Traditions of the Games
Questions and Activities

Create an Olympic Journal & Scrapbook

The world is coming to Utah! Participate in the wonderful experiences available before and during the Olympic Winter Games and the Paralympic Winter Games. During this school year, you might meet people from different countries, watch a televised event that touches your heart, visit a venue, exchange pins or see your favorite athlete win! How will you remember this once in a lifetime experience?

Save your memories!
It is always fun to remember good times from our past. Plan to keep a journal from the beginning of the school year until the end of the Paralympic Games.

- Find a notebook or binder to collect and store information about the Games.
- Brainstorm everything that might be kept in the scrapbook.
- Provide pages for newspaper photos or other pictures.
- Save space to write thoughts, ideas, goals and dreams.
- Organize a section for completed REACH activities and lessons.

Design a Cover
Make a collage with Games-related photos pulled from newspapers and magazines or draw and color your own unique cover.

Set Goals
The beginning of each school year is a great time to set goals! Consider setting some “Olympic Winter Games-Sized goals!” You may wish to create some classroom goals, as well as, individual goals.

- Brainstorm a list of goals.
  - What subjects do you want to improve? How could you be a better friend? What is your favorite game or sport? How might you be a better athlete?

Follow the Games
Plan ahead! Create a plan to follow the Games. Bring newspaper and magazine articles to school. Understand the television schedule to plan which events to watch as a class. Don’t forget to access the SLOC website: www.saltlake2002.com and the Olympics Education website: www.uen.org/2002. These and other resources will help you follow and understand the Games.

Have Fun!
REACH Out and enjoy the 2002 Olympic Winter Games!
Learning is more fun when it is tied to a game! Fascinating Facts Bingo can be used as a pre- and post-test during an Olympic Winter Games unit. You may wish to create your own questions after students have gained more information.

**Objectives:** STUDENTS WILL

- Learn Olympic vocabulary and facts by playing Bingo.

**Introduction:**

Explain that Fascinating Facts Bingo is a game using questions relating to the Olympic Games of the past and present. Some students may know the answers where others might need to guess. Play the game several times to help students become familiar with the information. Most of the questions and answers found in Fascinating Facts Bingo can be found in REACH.

**Activity:**

1. Give each student a game card.
2. Ask students to write the words listed below in a random order on the bingo game card.
3. Ask random trivia questions while students place their markers over the answer.
4. The first student to cover five squares in a row will call “Fascinating Facts Bingo.”
5. Read the correct answers to the questions.

**Questions:**

1. What is the name of the machine that smooths out the ice in the rink? ZAMBONI
2. What is the object called that is pushed down the ice in Curling? STONE
3. Name the Paralympic mascot. OTTO
4. What sport is like skateboarding only on snow? SNOWBOARDING
5. The colors of the Olympic rings are white, black, blue, red, and which other color? GREEN
6. What does a hockey player hit? A PUCK
7. Where is the flame for the Olympic torch lit? GREECE
8. What is the event called in which the athletes ride headfirst on a small sled? SKELETON
9. An Olympiad is a period of how many years? FOUR
10. What are the names of the three Olympic mascots? COPPER, COAL, POWDER
11. What animals do the three Olympic mascots represent? RABBIT, COYOTE, BEAR
12. The 2002 Olympic emblem looks like a SNOWFLAKE, MOUNTAIN, TORCH
13. The 2002 Olympic torch will pass through how many U.S. states? 46
14. What is the name of the ski resort that will host aerial freestyle competition? DEER VALLEY
15. What is the name of the sport in which people race around an ice rink? SPEED SKATING
16. What are the drawings which represent the sports and venues called? PICTOGRAMS
17. What do people carry from Greece to the Olympic host city? OLYMPIC TORCH
18. What is special about the Utah Olympic Oval skating rink? WORLD’S HIGHEST
19. What is the Paralympic version of ice hockey called? SLEDGE HOCKEY
20. What Greek word is used to mean the Olympic Truce? EKECHERIA
21. Who was responsible for starting the Games in 1896? PIERRE DE COUBERTIN
22. What equipment does a Paralympian use to downhill ski? MONOSKI
23. In what year was Salt Lake City awarded the 2002 Games? 1995
24. The Salt Lake City Olympic and Paralympic Games will be held in which months? FEBRUARY AND MARCH
**Fascinating Facts Bingo**

- Coal, Copper, Powder
- Zamboni
- Ekecheria
- Puck
- Skeleton
- 46
- Otto
- Speed Skating
- Olympic Torch
- 4
- World's Highest
- Pictograms
- Green
- Greece
- Deer Valley
- Monoski

**Answers**
- Rabbit, Coyote, Bear
- Sledge Hockey
- Snowboarding
- February and March 1995
- Pierre De Coubertin
- Stone
- Snowflake, mountain, torch
GREECE WAS THE HOME OF THE FIRST OLYMPIC Games, which took place over 3,000 years ago. The Greeks honored their gods by competing in events that would display their athletic abilities. The Ancient Olympics was a religious festival held every four years by a large city-state. The term Olympiad means four successive years. During these celebrations all fighting ended, and the games were held.

Originally only male Greek citizens were allowed to compete, but later, the games were opened to women and foreigners. The enthusiasm for the games continued with the inclusion of pageants, parades and feasts. As the festival grew, it became one of the largest and most important events to the Greeks.

Unfortunately, this trend didn’t continue. Beginning around 100 B.C., when the Roman Empire conquered Greece, there was an Olympic decline that lasted for several decades. It was the Roman Emperor Theodosius I that finally ended the games in 393 A.D.

DO YOU EVER HAVE ARGUMENTS OR fights with your family and friends? Of course, all people have disagreements at some time or another. Peace and harmony are valuable goals. Ancient Greece included many city-states that were often at war with each other. The ancient Greeks realized that athletes must be allowed to travel and compete in safety. Every four years an Olympic truce—called Ekecheiria—was called in the spirit of the Games. The truce began with three ancient kings. King Iphitos of Elis signed a peace treaty with King Lycurgus of Sparta and King Cleostrhenes of Pisa.

The treaty declared Olympia and the surrounding region of Elis to be a sacred and safe place. This meant that all conflicts and wars in the region had to end, especially during the Ancient Olympic Games. All Greek rulers approved the king’s treaty. This message of peace assured the athletes, families, artists, and guests safe passage to the Ancient Olympic Games.
The Ancient Olympic Games

**Primary Grader**

**SOCIAL STUDIES: Mythology**

Many ancient people felt that individual gods controlled forces of nature. Stories of these gods are called myths. Find books on the Greek myths in the library. Read about Zeus and other Greek gods.

**Intermediate Grader**

(Adapt Primary Grade ideas)

**SOCIAL STUDIES: Mythology Plays**

Research the myths and legends of the Ancient Olympic Games. Use library and Internet resources. Create a short skit about your favorite myth. Share your myth skits with the class.

**SOCIAL STUDIES: Make Sports Not War**

Ancient cities and countries often fought each other over land boundaries and other issues. Greek city states were often at war, but during the duration of the Games, all fighting stopped. Consider having an Olympic week with scheduled competitions. During this week, no one is allowed to fight or argue. Create a plan, class rules and a prize for those who follow the rules.

**LANGUAGE ARTS: Read and Quiz**

Read the selection. Identify new vocabulary and spelling words. Write five questions that relate to the information found in the fact sheet. Trade with a neighbor, and see if they can answer your questions, while you answer theirs.

**GEOGRAPHY: Map Reading**

Look at a map. Find the country of Greece. Draw a map of the Mediterranean Sea. Label Greece, Italy and several other surrounding countries.
IN 394 AD THE ROMAN EMPEROR ABOLISHED THE Ancient Olympic Games for religious and political reasons. Over 1500 years later, the French educator Baron Pierre de Coubertin decided to organize Olympic Games for our day. In 1894, he organized the International Olympic Committee. His vision was “[that] all nations gather. Not for combat or debate but to celebrate the hope of peace and a shared love of competition.” He realized that sport can break down barriers of language, culture, nationality, age, and gender and build bridges between people all over the world. The Modern Olympic Games was born, uniting countries, athletes, and spectators, to help create a better world.

Pierre de Coubertin felt that the Modern Olympic Games would promote world peace and set an example of excellence for young people. His dream for the Games was that they would:

- Create in the youth of the world a personal attitude of self worth and dignity that extends far beyond the formal Games.
- Celebrate the health, values and athletic talent of youth, honor the individual athlete and unite the communities of the world in peace.
- Provide opportunities through sport for the youth of the world to become better acquainted with the nations and peoples of other countries without regard to sex, race, color or religious beliefs.

The first Modern Games were held in 1896, in Athens, Greece, near the site of the original games of 776 BC. With the exception of the years during World Wars I and II, the Games have been held every four years from then until the present. The Olympic Winter Games was not held until January of 1924 and took place in Chamonix, France. At these first Olympic Winter Games, there were 258 athletes and more than 10,000 spectators.

Since the original Olympic Winter Games in 1924, the Olympic Winter Games has become an important part of Olympic sports history.
Primary Grades

PHYSICAL EDUCATION: Be a Good Sport

Play a group game. Discuss the concept of sportsmanship. Ask: “What did you do during the game that demonstrated good or bad sportsmanship?” Read or review the fact sheet “Olympics in our Era.” Explain how Pierre de Coubertin had a great dream. He hoped to encourage world peace through good sportsmanship. Ask: “How might good sportsmanship bring people together?”

GEOGRAPHY: Where in the World is...

Locate Athens, Greece, and Paris, France, on a world map. Explain how both Greece and France relate to the ancient and modern games.

Intermediate Grades

LANGUAGE ARTS: The Olympics in Our Era

Read the fact sheet, “The Olympics in Our Era.” Identify new words to use as vocabulary and spelling words.

HISTORY: When Did it Happen?

Create an Olympic timeline using the dates from the fact sheet.

MATH: Past and Present

Find all the dates listed in the fact sheet. Subtract the dates to find the number of years from the Ancient Olympic Games in 776 BC to:

- Time of their cancellation in 394 AD
- Time of de Coubertin in 1894 AD
- First Modern Olympic Game 1896 AD
- First Olympic Winter Game in 1924 AD
- Salt Lake City Olympic Winter Games in 2002 AD

Add these facts to the timeline.

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Questions and Activities

The Olympics in Our Era (continued)

CHARACTER EDUCATION: Vision of Peace

Reread the statement: “All nations gather. Not for combat or debate but to celebrate the hope of peace and a shared love of competition.”

Review de Coubertin’s dream for the Games. Discuss how international sports can contribute to world peace. Ask: “How might we use de Coubertin’s ideas within the school?” Write goal statements for the school based on de Coubertin’s dream. Sponsor an Olympic “Vision of Peace” week, in which students are reminded of the Olympic Goals. Create prizes for students who promote identified school goals.

SOCIAL STUDIES: One School, One Country™

Form pen pals with students from your partner country. Track the progress of the athletes from both the U.S. and your partner country.

LANGUAGE ARTS: de Coubertin’s Dream

Write an essay describing how the Modern Olympic Games promote world peace and set a good example for young people.
Olympic Symbols

Olympic Flag and Rings

The white Olympic Flag has two rows of brightly colored rings in the middle. The upper row has three rings—blue, black, and red—and the lower row has two rings of yellow and green. The rings symbolize five continents—Europe, Asia, Africa, Australia, and America. It is likely that every country’s flag contains at least one of the five colors of the rings.

The Olympic Flag was presented to Games founder Baron de Coubertin during the 1914 Olympic Congress. The flag was kept in Alexandria, Greece, and was first flown at the 1920 Antwerp Games.

Traditionally at the Closing Ceremony of the Olympic Games, the host city’s mayor presents the flag to the mayor of the next host city. The flag is then kept in the new city until the end of the next Olympic Winter Games.

Olympic Medals

Each host city is allowed to add special details to the front of the medal and create a unique design for the back of the medal.

In the Ancient Olympics, no medals were awarded. The first-place winner was given a crown of olive leaves to wear on his head. Second and third place winners received nothing. When the Modern Games were revived in 1896, first-place winners received silver medals. Strangely, gold was considered inferior to silver. Eight years later, at the 1904 Games in St. Louis, gold replaced silver for first place.

Today’s “gold” medals are actually sterling silver covered with a thin coat of pure gold. Medals are seven centimeters (approximately two inches) across. Gold is awarded for first-place, silver for second-place, and bronze for third place.
The Salt Lake 2002 emblem is a snowflake consisting of three colorful sections, each with its own meaning. The amber (yellow) section on top represents the Olympic Flame and the courage of the athletes. The sunset section (orange) represents ancient weavings of Native Americans reflecting the culture of our region. The mountain shadow section (blue/purple) is a snow-capped mountain, representing the contrast of Utah’s desert-to-mountain landscape.

“Citius, Altius, Fortius” is a Latin phrase meaning “Swifter, Higher, Stronger,” which Pierre de Coubertin borrowed from Father Henri Martin Dideon of Paris. Dideon used the phrase to describe the athletic achievements of students at his school.

The Olympic Torch is a tradition continued from the Ancient Olympic Games. In ancient Olympia (Greece), a flame was ignited by the sun and then kept burning until the close of the Games. The flame first appeared in the Modern Olympic Games at the 1928 Games in Amsterdam. The flame itself represents purity, the pursuit of perfection and the struggle for victory. It also represents peace and friendship.
A logo is a simple design that can be used to easily recognize an organization, product or event. Often a logo will be more than just a simple picture—it may have several symbolic meanings. This is the logo of the Salt Lake Olympic Winter Games of 2002.

Color each part of the picture above by matching the number with the colors listed on the right.

1 – blue
2 – yellow
3 – orange
4 – black
5 – green
6 – red

SALT LAKE 2002
Now it’s your turn!

Graphic artists worked hard to create an Olympic emblem symbolic of Utah’s culture, geography, spirit, and tradition.

Now it’s your turn to design a logo for your city or town!

Start by brainstorming the many symbols of Utah:
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

Now select colors, images, and shapes symbolic of your community. On another sheet of paper, design a logo to represent your city and explain your design below.

City or Town: ______________________________________________________________________________________________________________

Explanation of design: ______________________________________________________________________________________________________________
COLOR THE MASCOTS AND READ THEIR LEGENDS. Why do you think these three mascots were chosen to represent Utah for the 2002 Games?

**Copper** (light brown with green gloves) • Coyote • When the world turned dark and froze, the coyote climbed the highest mountaintop and stole the flame from the fire people. He brought warmth back to the earth.

**Powder** (white with blue gloves) • Snowshoe Hare • At one time, the sun was burning up the earth. The hare ran swiftly to the top of the mountain. Shooting her arrow at the sun, she dropped it lower in the sky and cooled the land.

**Coal** (dark brown with red gloves) • American Black Bear • Long ago brave hunters left their villages to track the mighty bear. But the bear was too strong and outlasted the hunters. Today, sons of the hunters, as constellations, continue to chase the bear in the night sky.
The Olympic Mascots and Motto

**MOTTO:** Citius, Altius, Fortius...Swifter, Higher, Stronger

**MASCOTS:** Powder (snowshoe hare), Copper (coyote), Coal (black or brown bear)

A legend is a story that has been passed from generation to generation and may or may not be true. A legend often teaches a lesson. The three mascots for the 2002 Olympic Winter Games—Powder, Copper, and Coal—have their own legends and are symbolic of Utah’s animals and natural resources. The animals appear as major characters in myth and stories handed down to modern Native Americans, the descendants of the ancient artists who produced rock art. Each mascot wears a charm around its neck that has been fashioned after the original Anasazi or Fremont-style petroglyph to remind them of their heritage.

**Primary Grades**

**LANGUAGE ARTS/ART:** Bumper Sticker You

Have students pick three words that best describe themselves. Using bumper sticker-sized paper, have students create their own three-word motto. Decorate each and display on their desks or somewhere in the room.

**LANGUAGE ARTS:** Similer

Similes are figures of speech that compare two unlike objects. Read some great metaphors in *Quick as a Cricket,* by Audrey Wood or other literary works. Create metaphors for Powder, Copper and Coal. Examples: “As swift as...,” “Jumps as high as...,” “As strong as...”

**Intermediate Grades** (Adapt Primary Grade ideas)

**ART:** Create a pictogram

The mascots are modeled after Native American pictograms. Have students create their own pictograms to represent themselves. Make a bracelet, pin, badge or pendant from paper. Transfer the pictograms/mottos onto it. Wear or display on student’s desk. Students may also include a motto with their pictogram.

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The Olympic Mascots and Motto

**ART:** Create a Pictogram

Using clean, thin styrofoam meat trays, cut into small 3x3 pieces. Paint one side of each piece with brown tempera paint. (You may have to do this more than once to get it covered.) When dry, have students carefully etch a personal petroglyph into the styrofoam with the end of a paper clip.

**LANGUAGE ARTS/ ART:** Utah’s Wildlife

Brainstorm animals that are native to Utah. Select one to research. Write a report on the animal to share with the class. Create pictograms to represent your animal. Draw a picture of your animal.

**LANGUAGE ARTS:** Applying the motto: Stronger, Swifter, Higher

Identify the kinds of scholastic activities which the motto could represent. (Examples: Math: Swifter = memorizing times tables faster. Higher = moving from the 2’s to the 3’s. Stronger = applying different math strategies to real life problems) Do this for science, social studies, art, music, gym, etc.

**LANGUAGE ARTS:** Mythology and the Mascots

Compare and contrast the story of Copper (see worksheet) to the Greek Myth of Prometheus who stole fire from the Gods of Mt. Olympus to save humanity.

**LANGUAGE ARTS:** Mythology

Research the legends behind the constellations. Compare the constellation legends (particularly those of Ursa Major and Ursa Minor) to the stories of the mascots.

**LANGUAGE ARTS:** Utah’s Resources

Research and report on copper, coal, and powder (skiing) in the state of Utah.

**SCIENCE:** Animal Tracks

Using reference sources, find, draw and report on the tracks made by the typical snowshoe hare, black bear and coyote. Analyze the tracks and name three features that help each animal adapt to winter.

**SOCIAL STUDIES:** Anasazi and Fremont Indian Art

Research and discuss the Anasazi/Fremont Indian rock art. Find out the difference between pictograms and petroglyphs.
A picture is worth 1,000 words

A storyboard is a series of drawings of the main events in a story or movie. It is like a comic strip without any words.

Create a legend that tells the story of all three mascots.
You can use the lines below to write some of the main events in the story.
Create a storyboard by drawing the main events (in order) in the boxes below.
Fact Sheet

The Olympic Torch of 2002!

Many people feel that the most dramatic moment of the Opening Ceremony is the lighting of the Olympic Flame. The flame symbolizes life, passion and peace among the people of the world. The Olympic Flame is one of the oldest symbols of the Games. Its history can be traced back to ancient Greece where a sacred flame was kept alive at the altar of Zeus, the ruler of the gods. In Greek mythology, Zeus lived on Mount Olympus and controlled the rain, thunder and lightning. Today, the sacred flame is still lit in the ancient stadium at Olympia, Greece. Women dressed in greek fashion, light the flame by using a mirror to focus the rays of the sun. The flame is then placed in a ceremonial cauldron and carried to the center of the stadium where it is used to light the torch specially designed for the new Olympic Winter Games.

The torch has not always been a part of the Olympic Winter Games. The tradition had been forgotten, until 1936, when organizers of the Berlin Games revived the symbol and created the first modern torch. After that, each host city designed its own torch with symbols representing the unique features of their city, state and country.

Since the Olympic Torch is such an important symbol, much time is spent in selecting just the right design. The people hired to create the Salt Lake City torch wanted to represent the spirit of the west, the traditions of Utah and the beauty of winter. Artists found just the right design modeled after an icicle. The flame, burning from within the icicle, represents winter sports and the theme for the 2002 Games, “Light the Fire Within.” The materials used in the torch are also symbolic, representing the ideals of the Olympic Winter Games. Glass stands for winter, nature, purity and ice. Highly polished silver represents modern technology. Aged silver stands for the heritage and traditions of the West. Copper represents the fire, warmth and passion of Utah’s history. The torchbearer will grasp the torch at the spot where the polished and aged silver meet, representing the importance of both past and present traditions. The Olympic Flame will be seen burning through a frosted glass top symbolizing the fire that burns within each torchbearer. The torch measures 33 inches long and weighs about three pounds.

The 2002 torchbearers are “community heroes” who inspire their neighbors and friends. Each runner will carry his or her own torch and will pass the flame from person to person. The flame, ignited in Greece, will be carried around the world and arrive at the Rice Eccles Stadium on February 8, 2002. Here it will be used to light the huge caldron and burn brightly as a symbol of competition and peace throughout the Games.
The Olympic Torch of 2002!

Read or allow students to read “The Olympic Torch of 2002! Fact Sheet”

**Primary Grades:**

**LANGUAGE ARTS:** Important Symbols

Collect pictures of common symbols. (Symbols are pictures or drawings that carry meaning. The skull and crossbones representing poison, shape of a stop sign, the male and female symbols used for restrooms, school-crossing signs, etc.) Symbols are common language and can be recognized by people around the world. Read the fact sheet and explain how the torch is an important symbol to the people of the world.

**ART:** Colors of Fire and Ice

Create a display of classroom objects. Identify the colors of each item. Colors are considered either warm colors or cool colors. Divide the objects into piles, warm like fire and sunsets (yellows, oranges, browns, etc.) and cool like ice, water and rainbows (blue, purple, green), and neutral (black, gray). Discuss how artists use warm and cool colors in art. Create artwork using the warm colors of fire and the cool colors of ice.

**Intermediate Grades:**

*(Adapt Primary Grade ideas)*

**SOCIAL STUDIES:** Mythology


**SCIENCE:** Lighting the Ancient Flame

Fire was important to ancient people. Necessary for warmth, cooking and light, it could be destructive when allowed to freely burn. Starting fire was a survival skill. Discuss fire safety and ancient fire starting techniques. The Olympic Flame is started with a mirror and the sun.

**ART:** Design an Olympic Torch

Each Olympic Torch is unique and represents the symbols and traditions of the host city and country.

Brainstorm objects, traditions, themes and subjects that relate to your local school or community. Sketch ideas for a torch using the ideas. Collect cardboard wrapping paper roles to decorate with the torch designs. Students will design the torches separately or in groups. Share each torch and explain the symbolism. Display the torches for the rest of the school.