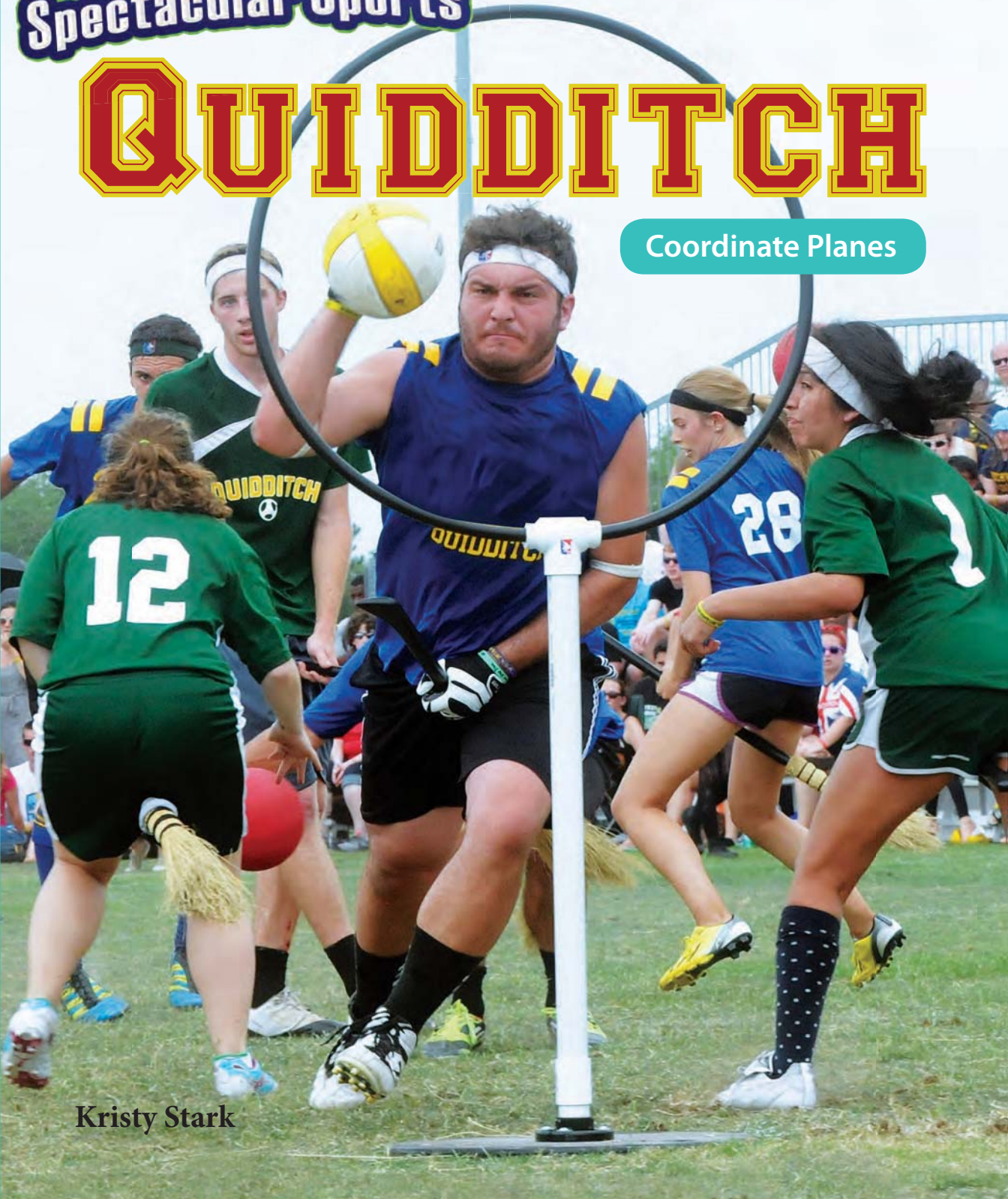
Spectacular Sports

QUIDDITCH

Coordinate Planes



Kristy Stark



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From Fantasy to Reality

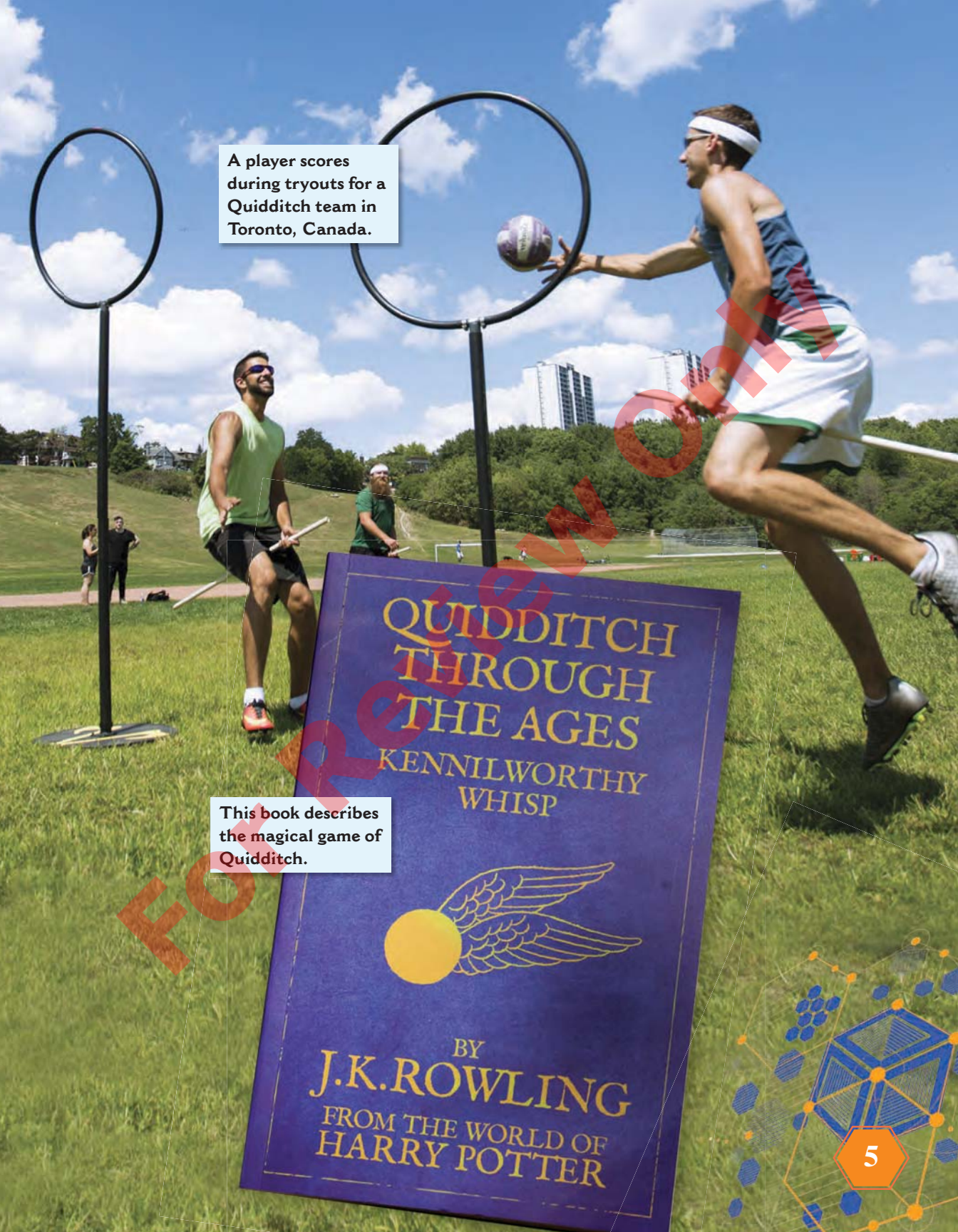
If you have ever read one of J. K. Rowling's Harry Potter books or watched one of the movies, you have probably heard of Quidditch. Rowling's Quidditch involves Harry and his friends throwing balls, called quaffles, through an opposing team's goals. It is a game involving athletic skill. Of course, Rowling spiced up the sport with a little magic; athletes compete from the perch of their flying broomsticks!

Many nonwizards (or **Muggles**, as they are called in the books) have dreamed of soaring through the sky as they play Quidditch with their friends. Of course, they can't fly in the real world. But, this detail did not stop some **aspiring** Quidditch players from bringing this game down to earth. They created their own version based on the game from the famous stories. Now, Quidditch is a real sport that anyone can play. And, you don't even need a flying broomstick or magical powers to compete!



A store display features a Quidditch board game along with other related merchandise.

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A player scores during tryouts for a Quidditch team in Toronto, Canada.

This book describes the magical game of Quidditch.

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The Quidditch team from Middlebury College marches in a parade before playing in the sport's 2010 World Cup.

College student Xander Manshel worked to make Quidditch a real sport for his friends. In 2005, Manshel was a student at Middlebury College in Vermont. He enjoyed playing sports with his friends on Sundays. But, they wanted to try something new. So, he and his friends decided to turn Quidditch into a real game. They played their first game in October 2005. Players brought brooms and tied towels to their backs to make capes. One player even brought a lamp to ride! They found that Quidditch was a very **physical** and enjoyable sport. More people wanted to play. After only one month, there were seven Quidditch teams at the school! The teams were able to play in a **tournament** against one another.

By 2006, the game had gained popularity. Students at Middlebury told their friends at other schools about it. These people started to form their own teams, too. In December 2006, the *Wall Street Journal* **published** a story about the sport. It encouraged even more people to play.

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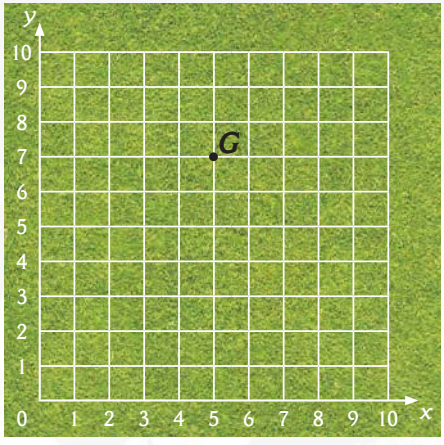
Quidditch competitors warm up before a World Cup match in New York.

LET'S EXPLORE MATH

Imagine that a Quidditch coach designs a game plan by plotting the team's goalkeeper on a coordinate plane, labeled as Point *G*. Which of the following is true about the goalkeeper's position? How do you know?

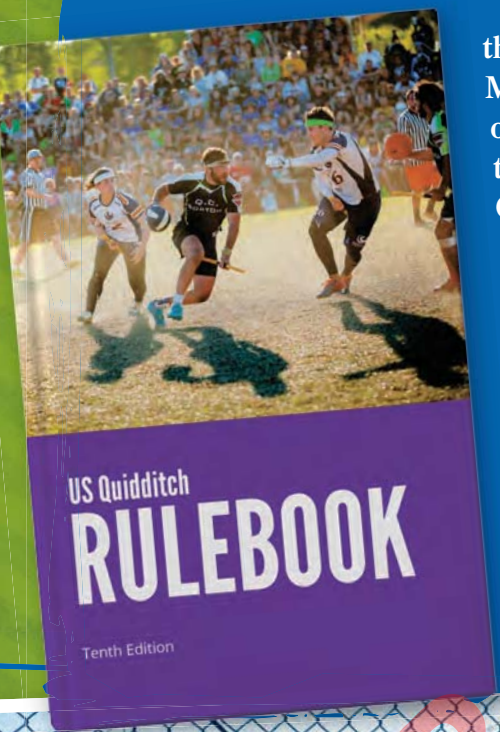
A. The goalkeeper's position is a distance of 7 units from the *y*-axis and 5 units from the *x*-axis.

B. The goalkeeper's position is a distance of 5 units from the *y*-axis and 7 units from the *x*-axis.



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The first Muggle World Cup match was played in 2007. Teams from Middlebury and Vassar colleges faced off. After the first successful World Cup match, more and more schools formed teams.



By the next World Cup, 12 schools had joined the competition. There was also a team from McGill University in Canada. Quidditch was officially an **international** sport! Throughout the years, the number of schools playing Quidditch has grown. Colleges and high schools from around the world have joined the mix. The fifth World Cup in 2011 had almost a hundred teams. That's 50 times as many teams as five years before!

More and more teams formed in new areas. As a result, there was a need to establish **official** rules for everyone to follow. A list of rules would help everyone play the game the same way. It would also help people understand how to play the new sport.



Alex Benepe, the founder of the International Quidditch Association, awards the 2013 championship trophy to the University of Texas team.

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A Quidditch player gets ready to throw a ball over a fallen defender.

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Math Talk

1. Why are two coordinates needed to describe a point's location?
2. What is the difference between an axis and a coordinate?
3. What is the fewest number of points needed to plot a triangle on a coordinate grid? How do you know?
4. Oliver plots a point at (4, 2). Connor plots a point at (1, 10). Which point is farther from the *y*-axis? How do you know?
5. Two students write ordered pairs to describe the same point. One student writes (5, 10), and the other student writes (10, 5). Are both of the students correct?
6. What is an example of a game played on a grid? How is the grid used in the game?

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