

22. Each group line up at a different basket. Recover the ball from the backboard. Jump high for the ball with arms stretched well over the head and legs spread out. When in possession of the ball, bring it immediately against the chest. When hitting the floor start to dribble out to the sideline.

23. Dribble low but do not look at the ball. Gaze in front of you and see the ball out of the corner of your eye. Have a guard next to you and follow him wherever he goes.

24. Dribble in and out of the lines formed by players; make a goal, dribble back and pass to the next player in line.

# All sharps following numbers signify ninth grade activities.
Jump Ball  When jumping, time the jump; a good
crouch will help; carry the weight on the
balls of the feet and control the ball
with the fingers.

25. Practice the jump ball situation.

26. Jump to see who is the best jumper. Do this by
elimination.

Drills

27.* Stand parallel to the sideline. $x_1$ throws a push
pass to $x_2$ and then cuts behind the player to whom
he passes. $x_2$ throws a two hand underhand pass to
$x_1$ and acts as a screen. $x_1$ tries for a goal.
Both players attempt to recover the ball from the
backboard. Pass the ball to another player. Both
players go to opposite lines. This is an example
of a screen.

28.* Use the same drill as above except that instead
of trying for a goal after a return pass, a player
should fake a shot, then dribble in toward the bas­
ket and make a lay-up shot.

29.* Execute the three line drill. The play starts with
the ball in possession of the center man who passes
it to either man next to him. The passer always
cuts behind the man to whom he passes. The second
receiver passes to the third man. The third player
passes to the first player who throws for a goal.

30.* As a follow-up to the above drill, a fourth man will
drive down the middle and the first man will pass to
him near the basket. The fourth man will throw the
lay-up shot.

31.* Form a line on both sides of the basket and practice
the fundamentals of dribbling, shooting, pivoting,
and passing. The first player dribbles toward the
basket and attempts a goal. The first player of the
opposite line recovers the ball, pivots and throws
a two hand push pass to the original starting group.
32.* Three men on the offense attempt to make goals against two men on the defense. Use your own initiative. Set up screens. Use all types of passes, shots, and dribbles in your attempt for successful goals.

33. Have two lines at opposite corners in the front court and one line in back of the free throw line. \( x^1 \) passes the ball to \( x^2 \) who cuts in toward the free throw line. \( x^1 \) receives a return pass and shoots. \( x^3 \) cuts in toward the basket for a possible rebound.

34. A guard is stationed at the free throw lane. One line should be parallel to the sideline. \( x^1 \) dribbles to the guard, pivots and throws a two hand bounce pass to \( x^2 \) who runs at the start of the pivot of \( x^1 \). After receiving the two hand bounce pass, \( x^2 \) dribbles in and throws a one hand lay-up shot for a goal.
35. Practice the fast break. Three men line up at the free throw line. \( x_1 \) throws the ball against the backboard and shouts "go". At the command, \( x_2 \), and \( x_3 \) run down the sidelines and receive a pass from \( x_1 \). Use your own initiative in cutting toward the basket for an attempted throw for a goal.

36. Execute the same drill as above except have three men go down the court, one down the middle and one on each sideline. Two guards protect the basket and attempt to intercept the pass.

37. Four offensive men play against three defensive men. The defense employ a man-to-man defense.

II. DEFENSE

Individual Defense

38. Maintain a good position that will give you proper body balance; that is, feet comfortably spread, knees slightly bent and the hips somewhat lowered.
39. Line up in a specialized formation and assume a proper guarding stance as illustrated by your instructor. Bear in mind the crouch, the extended arms and bent elbows, imitate the boxer's stance or the first baseman's step. Shuffle forward, sideways, or backwards.

40. Line up in a circle formation with one player in the center. Players in the circle keep the ball away from the player in the center, who, in turn, attempts to intercept the ball. If the player in the center touches the ball, the last player to throw the ball enters into the circle.

![Diagram]

Team Defense

41. With five players on the offense, employ a two-one-two defense. Within a five minute period, change the defenses into a three-two, and a two-three defense.

<table>
<thead>
<tr>
<th>2-1-2 Defense</th>
<th>3-2 Defense</th>
<th>2-3 Defense</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Diagram]</td>
<td>![Diagram]</td>
<td>![Diagram]</td>
</tr>
</tbody>
</table>
III. BASKETBALL TYPE GAMES

The following games help one to start, dodge, stop, pivot, pass, receive, and shoot better.

42. Basketball Passing
43. King-Ball
44. Circle Pole Ball
45. Newcomb
46. Endball
47. Cornerball
48. Captainball
49. Basket Endball
50. Lane Cornerball

51. An objective test on the entire unit will be administered upon the completion of the unit assignment. This test is identified as "Final Test".

The scoring key will be found in the appendix.

---

2 Not included in the mimeographed activity guide.
For Individual Study and Investigation

1. Make a sketch of a basketball court that includes the ideal measurements of the playing court for junior high school pupils, the center circle, the foul lines, and the free throw lines. (3:4-6)

2. How would you line up the players of opposing teams at the start of a basketball game? Arrange the players on the chart using "o" for the offensive players, and "d" for the defensive players.

3. What, in general, is asked of a player in passing the ball? (1:1-2; 2:3.)

4. What are some of the fundamental passes used in basketball? When should you use these passes? (1:1-2; 2:3-6.)

5. How would you execute the following shots: the set shot, the lay-up shot, and the foul shot? (1:3-5; 2:7-10.)

6. Draw a series of diagrams for a proper pivot shot. (1:5; 2:8.)

7. Make a diagram of your favorite basketball play. If you have none, find one that you like in the following reference. (6:42-43, 25th edition.)

8. Let the teacher know well in advance what you are

---

1 Reproduced in a mimeographed study guide of which each pupil receives a copy.

2 Code to pupils' reading list. (3:4-6) means pages 4 to 6, inclusive, of the 3rd reference in the pupils' reading list.
planning to do along the lines of your optional related work with other pupils, so that a schedule may be arranged. A file of optional related activities are placed at your disposal for suggestions of the things you can do. If you have any ideas, suggest them to the teacher.

9.* Diagram four screen plays similar to those below, and state why they should be effective. (1:7.*)

10.* List several ways one should analyze a guard. (1:7.*)


12.* Should out-of-bounds plays be run in series? If so, why? Prove your statements by diagrams. (2:23.)

13.* When should a team use the fast break? Should all teams employ the fast break? What in your opinion is a fundamental fast break play? Make a diagram and explain it. (1:21; 2:22.)

14.* How can you attack a zone defense? Show by diagram. (1:15-16.)

15.* List at least ten strategic points to consider when playing against a zone. (1:16.)
16.* Explain by means of a diagram, the advantages of the figure eight against a man-to-man defense. (1:17.)

17.* Let the teacher know well in advance what you are planning to do along the lines of your optional related work with other pupils, so that a schedule may be arranged. A file of optional related activities are placed at your disposal for suggestions of the things you can do. If you have any ideas, suggest them to the teacher.

18.* What are some of the zone defenses that are used? Make three simple sketches of zone defenses. List the advantages and disadvantages of the zone defense? (1:14-15; 2:19-20.)

19.* What are some of the important fundamentals for good defensive play in basketball? (1:8-14; 2:17.)

20.* When playing man-to-man defense, explain by diagram, a good method of switching.

21.* List at least seven points for defensive strategy you would employ during the process of a game. (1:9.)

22.* Write four good defensive drills that would help you and the members of your team in preparing for the intramural games.

23.* How would you defend against the fast break? (7:33-36, 7th edition.)

24.* Make three diagrams showing how you would shift in a zone defense. (7:35-36, 7th edition.)
25. Make sketch drawings of the code of signals for announcement of fouls and penalties by officials. (4:1.)

26. Let the teacher know well in advance what you are planning to do along the lines of your optional related work with other pupils, so that a schedule may be arranged. A file of optional related activities are placed at your disposal for suggestions of the things you can do. If you have any ideas, suggest them to the teacher.

C. Optional Related Activities

1. Make a study of basketball lineups and note the position of the players with respect to their height. Prepare a lineup for your group.

2. Make five goals in ten tries from the free throw line.

3. Make as many goals as you can within half a minute.

4. Keep a record of the number of free throws your teammates attempted and the number of free throws successfully completed in the intramural games. At the end of three weeks announce the averages. Ask your instructor for a free throw chart.

5. Organize a committee to collect newspaper clippings, magazine articles, pictures, and pamphlets that deal with basketball fundamentals.

6.* Prepare simple signals for the center jump and the free throw situation. Have them approved and put them
into practice when your group is playing in the intramural games.

7.* Act as the coach of your team. Prepare the lineup and present it to the official scorer at least two minutes before game time. Assemble your group before the game begins and give each member the signals for the tip-off and free throw situation.

8.* Draw up a scoring sheet. Be sure to include the following: a blank to indicate where the game is being played, lines for the names of the players, columns for goals which are made, and space in which to record fouls. Include a running score. Attend an intramural game and record the above.

9.* Draw up a diagram of a basketball court. Attend an intramural game and designate the location on the court from which the goals were made and missed and by whom.

10.# Select a committee to study and report upon the existing facilities in the gymnasium and on the playground for basketball. Suggest the improvements that should be made.

11.# Select a committee and share the responsibility of writing a report on the equipment necessary for a game, and the ethics of the players before, during, and after a game.

12.# Observe the officials at work and act as a referee or an umpire in one of the intramural basketball games.
13. # See a local high school game and sit next to the official scorer. Notice his method of scoring. Keep score in one of the intramural basketball games.

14. # At a local basketball game sit next to the official timer. Notice when he stops and starts the clock. Pay particular attention during the final three minutes of play. Are there any changes to be noticed in the timing? Act as an official timer in one of the intramural games.

15. # With the assistance of a group of students of your choice, prepare a report on the responsibilities of a basketball manager.

16. # Observe a professional basketball game or a college game and report on the offensive and defensive strategies. Notice carefully how the players throw, pass and dribble. Did one team appear to be in poor condition? What was the score at half-time? Was there a noticeable change at the end of the game? Can you state the reason for the changes? Who controlled the backboards? Did you notice any out-of-bounds plays? Would you have handled the team differently?

17. # Name six qualifications which, in your opinion, a good basketball player should possess.
The skill test will be administered before and after each unit of each grade. The figure "1" on the score card indicates the first trial, and the figure "2", designates the second trial.

1. Dribble in and out of the line, formed by players, to the opposite line. Dribble back and cross the finish line. You will be timed.

2. Make as many goals as you can within half a minute.

3. Make as many goals as you can from the free throw line. The limit is ten attempts.
BASKETBALL SEVENTH GRADE

FINAL TEST

Directions: Read each statement carefully. Circle T if the statement is correct. Circle F if the statement is false. If any part of the statement is false, circle F.

Study the example below, then go ahead with the rest of the test.

Example

T F 1. Basketball is played by two teams each of which consists of five players.

T F 1. The first baskets used in the game of basketball were peach baskets.

T F 2. The purpose of each team is to throw the ball into its own basket.

T F 3. Touching an opponent is a personal foul.

T F 4. A player is not out of bounds if he touches the boundary lines.

T F 5. Body control in basketball concerns the position of the head, the crouch, and the position of the feet.

T F 6. One should always run at full speed in the game of basketball.

T F 7. Ball control is difficult without body balance.

T F 8. The passes used in basketball are similar to those used in football.

T F 9. The most widely used pass in basketball is the push pass.

T F 10. A pass that hits the floor before getting to the receiver is called the catcher's throw.

T F 11. The only method of shooting for a goal is the one hand shot.

T F 12. During a free throw, a player cannot touch the line bounding the free throw lane.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F 13. A player may throw for a goal from out of bounds.</td>
</tr>
<tr>
<td>T</td>
<td>F 14. When catching a pass, a player, if running, must stop in two counts or continue to dribble.</td>
</tr>
<tr>
<td>T</td>
<td>F 15. One method of getting a defensive player out of position is by faking.</td>
</tr>
<tr>
<td>T</td>
<td>F 16. Stopping flatly on the sole of the sneaker causes loss of balance.</td>
</tr>
<tr>
<td>T</td>
<td>F 17. A fumble is a dribble.</td>
</tr>
<tr>
<td>T</td>
<td>F 18. It is good teamwork when a player makes a habit of dribbling.</td>
</tr>
<tr>
<td>T</td>
<td>F 19. Standing still and bouncing the ball is a dribble.</td>
</tr>
<tr>
<td>T</td>
<td>F 20. When jumping for a jump ball, tap the ball at its lowest point.</td>
</tr>
<tr>
<td>T</td>
<td>F 21. A player when tapping the ball should try to control it.</td>
</tr>
<tr>
<td>T</td>
<td>F 22. A good position for a jump ball is to have the weight on the balls of the feet and to get in a low crouch.</td>
</tr>
<tr>
<td>T</td>
<td>F 23. A player is on the defense when his opponent is in possession of the ball.</td>
</tr>
<tr>
<td>T</td>
<td>F 24. When a player has the responsibility of guarding a particular player, he is in a zone defense.</td>
</tr>
<tr>
<td>T</td>
<td>F 25. A guard should keep his back parallel to the end line.</td>
</tr>
</tbody>
</table>
BASKETBALL EIGHTH GRADE

FINAL TEST

Directions: Read each statement carefully. Circle T if the statement is correct. Circle F if the statement is false. If any part of the statement is false, circle F.

Study the examples below, then go ahead with the rest of the test.

Examples

1. A successful free throw counts one point.  
T F

2. Walking with the ball is a foul.  
T F

3. A violation is a rule infraction not involving a foul.  
T F

4. The referee may call a technical foul because of unsportsmanlike conduct.  
T F

5. A free throw occurs when a player is allowed to score one point at the free throw line.  
T F

6. A player is allowed to start a second dribble after having completed one dribble.  
T F

7. If neither team has possession of the ball at the end of a period, the ball shall be rewarded to the home team.  
T F

8. Wrist and arm movement is important in passing.  
T F

9. On out of bounds plays, a player must pass the ball within ten seconds.  
T F

10. A push pass is good for a long pass.  
T F

11. A free throw occurs when a player is allowed to score one point at the free throw line.  
T F

12. A player is allowed to start a second dribble after having completed one dribble.  
T F

13. If neither team has possession of the ball at the end of a period, the ball shall be rewarded to the home team.  
T F

Examples

1. A successful free throw counts one point.  
T F

2. Walking with the ball is a foul.  
T F

3. A violation is a rule infraction not involving a foul.  
T F

4. The referee may call a technical foul because of unsportsmanlike conduct.  
T F

5. A free throw occurs when a player is allowed to score one point at the free throw line.  
T F

6. A player is allowed to start a second dribble after having completed one dribble.  
T F

7. If neither team has possession of the ball at the end of a period, the ball shall be rewarded to the home team.  
T F

8. Wrist and arm movement is important in passing.  
T F

9. On out of bounds plays, a player must pass the ball within ten seconds.  
T F

10. A push pass is good for a long pass.  
T F

11. A free throw occurs when a player is allowed to score one point at the free throw line.  
T F

12. A player is allowed to start a second dribble after having completed one dribble.  
T F

13. If neither team has possession of the ball at the end of a period, the ball shall be rewarded to the home team.  
T F

Examples

1. A successful free throw counts one point.  
T F

2. Walking with the ball is a foul.  
T F

3. A violation is a rule infraction not involving a foul.  
T F

4. The referee may call a technical foul because of unsportsmanlike conduct.  
T F

5. A free throw occurs when a player is allowed to score one point at the free throw line.  
T F

6. A player is allowed to start a second dribble after having completed one dribble.  
T F

7. If neither team has possession of the ball at the end of a period, the ball shall be rewarded to the home team.  
T F

8. Wrist and arm movement is important in passing.  
T F

9. On out of bounds plays, a player must pass the ball within ten seconds.  
T F

10. A push pass is good for a long pass.  
T F

11. A free throw occurs when a player is allowed to score one point at the free throw line.  
T F

12. A player is allowed to start a second dribble after having completed one dribble.  
T F

13. If neither team has possession of the ball at the end of a period, the ball shall be rewarded to the home team.  
T F
T F 14. When jumping, tip the ball at its lowest point.

T F 15. Screening is preventing an opponent from reaching a desired position.

T F 16. Good drills can develop good team play.

T F 17. When on the offense, always move toward the ball.

T F 18. Screening is effective against a zone defense.

T F 19. A good basketball player will cut for the basket after passing the ball.

T F 20. Drills are a part of an offensive system.

T F 21. Over guarding is a personal foul.

T F 22. The team with the ball is on the defense.

T F 23. "Playing" an opponent all over the floor is called man-to-man defense.

T F 24. A good guard will "play the ball".

T F 25. Good footwork is not important in guarding.
BASKETBALL NINTH GRADE

FINAL TEST

PART I

Directions: Fill in the following statements with the correct word or words left out of each blank.

If one statement seems difficult, don't spend too much time on it. Go on to the next statement. When you have finished, go back and complete any statement you may have skipped.

Study the examples below, then go ahead with the rest of the test.

Examples

A field goal counts two points.
A foul is an infraction of the rules.

1. When two opponents commit personal fouls against each other at the same time, it is called ________.

2. After the referee gives the ball to the player, the throw for the free throw shall be made within _____ seconds.

3. Intentionally kicking the ball is a ________.

4. A player shall not hold, push, charge, trip or ________.

5. The clock shall be stopped on all whistles blown by the officials during the last _____ minutes of play.

6. Ball control is difficult without __________.

7. One type of long pass is called the ____________.

8. When a guard has his hands high in the air, it is best to throw a ____________.

9. When in the front court, do not pass into the ________.

10. A good pass to use against a short player is the ____________.

11. A player of the attacking team is allowed _____ seconds within the free throw lane.
12. A good shot to attempt when running is the ________.
13. A player holds the ball, and keeps one foot at its point of contact. This is called a ________.
14. A double dribble is a ________.
15. When jumping, tip the ball at its ________.
16. Preventing an opponent from reaching a desired position is ________.
17. ________ are a part of an offensive and defensive system.
18. The good offensive team attempts to create a "_______ men on two" situation.
19. All types of passes, shots, and dribbles are used in ________.
20. A great deal of initiative is used in the ________ offense.
21. The ________ defense can be very effective in a small gymnasium.
22. There is a tendency for a player to be more aggressive when employing the ________ defense.
23. When guarding, force your opponent ________.
24. After an attempted shot, guards should be ready for a possible ________.
25. A good guard must keep a proper ________.

PART II

Directions: Each of the following sentences can be completed by any one of the three words or phrases. Underline the word or phrase which makes the sentence true.

Study the example below, then go ahead with the rest of the test.

Example

Basketball is divided into periods of (a. three; b. four; five).
1. All jump balls take place (a. at the center of the court; 
b. at the free throw lane; c. at the center of one of the 
three circles).

2. Play continues after (a. a held ball; b. a whistle; c. a 
foul).

3. The home team is responsible for the (a. scoring; b. con-
duct of the opponents; c. conduct of the spectators).

4. The ball is in play when (a. the referee tosses the ball 
up for a jump; b. a player has the ball out of bounds; c. 
the whistle blows).

5. The scorer shall record (a. the field goals made; b. the 
field goals missed; c. all violations).

6. When on the offense, (a. move toward the ball; b. away from 
the ball; c. toward the basket).

7. When passing, throw the ball toward your teammate's 
(a. chest; b. legs; c. hands).

8. When shooting (a. aim for the backboard; b. watch the ball; 
c. keep your eye on the front rim).

9. On a fast break, a team uses (a. the push pass; b. the 
long pass; c. the two hand overhead pass).

10. The best shot to make when under the basket is the (a. one 
hand push shot; b. two hand chest shot; c. the hook shot).

11. With a narrow lead in the closing minutes of a game, 
(a. attempt long shots; b. attempt no risky passes; c. at-
tempt a held ball).

12. A successful fast break depends upon (a. shooting; b. pass-
ing; c. rebound strength).

13. A fast break can be employed (a. at the offensive basket; 
b. after jump balls; c. against a set defense).

14. A good way to penetrate the zone is by (a. taking long 
shots; b. screening; c. overloading on one side).

15. The slow break involves (a. screening; b. set shooting; 
c. long passes).

16. Play situations involve (a. set plays; b. use of initia-
tive; c. zone defense).

17. Practice periods should be spent on (a. fundamentals;
b. tricky offenses; c. intricate passes).

18. Guards should drop back (a. on all fumbles; b. after losing the ball; c. after all missed shots).

19. When guarding (a. maintain a proper stance; b. keep to the outside; c. stay in one position).

20. An important phase of guarding is (a. watching the ball; b. watching one's opponents; c. prevent one's opponent from scoring).

21. The defense should prevent (a. "three on three" situations; b. "two on two" situations; c. "three on one" situations).

22. More defensive knowledge is grasped when playing (a. man-to-man; b. zone; c. box).

23. When employing the man-to-man defense, each player must be aware of (a. long passes; b. long set-shots; c. screening).

24. A common fault in guarding is (a. getting the ball; b. turning one's back on one's opponent; c. over guarding).

25. The zone is easier to use than the man-to-man because (a. screens are effective; b. it conserves energy; c. it stops the fast break).
References for Pupils' Use


2. Dean, Everett, and Anderson, William, Basketball, Keds Sports Department, New York, New York.


6. __________, Converse, Converse Rubber Company, Malden, Massachusetts.

7. __________, Seal-O-San, Huntington Laboratories Inc., Huntington, Indiana.
CHAPTER III
UNIT ORGANIZATION OF TRACK AND FIELD

Statement of the Unit

The natural skills of running, jumping and throwing are developed in track and field activities. The fact that the events are mainly individual ones enables the pupil to compete against his own record. The scoring, however, is on a team basis, thus encouraging cooperation. As a result, it is necessary that the students be classified according to their proficiency levels or to their age, height and weight.
Delimitation

1. A short **history** of track and field will be discussed.
2. Some of the **rules** of track and field will be presented to help the pupils understand the sport.
3. A **warm-up** period is necessary in order to help one attain proper physical condition and mental poise.
4. The **track events** will consist of: sprints, short runs, relays, and hurdles.
   a. A **sprinter** should concentrate on three important phases of a run. These three essentials are: the start, the straightaway, and the finish.
   b. In **short runs** adapted for junior high schools such as the 220 yard run, the runner should again keep in mind the start, the straightaway, and the finish.
   c. The **relay race** consists of two or more members of the same team placed at different intervals with members of opposing teams. Each runner is relieved by another when he passes him a baton. The visual method of passing the baton is a safer method than the blind method.
   d. **Low hurdling** demands good sprinting ability and the clearing of an obstacle that is thirty inches in height.
5. The **field events** will consist of: broad jump, high jump, shot put, and pole vault.
a. **Broad jumping** techniques involve a well-planned stride, take-off, and landing which are necessary for a successful jump.

b. **High jumping** develops finesse as well as coordination. Three different jumps which will be attempted are: the scissors jump, the eastern roll, and the western roll. Important factors to be considered are the approach, the take-off, the clearance, and the landing.

c. **Shot-putting** technique consists of the hold, the stance, the leg swing, the shift, the reverse, and the put.

d. **Pole vaulting** is one of the most thrilling events on the track and field program. Greater heights have been attained in pole vaulting due to the improvement of techniques in stride-planning, the foot-stamp, the flight, and the clearance.
Incidental and Indirect Learning Products

1. The stimulation of interest in track and field events.
2. The development of leadership.
3. The development of grace in movement.
4. An appreciation of good form.
5. The development of proper ideals, and attitudes toward physical fitness.
6. An attitude of good sportsmanship.
List of Materials Needed

1. One ball of yarn at the finish posts
2. One whistle
3. Two stop watches
4. One 75-foot steel measuring tape
5. Five batons for the relay races
6. Nine 24-inch low hurdles
7. Two eight-lb. shots
8. One broad jumping pit
9. One take-off board for the broad jump
10. One pair of high jump standards with inches marked
11. Five bamboo cross bars
12. One pair of pole vaulting standards with inches marked
13. Three vaulting poles (8-10-12 feet)
14. One wooden box for the pole vault planting pit

List of Films

References for Teacher's Use


5. ______, Scholastic Coach, G. Herbert McCracken, Publisher, New York, New York.

The Unit Assignment (Tentative time allotment: four weeks, three periods per week)

A. Introductory Activities

The assignment begins with an introductory talk based on (1) a short history of track and field, (2) an interpretation of the rules, (3) the study guide, (4) movies, and (5) class organization. Sprints, short runs, and relay races should be run in mass formation. After a brief introduction of all the other events, a rotating schedule should be arranged so that each track and field event will be in progress each day.

B. Core Activities

WARM-UP A warm-up period is necessary in order to properly attain physical fitness for track and field.

1. Line up in mass formation and perform the conditioning drills and mimetics given by your instructor.
2. Jog easily and then walk. Cover an area of about fifty yards. Repeat this four or five times.
3. Hop and skip for about thirty yards.
4. Run about 150 yards at a slow pace. Do this once or twice.
5. Walk about 200 yards and swing your arms loosely.

Spring from your toes.

1/ Reproduced in mimeographed sheets of which each pupil receives a copy. (Will be found in the appendix.)

2/ The items in B are reproduced in a mimeographed activity guide of which four group leaders in each class receive a copy. The Track and Field diagrams are reproduced in a mimeographed form of which each pupil receives a copy.
TRACK EVENTS

Sprints

6. The instructor will demonstrate the start in a sprint. Pay particular attention to the position "on your marks," the "get set," and "go." Maintain a comfortable position and practice the start.

7. From the starting position, run ten yards and emphasize leg drive and arm pull. Keep your body forward.

8. Run fifty yards. Remember to run on your toes. After passing the finish line, slow down gradually and then walk ten yards.

9. Run the fifty yard sprint. Do not, however, attempt this in the first week.

10. Run the fifty yard run. Your record will be put on file and compared with your record in the seventh grade.

Short Runs

11. Practice the start and then form groups to run the one hundred yard run.

12. Run the 220 yard run. Keep in mind, the straight-away running, and the finish.

Relay Races

13. Work in groups of two. Have one runner pass the baton with his left hand and the second runner take the

# All sharps following numbers signify ninth grade activities.
the baton in his right hand. Do this within the twenty yard legal passing zone. Practice the visual method of passing the baton.

Visual Method of Passing the Baton

Twenty-yard Legal Passing Zone

14. The leader of each group places his teammates at intervals of fifty yards with the best runner running last. All four groups run the relay race. Pass the baton by the visual method.

15.* The leader of each group places his teammates at intervals of eighty yards with the best runner running last. All four groups run the relay race. Pass the baton by the visual method.

16.# The leader of each group places his teammates at intervals of two hundred yards. All four groups

* All asterisks following numbers denote eighth grade activities.
run the relay race and pass the baton by the visual method.

**Low Hurdles**

17.* Approach the low hurdle and clear it. Do not sail over the hurdle.

![Diagram of hurdle jumping](image)

18.* Use two low hurdles and clear them. Do not be concerned with the speed at present. Try to develop form and confidence.

19.* Run the sixty yard low hurdles. The hurdles are spaced so that the right foot should clear each hurdle first.

![Diagram of hurdles](image)

**FIELD EVENTS**

**Broad Jump**

20. When practicing the broad jump attempt the two-four-eight plan as explained by your instructor.
The Two-Four-Eight-Plan

21. When running the broad jump, stamp heavily on the board, jump, bend your body forward during the flight, and then pull your arms downward. Do not land backwards, land forward.

High Jump

22. When attempting the high jump, speed is not essential. Approach the bar and practice clearing it by the scissors method.

Scissors Method

23. Attempt to clear the bar by the eastern roll.
24. Clear the bar by the western roll.

Western Method

25. After clearing the high bar by all three methods, practice the method you prefer best.

Shot Put

26. Practice the fundamentals of shot-putting. Do not use the shot. Try first of all to develop form and body control.

27. Practice reversing the position of the feet after the release of the shot. Do not glide.

28. "Put the shot." Do not try to get your best distance on the first attempt.

Pole Vault

29.* Approach the pole vaulting box with a two-six-ten yard stride plan. Keep in mind the proper methods of the approach, take-off, the pull-up, the clear-
ance, the release, and the landing.

<table>
<thead>
<tr>
<th>Pit</th>
<th>Take-off</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Drill 1</td>
</tr>
</tbody>
</table>

**Two-Six-Ten Yard Stride Plan**

30. An objective test on the entire unit will be administered upon the completion of the unit assignment. This test is identified as "Final Test." The scoring key will be found in the appendix.

\[\text{Not included in the mimeographed activity guide.}\]
For Individual Study and Investigation

1. If you wanted to get in condition for short sprints within four weeks, what kind of schedule would you follow? (1:19-20; 6:64-65; 7:28-30.)

2. Complete the diagram below for the position "on-the-mark." Complete the key.

3. What is the record time for the 50 yard dash, the 60 yard dash, and the 100 yard dash? Try to remember these in order to gain knowledge of good times for these events. (4:83-91; 3:56, Vol.15, No. 8.)

4. Make a sketch drawing of the visual method of passing the baton and explain the steps for its proper method. Be prepared to demonstrate this pass. (1:50-52; 6:54-68; 7:172-173.)


6. What are some important requirements for the high jump? Explain the difference between the eastern roll and the western roll. (1:67-73; 3:16, Vol. 14,

1/ Reproduced in a mimeographed study guide of which each pupil receives a copy.

2/ Code to pupils' reading list. (1:19-20) means pages 19 to 20 of the 1st reference in the pupils' reading list.
7. What are the throwing events of the track and field program? (1:81-92; 4:126-134; 6:123-208.) Explain at least two of these throwing events.

8. What are the techniques of shot-putting? (1:81-83; 3:11, Vol. 16, No. 7; 6:166-176.)

9. Let the teacher know well in advance what you are planning to do along the lines of your optional related work with other pupils, so that a schedule may be arranged. A file of optional related activities are placed at your disposal for suggestions of the things you can do. If you have any ideas, suggest them to the teacher.

10.* Describe the methods used in broad jumping to make certain the take-off will be at the right place. Illustrate by diagram. (1:62-64; 6:149-153.)

11.* Make a sketch for the proper steps in the scissors jump, the western roll and the eastern roll. (1:67-73; 6:123-138.)

12.* What are the proper steps for shot-putting. Illustrate by diagram and be prepared to demonstrate these steps. (1:81-83; 2:10-12, Vol. 18, No. 7; 3:1, Vol. 14, No. 7; 3:11, Vol. 16, No. 7.)

13.* What are the essential characteristics of hurdling? (1:54-59; 2:8-9, Vol. 18, No. 7; 3:32, Vol. 15, No. 8.)
14.* Diagram the strides from the start to finish in the sixty yard low hurdles. (1:54; 6:111.)

15.* What are some important steps to consider in pole-vaulting? (1:73-78; 2:28-29, Vol. 18, No. 8; 6:156-165.)

16.* Diagram the two-six-ten yard stride plan used in pole-vaulting. (6:159.)

17.* Let the teacher know well in advance what you are planning to do along the lines of your optional related work with other pupils, so that a schedule may be arranged. A file of optional related activities are placed at your disposal for suggestions of the things you can do. If you have any ideas, suggest them to the teacher.

18.# Make a diagram of a track, and designate by a key where the various events take place.

19.# Read the article "Mechanics of the Pole Vault" and state your opinion of it. (3:24-29, Vol. 16, No. 7.)

20.# What are some important phases of short runs for junior high school boys? Be prepared to discuss these phases. (6:32-39.)


22.# Be ready to explain and demonstrate the techniques involved in running, jumping, and throwing events.
23. If you were to be the Starter of a race, what would you consider to be your important duties? (4:151-152.)

24. What are some details of managing a meet? (4:26.)

25. Let the teacher know well in advance what you are planning to do along the lines of your optional related work with other pupils, so that a schedule may be arranged. A file of optional related activities are placed at your disposal for suggestions of the things you can do. If you have any ideas, suggest them to your teacher.

C. Optional Related Activities

1. Write a report on the records broken in any one of the following events: 100 yard run, the running broad jump, the shot put, the high jump, and the one mile relay.

2. Write a report on the techniques of the shot put.

3. Score in an intramural game, on a team basis, and count only the first three places. Points will be scored as follows: five points for first place, three points for second, and one point for third.

4. Organize a team of your own choice and compete against another team. Use the following events: fifty yard dash, the standing broad jump, the shot put, the high jump, and a relay race.

5. Take part in the intramural games and act as the Starter. Remember to allow enough time for the runners to
get "on the mark". Instruct them to get set and then after a two second interval, give them the command "go".

6. Write a report on the equipment for field events, and be prepared to present it to the class.

7. Write a report on the important facts of the start, and practice these facts when the class is running dashes.

8. Select a committee, and take charge of an intramural track meet. Appoint from the members of your committee a referee, inspectors (at least two), a scorer, an announcer, a marshall, a starter, and judges (at least two).

9. Draw a scoring chart. Be sure to include the following events: low hurdles, fifty yard run, running broad jump, high jump, pole vault, shot put, and relay. Provide space for scorers, points scored, and the time or the distance.

10. Make suggestion for a one week training schedule for a pole vaulter during the pre-season.

11. Visit the high school track members and ask them to list some important fundamental skills of hurdling. Write a report on these skills.

12. Attend the high school meet and keep a record of the best time or distance in each event. Which team scored more firsts? Seconds? Thirds? On the basis of individual scoring, which team won the meet?

13. Name five qualifications which, in your opinion, a good
pole vaulter should possess.

14. Write a report on how indoor tracks differ from outdoor tracks. Which do you prefer? Why?

15. Make a list of racing tactics which should be used by a runner who has had no experience. Give the list to a seventh grade pupil and give him some advice on running.

16. List other methods of passing the baton and introduce them to your group during the intramural meet. Be sure they have tried out the new methods and know which is to be executed during the relay run.

17. What factors would you consider in placing your men at various positions on the relay team? Put these factors into practice at the intramural meet.

18. Write a report on the preparations for a Track and Field Meet. Be sure to include the equipment necessary for both track and field events, general equipment, and the duties of the competitors. Arrangements will be made to assist the high school manager in his duties for the next Track and Field Meet.
The skill test will be administered before and after each unit of each grade. The figure "1" on the score card indicates the first trial, and the figure "2", designates the second trial. Each pupil will be timed for the fifty yard sprint, the 220 yard run, and the sixty yard low hurdles. The best distance of three attempts by each pupil will be recorded in the following events: the running broad jump, the high jump, the shot put, and the pole vault.

1. Run the fifty yard sprint.
2. Run the 220 yard run.
3. Run the sixty yard low hurdles.
4. Run and broad jump.
5. High jump as high as you can. Use any one of the three methods of jumping.
6. Put the shot.
7. Clear the pole vault.

<table>
<thead>
<tr>
<th>NAME</th>
<th>50 yard sprint</th>
<th>220 yard run</th>
<th>60 yard low hurdles</th>
<th>Running broad jump</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>sillo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>High Jump</td>
<td>Shot Put</td>
<td>Pole Vault</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>----------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
<td></td>
</tr>
</tbody>
</table>
TRACK AND FIELD
SEVENTH GRADE
FINAL TEST

Directions: Read each statement carefully. Circle T if the statement is correct. Circle F if the statement is false. If any part of the statement is false, circle F.

Study the example below, then go ahead with the rest of the test.

Example

T F 1. Many of the track and field events are used in the Olympic Games.

T F 1. In track and field meets where four places are counted, five points shall be scored for the winner.

T F 2. A runner may reach out and grab the finishing line tape.

T F 3. On a straightaway race, the runner must run in a straight line.

T F 4. A runner who accidentally falls off the track is disqualified.

T F 5. The runners must return to the starting line, if the Starter fires his gun a second time.

T F 6. A warm-up period is necessary before running a race.

T F 7. A good start is important in winning a race.

T F 8. A runner who is about to run a race must have his hands on the starting line.

T F 9. The three commands for the start are: "on your marks", "get set", and "go".

T F 10. In a relay race, each man is allowed to run only one "leg".

T F 11. The baton must be passed from one runner to another.

T F 12. There is a thirty yard baton passing zone in a relay.
race.

T  F 13.  The visual method of passing the baton is safer than the blind method.

T  F 14.  The 2-4-8 plan is best for beginners in the running broad jump.

T  F 15.  Landing backwards in the running broad jump is a good procedure.

T  F 16.  When attempting the high jump, speed is essential.

T  F 17.  In the high jump, the jumper must take off from one foot.

T  F 18.  The style used in breaking the world record for the high jump was the western roll.

T  F 19.  The important factors in the high jump are the approach, the take-off, the clearance, and the landing.

T  F 20.  When a high jumper passes under the bar, it does not count as a trial.

T  F 21.  The shot must be put with one hand from the shoulder.

T  F 22.  It is legal to "throw the shot."

T  F 23.  Good body control is necessary for a successful shot-put.

T  F 24.  Touching the ground outside the circle is considered a fair put.

T  F 25.  When "putting the shot" for the first time, it is best to try for distance.
TRACK AND FIELD
EIGHTH GRADE
FINAL TEST

Directions: Read each statement carefully. Circle T if the statement is correct. Circle F if the statement is false. If any part of the statement is false, circle F.

Study the example below, then go ahead with the rest of the test.

Example

T F 1. A runner is charged with a false start if his hands are on the starting line after the Starter says, "Get set."

T F 2. The runner is allowed three false starts.

T F 3. In the low hurdles, every hurdle must be attempted.

T F 4. A contestant may knock down any number of hurdles without being disqualified.

T F 5. It is permissible in the low hurdles to swing the leg or foot along the side of a hurdle.

T F 6. A relay race is an event in which two or more men run a specified distance, and each runner is relieved by another when he passes him a baton.

T F 7. When clearing the low hurdles, it is wise to sail over them.

T F 8. Speed is not necessary in the low hurdles.

T F 9. The same foot should clear each hurdle.

T F 10. A foul in the running broad jump occurs when the foot touches the ground in front of the take-off board.

T F 11. The running broad jump is measured from the jump to the nearest break in the ground made by the jump.

T F 12. It is important in the running broad jump, that the jumper stamp his foot on the take-off board.
T F 13. Upon completion of the flight in the running broad jump, it is important that the arms are swung downward.

T F 14. In the high jump, the jumper is expected to take his turn at each successive height.

T F 15. If a high jumper causes the cross-bar to bounce up and down, and then steadies it, it is considered a fair trial.

T F 16. It is wise to use a step plan in the high jump.

T F 17. A competitor's foot may rest against the board when attempting the shot-put.

T F 18. A good putter gains distance by speedy movements.

T F 19. A good snap of the wrist provides added distance in the shot-put.

T F 20. Three trials are allowed each competitor in the pole vault.

T F 21. If a contestant clears the pole vault but his pole knocks the bar off, it shall be counted as a fair trial.

T F 22. Anyone may touch the vaulting pole if it falls toward the bar.

T F 23. If the contestant's pole breaks in the process of a vault, it shall not be considered a trial.

T F 24. Check marks are a vital asset in pole vaulting.

T F 25. Proper pole vaulting methods are: the take-off, the pull-up, the clearance, the release, and the landing.
TRACK AND FIELD
NINTH GRADE
FINAL TEST

Directions: Read each statement carefully. Circle T if the statement is correct. Circle F if the statement is false. If any part of the statement is false, circle F.

Study the examples below, then go ahead with the rest of the test.

Examples

T F The pole vault was first used for distance.
T F Speed is not essential in running the hurdles.

T F 1. The Starter shall not discharge the pistol until an interval of at least two seconds have elapsed after the command "get set".

T F 2. Three referees are necessary for a track meet.

T F 3. A lean-over on the starting line is illegal.

T F 4. A runner may be disqualified for impeding the progress of another runner.

T F 5. A competitor can pass another runner at any point on the track.

T F 6. A runner may pass to the left of an opponent provided he does not foul the man he is passing.

T F 7. In case of a tie, the number of points for that position shall be divided equally between the competitors.

T F 8. The Starter can not call back the runners once the race has begun.

T F 9. The first man on a relay team is disqualified in the event of a false start.

T F 10. A runner must break the finish line.

T F 11. Short relay races should be run in lanes the entire distance.
T  F 12. The baton must be passed within a ten yard zone.

T  F 13. If the baton is dropped, the runner who dropped it must pick it up.

T  F 14. Once a run has begun, no teammate may assist another.

T  F 15. A competitor can not turn in a good performance from a "cold" start.

T  F 16. Exercising the arm muscles are as important as exercising the leg muscles.

T  F 17. Three essentials in the sprint are: the start, the straightaway and the finish.

T  F 18. When the command "get set" is given, the runner's attention is then focused on the act of starting.

T  F 19. During the running strides, the body is held back with the chest out.

T  F 20. The "coast" in running means "apply the brake."

T  F 21. A common error among runners is slowing up at the sight of the finish line.

T  F 22. It is wise to know the running abilities of your opponents.

T  F 23. It is considered good judgment to pass a runner at the beginning of a straight stretch.

T  F 24. The low hurdles are twenty inches in height.

T  F 25. The start of a hurdle race is as important as the start of a sprint.

T  F 26. When hurdling, the right leg clears the first hurdle, and the left leg clears the second hurdle.

T  F 27. The number of steps taken between the first and second hurdles are nine.

T  F 28. When clearing the hurdle, a vigorous downward force of the leg is started.

T  F 29. After clearing the last hurdle the runner should sprint to the finish line.

T  F 30. The two-five-ten plan is used for beginning broad jumpers.
T F 31. The knee-tuck broad jump involves vigorous swinging of the arms.

T F 32. The proper method of landing in the broad jump is touching the ground with the heels.

T F 33. A common error in the broad jump is improper speed in approaching the take-off board.

T F 34. The body should be in back of the take-off foot.

T F 35. In the high jump, leg spring is a vital factor.

T F 36. The eastern style high jumper takes off with his outside foot.

T F 37. Two other forms of the high jump are the eastern and the jack-knife.

T F 38. The stride plan for the eastern roll is twelve steps.

T F 39. The chief objection of the scissors jump is the shock to which the jumper is subjected.

T F 40. There is only one style in holding the shot.

T F 41. The shot-putter should assume a position close to the back edge of the circle.

T F 42. The putter should hop on one leg to maintain balance.

T F 43. The back foot should not leave the ground until the shot has left the hand.

T F 44. If the shot is placed too far toward the fingertips, incorrect release may result.

T F 45. If the shot is placed near the chest greater distance will be achieved.

T F 46. The tall athlete has the advantage in the pole vault.

T F 47. The approach, foot-stamp, and the clearance are vital factors in the pole vault.

T F 48. The two-six-ten yard stride plan is suggested for the beginning pole vaulter.

T F 49. In pole vaulting, the objective of clearance is to get the feet high above the bar.

T F 50. A vaulter can pick up more speed with a light pole.
References for Pupils' Use


3. , Scholastic Coach, G. Herbert McCracken, Publisher, New York, New York.


HISTORY OF THE GAME OF BASKETBALL

The game of basketball was invented by Dr. James Naismith, formerly of Springfield College in the winter of 1891-1892.

Many students were idle during the winter season and an indoor game was needed for recreation. Actually the game was like that of football and at first, a football was used. The rules committee, however, eliminated tackling. The forward pass, which was unknown in football at that time was put into practice in basketball.

The goals were placed overhead so the ball had to be thrown in an arc. This was to protect the spectators from injury as well as to prevent damage to the building.

Peach baskets were first used as goals and as mentioned before, a football was the official ball. The players had much difficulty in passing, handling the ball, and in shifting the ball. Dribbling of course was impossible. When a goal was made, some one had to take the ball out of the basket since there was a bottom to it. Finally the present basketball was developed and used. Two bounces were allowed a player who was in possession of the ball.

At one time, nine players were allowed to play, then seven, and finally, five. In 1892, the game started thus: the teams line up at opposite ends of the court, an official tossed the ball to the middle of the court and the players rushed in for the ball. In 1894, the present method was used and the size
of the ball and the basket became standardized.

Basketball is a fast moving game requiring thinking on the part of each player. Various offenses such as a fast break, a slow break, and a free lance are employed. The two defenses widely used are the man-to-man defense and various zone set-ups.

Basketball today, is played all over the world and it is a major activity in the Olympic Games. It is an easy game to learn and great satisfaction and pleasure can be derived from it. The game improves health. It also develops character, strength, speed, skill and endurance.
Basketball Rules

Seventh Grade

1. Basketball is played by two teams, each of which consists of five players. The purpose of each team is to throw the ball into its own basket and to prevent the other team from getting the ball or from scoring.

2. The referee tosses the ball at the center circle to start the game.

3. If a referee calls a violation for walking and at the same time, the umpire calls a foul, the ruling is to ignore the violation and penalize for the foul.

4. If the scorer's horn is sounded, players should ignore the horn and play until the referee's whistle is blown.

5. Each team is allowed five time-outs.

6. It is the duty of each substitute to report to the scorer and wait for the official to beckon to him to come into the game.

7. Holding is personal contact which prevents an opponent from moving.

8. Touching an opponent is an example of a personal foul.

9. When two opponents have one or both hands firmly on the ball, a held ball is declared.

10. The referee can call a technical foul for unsportsmanlike conduct.

11. A violation is breaking a rule which does not involve a foul.

12. A player is out of bounds when he touches the floor on or outside a boundary line.

13. A team's front court is from the end line of one's own basket to the division line. The other part including the division line is the team's back court.

14. The game is started by a jump ball in the center circle.

15. A goal is made only when the ball remains in or passes through the basket from above.
16. A goal from the field counts two points; a goal from a free throw counts one point.

17. During a jump ball or throw-in, the ball may be tapped or thrown to the back court.

18. During a free throw a player can not touch the line bounding the free throw lane.

19. A free throw for a goal must be made within ten seconds after the ball is given to the player by the referee.

20. The ball must be brought up to the front court from the back court within ten seconds by the team with the ball.

21. No player of the attacking team is allowed within the free throw lane for more than three seconds except when a field goal is attempted.

22. On out of bounds plays, a player must put the ball in play within five seconds.

23. The boundary lines are called the sidelines and the end lines.

24. A player is allowed five personal fouls before being disqualified from the game.

25. The team with the highest number of points at the end of the game is the winner.
Basketball Rules

Eighth Grade

1. The referee shall decide whether a goal shall count.

2. The referee shall have the power to make all decisions on any points not covered in the rules.

3. Blocking is personal contact which interferes with the progress of an opponent who has not the ball.

4. A personal foul occurs when one player touches an opponent while the ball is in play.

5. A technical foul occurs when unsportsmanlike conduct is displayed.

6. A free throw is one in which a player is given the opportunity to score one point.

7. A held ball may be declared when a closely guarded player does not try to put the ball in play.

8. Holding is personal contact with an opponent that interferes with his freedom of movement.

9. The ball is out of bounds when it touches: a player who is out of bounds; or any other person, the floor or any object on or outside a boundary; or the supports or back of the backboard.

10. One's basket by agreement before game time, is the one into which a team tries to throw the ball.

11. Running with the ball is moving in any direction in excess of prescribed limits while holding the ball.

12. The player who receives the ball while standing still may pivot, using either foot as the pivot foot.

13. A violation is a rule infraction not involving a foul.

14. Junior High School boys shall play four quarters lasting six minutes each.

15. If the score is tied at the end of the game, play shall be resumed for three minutes. If the score is still tied at the end of this period, a sudden death will result.

16. After a time-out, the team in possession last shall put
the ball in play from out of bounds. If neither team had possession, the ball shall be put in play by a jump ball.

17. Neither jumper shall tap the ball on a jump ball before it reaches its highest point. Neither jumper shall leave the circle until the ball has been tapped.

18. When a team gains control of the ball in its back court, that team must advance the ball to its front court within a period of ten seconds.

19. After a goal from the field, any opponent of the team credited with the score shall put the ball into play from out of bounds behind the end line.

20. No player shall make a second dribble after having completed a dribble.

21. No player will remain for more than three seconds in the free throw lane while the ball is in control of his team.

22. A player shall not delay the game.

23. Screening is preventing an opponent from reaching a desired position.

24. A player who screens and does not try to play the ball, is responsible if contact occurs.

25. For any jump ball each jumper shall have both feet on or inside that half of the jumping circle which is farther from his own basket.
Basketball Rules

Ninth Grade

1. All jump balls take place at the center of one of the three circles.

2. The clock shall be stopped for the last three minutes of play on all dead balls.

3. The ideal playing court for boys of junior high school age measures 74 feet in length and 42 feet in width.

4. The officials shall be a referee and an umpire.

5. The home team is responsible for the behavior of the spectators.

6. The timer shall stop the clock when the official calls a foul.

7. The scorers shall record the field goals made, the free throws made and missed, and a running summary of the points scored.

8. A player may not leave the playing court without permission of an official.

9. The ball becomes dead when any goal is made, a held ball occurs, the officials blow their whistles, a quarter ends, a foul occurs, or a floor violation is made.

10. The ball becomes alive when the official tosses it up for a jump, when it is placed at the disposal of the free thrower, and when it touches a player after a throw-in from out of bounds.

11. A dribble is made when a player causes the ball to be in flight, to roll, or to bounce.

12. A foul is an infraction of the rules, the penalty of which is one or more free throws.

13. A double foul is a situation in which two opponents commit personal fouls against each other at the same time.

14. Play is started after a held ball, after a goal, at the beginning of a quarter, at the end of a free throw or after a violation.

15. The eight non-jumpers on a jump ball shall remain outside
the circle.

16. If the ball is in the air on a try for a field goal as the whistle blows for the end of the period, the period ends when the goal is made or missed.

17. If the ball goes out of bounds and was last touched by two opponents, play shall start with a jump ball.

18. The throw for a free throw shall be made within ten seconds after the referee gives the ball to the player.

19. Intentionally kicking the ball is a violation.

20. No player shall touch his own basket while the ball is on the ring during a try for a field goal.

21. No player shall touch the ball or the opponent's basket while the ball is on or within such basket.

22. A substitute shall not enter the court without reporting to the scorer and being beckoned by an official.

23. A player shall not hold, push, charge, trip or block.

24. A dribbler shall not charge into nor contact an opponent in his path.

25. If team "A" scores a basket in team "B"'s basket, team "B" is credited with two points.
A HISTORY OF TRACK AND FIELD

Track and Field is a sport which had its beginning when the Greeks were the leaders of the world. They tried to develop perfect physical bodies by leaping, running, and throwing. At the beginning of every fifth year, they competed in these skills in the Olympic Games.

The running broad jump was one of the events used in the first Olympic Games. It started when man used it in hunting and also when escaping from his enemies.

The high jump is another event in track and field that started many years ago. In America, the first record breaking high jump was five feet five inches; today, the record is six feet eleven inches. Many high jumpers also try the pole vault which was put into practice in the early days. When man could not jump an obstacle with his own power to escape from his enemies, he would use a long pole to lift himself over streams and gullies. In America, it was decided to use the pole vault for height rather than for distance. Now, a pole vaulter can lift himself higher than fifteen feet.

At one time, men used to "put the stone" rather than "put the shot." The stone used was a block-shaped one, and it weighed fourteen pounds. It was thrown for a distance of approximately sixty feet. There were no rules that had to be observed as there are today. In spite of the rules in shot-putting, however, the world record for a sixteen pound shot is over fifty-seven feet.
These are only some of the events that are used in track and field meets all over the world. They started in the very early days and were standardized in the Olympic Games which are held every four years.
Track and Field Rules

Seventh Grade

1. In all running events, the runner must start with his hands and feet in back of the starting line.

2. On a straightaway race, the runner must run in a straight line.

3. A runner who purposely steps off the track or out of his lane, can be disqualified.

4. The runner has not finished until his entire body has crossed the finish line.

5. The runners must return to the starting line, if the Starter fires his gun a second time.

6. Each competitor is allowed three trials in the running broad jump, the high jump, and the shot put.

7. Touching the ground beyond the scratch line in the running broad jump shall count as a jump.

8. In the high jump, the jumper must take off from one foot.

9. During the high jump, if the bar is dislodged or the jumper passes under the bar, he shall be charged with a trial.

10. The shot must be put with one hand from the shoulder. It cannot be brought behind the shoulder, for then a foul is declared.

11. A fair put is one in which the competitor does not touch the top of the circle or the ground outside the circle.

12. Each put shall be measured from the nearest edge of the mark made by the shot to the nearest point of the circle.

13. Each man is allowed to run only one "leg" of a relay.

14. The baton must be passed from one runner to another within the twenty yard passing zone.

15. In meets where four places are counted, the scoring shall be five, three, two, and one.
Track and Field Rules

Eighth Grade

1. If a runner has either his hands or his feet on or over the starting line after the starter says "get set", that runner shall be charged with a false start.

2. There is no penalty for the first false start but if the runner makes a second one, he must be disqualified.

3. The running broad jump should be measured at right angles from the scratch line to the nearest break in the ground made by the jumper.

4. In the high jump, the competitor may start at any height and is expected to take a jump in his turn at each successive height.

5. During the shot put, the feet of the competitor may rest against the board but not on it.

6. Three trials are allowed each competitor in the pole vault. If the third attempt is a failure, he is eliminated.

7. The competitor may start at any height above the minimum in the pole vault.

8. If the pole vaulter jumps to the side or goes under the cross bar, it shall be counted as a trial.

9. If a contestant clears the pole vault bar but his pole knocks the bar off, it shall be counted as a failed trial.

10. No one is allowed to touch the vaulting pole unless it is falling away from the bar or standards.

11. The standards for pole vaulting may be moved but not more than two feet in any direction.

12. If the contestant's pole breaks in the process of a vault, the trial shall not count as a vault.

13. In the low hurdle events, every hurdle must be attempted.

14. In the low hurdles, a runner who swings his leg or foot along the side of a hurdle should be disqualified.

15. A contestant may knock down any number of hurdles without being disqualified.
Track and Field Rules

Ninth Grade

1. The number of officials necessary to conduct a track and field meet varies. Some important officials are: Referee, Scorer, Judges of the finish line, Timers, Starters, and Field Judges or Measurers.

2. The Starter directs the competitors to "Get set" and then after an interval of at least two seconds, he shall discharge the pistol.

3. Although the front foot and hands must be placed behind the starting line, a lean-over is permissible.

4. A competitor may be disqualified for jostling, running across or impeding the progress of another runner.

5. If the race is on a curved track, the runner must be at least two yards ahead before cutting in front of another runner.

6. A runner may pass to the left of an opponent provided he does not foul the man he is passing.

7. In case two or more competitors "run a dead heat", the number of points for that position shall be divided equally between these competitors.

8. After a runner has drawn a starting lane, he may not exchange with his teammates.

9. If a false start has been made, the Starter must recall the competitors by a second shot.

10. A runner may win a race without breaking the finish tape.

11. In relay races, a whole team may be disqualified if the first runner of a team makes two false starts.

12. Short relay races should be run in lanes the entire distance.

13. The baton must be passed within the twenty yard zone.

14. If the baton is dropped in an honest attempt to pass it, either contestant may pick it up.

15. Once a race has begun, no teammate may assist another.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>True</td>
<td>14</td>
<td>True</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>True</td>
<td>15</td>
<td>True</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>True</td>
<td>16</td>
<td>False</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>False</td>
<td>17</td>
<td>True</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>True</td>
<td>18</td>
<td>False</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>False</td>
<td>19</td>
<td>True</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>True</td>
<td>20</td>
<td>True</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>False</td>
<td>21</td>
<td>True</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>True</td>
<td>22</td>
<td>True</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>False</td>
<td>23</td>
<td>True</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>False</td>
<td>24</td>
<td>False</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>True</td>
<td>25</td>
<td>True</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>False</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BASKETBALL EIGHTH GRADE

FINAL TEST

Scoring Key

1. True
2. True
3. True
4. False
5. False
6. True
7. False
8. False
9. True
10. False
11. True
12. True
13. True
14. True
15. True
16. True
17. True
18. False
19. True
20. True
21. True
22. False
23. True
24. True
25. False
<table>
<thead>
<tr>
<th>PART I</th>
<th>PART II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a double foul</td>
<td>1. c 6. a</td>
</tr>
<tr>
<td>2. ten</td>
<td>11. b 16. b</td>
</tr>
<tr>
<td>3. violation</td>
<td>21. c</td>
</tr>
<tr>
<td>4. block</td>
<td>2. a 7. a</td>
</tr>
<tr>
<td>5. three</td>
<td>12. c 17. a</td>
</tr>
<tr>
<td>6. body balance</td>
<td>3. c 18. b</td>
</tr>
<tr>
<td>7. catcher's throw</td>
<td>8. c 13. b</td>
</tr>
<tr>
<td>8. bounce pass</td>
<td>4. a 14. c</td>
</tr>
<tr>
<td>9. back court</td>
<td>9. b 19. a</td>
</tr>
<tr>
<td>10. two hand overhead</td>
<td>20. c</td>
</tr>
<tr>
<td>11. three</td>
<td>24. b</td>
</tr>
<tr>
<td>12. one hand push shot</td>
<td>15. a 20. c</td>
</tr>
<tr>
<td>13. pivot</td>
<td>25. b</td>
</tr>
<tr>
<td>14. violation</td>
<td>15. lowest point</td>
</tr>
<tr>
<td>15. lowest point</td>
<td>16. screening</td>
</tr>
<tr>
<td>16. screening</td>
<td>17. Drills</td>
</tr>
<tr>
<td>17. Drills</td>
<td>18. three</td>
</tr>
<tr>
<td>18. three</td>
<td>19. drills</td>
</tr>
<tr>
<td>19. drills</td>
<td>20. fast break</td>
</tr>
<tr>
<td>20. fast break</td>
<td>21. zone</td>
</tr>
<tr>
<td>21. zone</td>
<td>22. man-to-man</td>
</tr>
<tr>
<td>22. man-to-man</td>
<td>23. outside</td>
</tr>
<tr>
<td>23. outside</td>
<td>24. rebound</td>
</tr>
<tr>
<td>24. rebound</td>
<td>25. stance</td>
</tr>
<tr>
<td>25. stance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.</td>
</tr>
<tr>
<td></td>
<td>13.</td>
</tr>
</tbody>
</table>
TRACK AND FIELD
EIGHTH GRADE
FINAL TEST
Scoring Key

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. False
9. True
10. True
11. False
12. True
13. True
14. True
15. False
16. True
17. True
18. True
19. True
20. True
21. False
22. False
23. True
24. True
25. True
# Track and Field

**Ninth Grade**

**Final Test**

**Scoring Key**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>True</td>
<td>17. True</td>
<td>29. True</td>
<td>41. True</td>
</tr>
<tr>
<td>6.</td>
<td>True</td>
<td>18. True</td>
<td>30. False</td>
<td>42. False</td>
</tr>
<tr>
<td>8.</td>
<td>False</td>
<td>20. False</td>
<td>32. True</td>
<td>44. True</td>
</tr>
<tr>
<td>10.</td>
<td>False</td>
<td>22. True</td>
<td>34. False</td>
<td>46. True</td>
</tr>
<tr>
<td>11.</td>
<td>True</td>
<td>23. True</td>
<td>35. True</td>
<td>47. True</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49. True</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50. True</td>
</tr>
</tbody>
</table>