

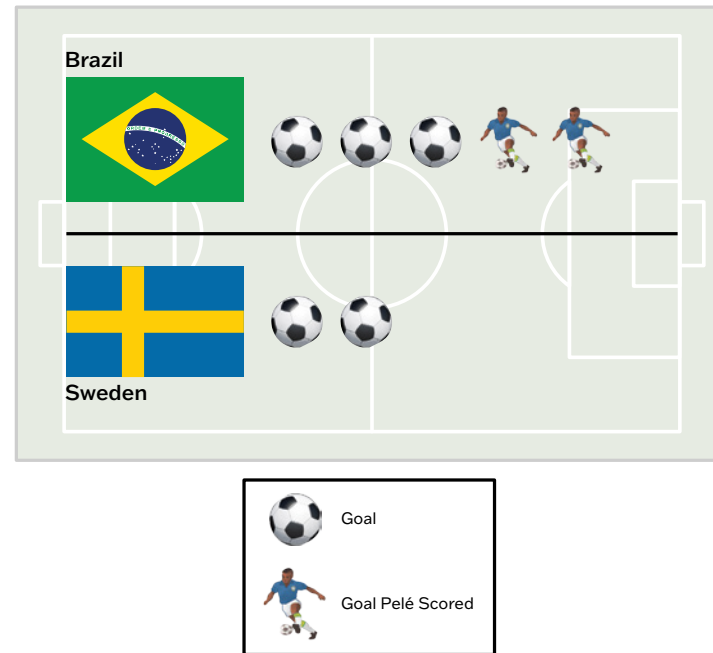


# DATA TALK Pelé in the 1958 World Cup Final

10 minutes

In 1940, Edson Arantes do Nascimento was born in Brazil. His classmates called him Pelé. He loved to play soccer and eventually he was invited to join the Brazilian national team.

## Pelé in the 1958 World Cup Final



The graph shows how many goals Brazil and Sweden scored in the 1958 World Cup final, including how many of Brazil's goals were scored by Pelé. The World Cup is a tournament where soccer teams representing different countries play each other. The final of the World Cup determines the champion. Often, a whole team scores fewer than three goals in the game. Students may notice that Pelé scored some goals. They may wonder who scored the other goals.

Ask students what they notice and wonder about the data visualization.

Then facilitate a discussion that helps students understand and apply the data shown by the visualization. Let the discussion be guided by what students notice and wonder; it does not need to follow a specific path. If needed, stimulate conversation by selecting from the following sample questions.

### UNDERSTAND

#### What does this graph, or picture, show?

- How many goals did Brazil score? How many did Sweden score? How do you know?
- Do you think Pelé scored a lot of goals or a few goals? Why?

### APPLY

#### Why might someone want to collect this data, or information?

- Who might be interested in collecting this information? Why?

### REFLECT

#### What do you want to know more about?

- Did anything about this graph, or the data, surprise you? If so, what was it?

### UDL: Representation

As students respond to how many goals were scored by Brazil and Sweden, consider drawing students' attention to the visualization to confirm. For example, while pointing to the data say, "Let's check. Count with me. One, two, three, four, five. That's right, five goals were scored."

### Language Support

To support the multiple meanings of the term *goal*, consider inviting students to turn and talk about their background knowledge about goals. Some students may be familiar with a goal as a desired result. Explain that, in this context, a goal is scored when the ball completely crosses over the goal line and falls inside the goal frame. Consider providing multiple examples and nonexamples to ensure that students can differentiate between scoring a goal and not scoring a goal in soccer.



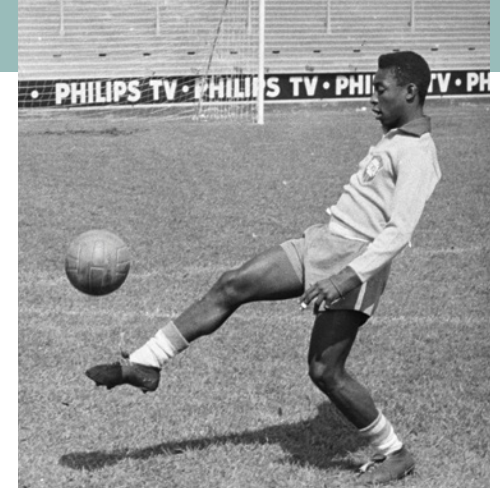
## DATA TALK | MORE

Edson Arantes do Nascimento, better known by his nickname Pelé, was born in the country of Brazil. Pelé's father was a professional soccer player for a small town and did not make much money. To play soccer, Pelé would make his own soccer balls by stuffing socks with rags. Then he would play barefoot in the street with his friends.

Pelé was invited to play with a team of teens in his hometown. This team had a very famous coach who had played with the Brazilian national team. When the coach got offered a job at a bigger club, named Santos, he wanted Pelé to come too. Pelé was very young and most of the players were much bigger than he was, but he practiced hard and became one of the top goal scorers.

When he was still a teenager, Pelé was invited to join the Brazilian national team and compete in the 1958 World Cup in Sweden. The World Cup is a tournament where teams compete to prove that their country has the best team in the world. In the 1958 World Cup, Pelé scored three goals in the semifinal against France and two goals in the final against Sweden. When Brazil won the 1958 World Cup, Pelé was the youngest player to be a World Cup champion. Brazil won three World Cup championships with Pelé on the team.

Pelé was known for dazzling moves, strength, and amazing goals. He scored over 1,000 goals during his career. Many consider Pelé to be one of the greatest players of all time.



## Works Cited

Buckley, James, Jr. *Who Is Pelé?* New York: Penguin Random House, 2018. Kindle.

Encyclopaedia Britannica. "Pelé." Updated January 6, 2024. <https://www.britannica.com/biography/Pele-Brazilian-athlete>.

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