

## 1966 World Cup Final

“Football (soccer) is the beautiful game played by garbage men, business men, women, children, and everybody else in the world.” – Pele  
England and Germany have been rivals since the game was invented in the 2<sup>nd</sup> century. They were the best of the best to play each other in the 1966 World Cup Final because the competition levels were so high. The Cup was held in England at Hamden Park, Wembley, Old Trafford, and many more. Like every World Cup, the country’s football league (in England, the FA). There were many key moments in the 1966 World Cup, like Build Up, The Final, and Aftermath. These are probably the most important moments because they cover the whole World Cup.

### Build Up

It took the English FA 6 years to organize the 1966 World Cup. England and Germany have a history of a fierce rivalry. England had invented it in the 2<sup>nd</sup> century and Germany had learned to master it. Whenever there was a “friendly” between the two, it wouldn’t be just another game. It would be a war. “When the FA was organizing the World Cup in the Football Hall, the air in the room was smoky, stale, and old” (FourFourTwo’s interview with Stein, Jock). “I was in my office watching the television and we were finally chosen to hold the Cup after the countless sleepless nights at work” (FourFourTwo’s interview with Gill, David). If the World Cup was in W. Germany instead of England, they probably would have won due to the home environment. The host country tends to do well.



The FA is England’s football association that organizes the World Cups on English soil (www.WIKIPEDIA.com).

### The Final

Before the final whistle blew to end the 1966 World Cup Final, England finished W. Germany off with their 4<sup>th</sup> goal in a 4-2 win. “The atmosphere was a bit hostile as we walked out on to the pitch” (Beckenbauer, Franz perspective on the 1966 World Cup Final). “The fans chanting definitely helped us win” (The FA.com with Charlton, Bobby). The clouds of billowing

Jianna Taylor 6/19/14 12:32 PM

**Comment [1]:** Begins with a quote to hook the reader in and get the reader thinking about the topic.

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**Comment [2]:** Writer hints at a chronological structure and the key moments involved in the event.

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**Comment [3]:** Headings show how the writer has broken and organized the information and carries over from the introduction.

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**Comment [4]:** The writer uses evidence from outside sources, but does not frame the evidence to give the reader background on who said it when and why. The reader could also benefit from analysis of why these pieces of evidence are important.

smoke from the cigars and pipes filled the stands. In the 12<sup>th</sup> minute, Helmut Haller commenced the scoring with a shot from just outside the 18 yard box. Then Geoff Hurst scored a header from a free kick. After halftime, Martin Peters took the lead, but in the 89<sup>th</sup> minute (out of 90), Wolfgang Weber equalized. In extra time, Geoff Hurst bagged two to get a hat-trick and win the game. This win for England meant every “soccer” country was frightened by mighty England. After they won the World Cup, they went on a winning streak for months until Argentina’s Maradona finished it. This World Cup lit the fuse on the “soccer evolution” across Europe, Asia, Africa, and even the America’s.



Geoff Hurst’s 2<sup>nd</sup> goal in the 1966 World Cup final (www.CNN.com).

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**Comment [5]:** The writer uses description to paint a picture in the reader’s head of what was going on during the game.

### Aftermath

The W. Germans still don’t think England should have won the 1966 World Cup, even 48 years after. “After the Cup, England were unsuccessful with competing in other World Cup finals, while Germany went on to win 3 out of the 5 finals they were in” (news.bbc.co.uk). “Walking in to the dressing room was awful. All we could hear was the singing of the Brits” (FourFourTwo’s interview with Weber, Wolfgang) . The fans were chanting “Rule Britannia” which made the Germans sink in to a depressing level.



Bobby Moore lifts the treasured World Cup trophy after the game was over (TheFA.com).

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**Comment [6]:** After giving a description of the game, the writer summarizes what the information meant and why it was important.

“After 43 years, the World Cup trophy returned to Wembley because we won that day” (TheFA.com). Because of the rivalry between England and W. Germany, Franz Beckenbauer has attacked England’s style of play” (TheFA.com).

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**Comment [7]:** This evidence has some background to start the reader off, though there is very little analysis of the evidence.

The 1966 World Cup Final was so important because it lit the fuse on the “soccer evolution.” Soccer evolved from just a game to a lifestyle. The players went from for an example) \$25 a week to \$830,000 a week (Wayne

Rooney's salary). The 1966 World Cup made soccer popular around the globe. That means a lot more jobs in the field of soccer are open such as, coach, manager, soccer store merchant, and countless others. This also made W. Germany vs England games very popular because of their hate-filled rivalry. Even to this day, England and Germany are enemies on and off the pitch.

Jianna Taylor 6/19/14 1:00 PM

**Comment [8]:** The concluding paragraph explains why this particular World Cup was so influential and how it changed the game going forward.

Element	Advanced	On-Target	Novice
<b>Content</b>	<p>The writer:</p> <ul style="list-style-type: none"> <li>Artfully presents the hook, thumbnail sketch of the event, and central idea in the introductory paragraph.</li> <li>Has crafted a central idea that outlines multiple key moments and their importance.</li> <li>Thoughtfully presents an abundance of summary and description highly relevant to the central idea and topic sentences.</li> <li>Always carefully analyzes summary and description to explain their importance in the historical event.</li> <li>Uses the concluding paragraph to examine the historical event's effect on society/culture and future events. Draws larger conclusions about the significance of this event in history.</li> </ul>	<p>The writer:</p> <ul style="list-style-type: none"> <li>Presents the hook, thumbnail sketch of the event, and central idea in the introductory paragraph.</li> <li>Has crafted a central idea that outlines key moments and their importance.</li> <li>Presents summary and description highly relevant to the central idea and topic sentences.</li> <li>Often analyzes summary and description to explain their importance in the historical event.</li> <li>Uses the concluding paragraph to examine the importance of this historical event and its lasting impact on society/culture and future events.</li> </ul>	<p>The writer:</p> <ul style="list-style-type: none"> <li>Presents the hook, the thumbnail sketch of the event, or the central idea in the introductory paragraph, but not all these crucial elements.</li> <li>Has crafted a central idea that does not outline key moments and their importance.</li> <li>Presents little summary or description or does not balance one with the other.</li> <li>Occasionally or never analyzes summary and description; the essay is fact-heavy.</li> <li>Uses the concluding paragraph only to summarize what has already been explored in the essay.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>The chronological structure is clear and evident.</li> <li>Headings and sub-headings, if used, always have effective titles and assist the reader in understanding how information is organized.</li> <li>The use of signal words and phrases create a logical flow between sentences and paragraphs.</li> <li>Each paragraph has a clear central idea that is presented in the topic sentence.</li> </ul>	<ul style="list-style-type: none"> <li>The chronological structure is evident.</li> <li>Headings and sub-headings, if used, usually have effective titles and often assist the reader in understanding how information is organized.</li> <li>The use of signal words and phrases usually create a logical flow between sentences and paragraphs.</li> <li>Most paragraphs have a clear central idea that is presented in the topic sentence.</li> </ul>	<ul style="list-style-type: none"> <li>A chronological structure is not used.</li> <li>Headings and sub-headings, if used, create confusion for the reader about how information is organized.</li> <li>Signal words and phrases are rarely or never used to create a logical flow between sentences and paragraphs.</li> <li>Few paragraphs have a clear central idea that is presented in the topic sentence.</li> </ul>
<b>Style &amp; Mechanics</b>	<ul style="list-style-type: none"> <li>Writing voice is engaging and consistently appropriate for the intended audience.</li> <li>The word choice is specific to the chosen topic.</li> <li>Sentence structures are varied and complex.</li> <li>The essay contains no errors in spelling or punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Writing voice is engaging and usually appropriate for the intended audience.</li> <li>The word choice is somewhat specific to the chosen topic.</li> <li>Sentence structures are often varied and sometimes complex.</li> <li>The essay contains minimal spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>Writing voice is not engaging or is not appropriate for the intended audience.</li> <li>The word choice is not specific to the chosen topic.</li> <li>Sentence structures are not varied or complex.</li> <li>The essay contains multiple spelling or punctuation errors.</li> </ul>
<b>Process Checklist</b>	<p>The writer:</p> <ul style="list-style-type: none"> <li>Brainstormed to discover multiple topics and selected one suited to the writing task.</li> <li>Researched to explore and refine his/her topic choice.</li> <li>Drafted to organize and analyze information.</li> <li>Revised his/her draft to achieve greater coherency and clarity.</li> <li>Edited for clarity and an error-free essay.</li> </ul>		

**Teacher Comment:**

At this point in the year, students would have written pieces that included textual evidence in both the argument paragraph unit and the literary essay unit. The informational writing unit required them to take those skills previously learned and write a longer piece using a variety of sources.

This writer did a good job of including evidence from outside sources, though he could have given the reader more background information to help frame the evidence. He was particularly adept in the section "The Final" at using description to show what happened during the game then using summary to analyze why that was important.

In the future, this writer could benefit from instruction on how to analyze the importance of the textual evidence used to add depth and sophistication to the writing.