



# Field-Test Edition

**Grade 8**

**Baseball**

**A Mirror for America**

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**A Sample Unit of Study**

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*New York City and the Nation:*  
A School/Community Consortium to Teach American History

**Baseball**  
A Mirror for America  
8<sup>th</sup> Grade

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# Introduction

**Why History?** History provides an essential foundation for our students to become informed and active participants in our communities. With your guidance, this unit of study will help students gain essential skills and strategies as they immerse themselves in “doing” history. As students learn about how communities change over time, they will gain a deeper understanding of how all communities are both alike and different, and that each one has a uniquely interesting story.

**Why New York City History?** As a major port, one-time capitol, and longtime financial center, New York City lay at the heart of the American Experience for most of U.S. history. Our city’s past provides a privileged vantage point from which to view the course of national events. This unit brings this perspective into the classroom through informed teaching and engaging methodologies that follow New York City and New York State Learning Standards.

**Content and Themes of this Unit:** In what diverse ways does baseball mirror the history of both New York City and the United States? In this unit, students will study the formation and development of the game of baseball in 20<sup>th</sup> century America, with a particular focus on the pre- and post-WWII eras. Students will examine myriad factors that shaped our “national pastime,” looking specifically at New York City. A multitude of perspectives will be encountered, including, but not limited to, those of individual athletes, team owners, politicians and other government figures, civil rights leaders, and legal scholars. Students will gain an understanding of the cultural patterns of behavior through which a society transmits beliefs, values, ideas, and ways of making a living to succeeding generations. In fact, they should come to recognize baseball as a reflection of America’s ideals and values.

## History

- Origins of baseball in the United States
- The era of Babe Ruth and “Murderer’s Row”
- The “other” league: the history of the Negro Leagues
- The rise and fall of women’s professional baseball
- The history of baseball in New York City
- Integration of Major League Baseball
- Post-war development and growth of baseball

## Geography

- Historical maps: the geography of baseball using maps of New York City and America
- Historical maps: tracking the fortunes of New York’s teams
- Demographic maps: comparing the locations of various teams from different leagues

## Economics

- Baseball as entertainment in the Roaring 20’s
- Baseball confronting the economic realities of war
- Relationship between commercial power of New York City and its baseball teams

- Migration of baseball teams to the West Coast
- Commercialization and suburbanization of baseball

### **Culture and Society**

- Class divisions in the sports world
- Sports as a form of entertainment develops in the roaring 1920's
- Racial and gender divides within the game of baseball
- Baseball, television, and mass media
- The rise of Latinos in Major League Baseball
- International flavor of baseball

### **Politics and Government**

- *Plessy v. Ferguson* (1896) and the Harlan dissent
- Jim Crow and its effects on American society
- The Ives-Quinn Act
- The Civil Rights movement
- *Brown v. Board of Education* (1954)
- The integration experiment

**Skills and Strategies Developed:** Our students become young historians as they gather, compile, and analyze information from a variety of sources in preparation for a final project.

Your students will:

- **create** codes of conduct for a woman's baseball league
- **analyze and discuss** the unique experience of Jackie Robinson
- **write entries** for Robinson's diary while he played baseball for the Brooklyn Dodgers
- **develop a map** of the geography of baseball in New York City and the United States
- **contextualize baseball videos** such as "League of Their Own"
- **present a plan for a new sports league** in New York City
- **present and defend opinions** on a new stadium in New York City
- **develop a talk show** involving baseball players from the various leagues
- **conduct a self-assessment** of their relationship to sports in their own lives.

**How the Unit is Organized:** The curriculum is project-based. We begin with an overarching essential question and some focusing questions. There is a curriculum web as well as suggested lessons and resources to support you as you bring this unit alive in your classroom. The lessons are designed so that you can customize and enrich the teaching points to meet the needs and interests of your students. We hope that this unit will inspire you to work closely with other grade-level teachers, discussing the classroom social studies collections and creating additional lessons to share with one another.

*This unit was developed through participation in the "New York City and the Nation, A School/Community Consortium to Teach American History." "New York City and the Nation" is a partnership of the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society.*

## **Teacher Background Information: Studying American History through New York City History**

Throughout American history, New York City has played a pivotal role. In fact, baseball was developed in the 1840s in New York City. It grew out of the English game of rounders, as well as various children's games, and it was in the late 1850s that the game took off. While versions of the game were played in other cities, such as Philadelphia and Boston, all the leading sports journals were located in New York and their many readers followed the New York games. According to Edwin G. Burrows and Mike Wallace in **Gotham: A History of New York City to 1898**, the first intercity all-star baseball match, in 1858, saw New York beat Brooklyn. "The metropolitan version of the game soon became standard throughout the nation," write Burrows and Wallace. In this unit, students will engage in an analysis of our national pastime, looking at the game as a metaphor for American culture and values.

## Essential Question

*This is the overarching question for the unit. It includes and goes beyond the content of a unit. Lessons and activities are designed to help bring students closer to this question, though it is likely that it will never be fully answered.*

**How do new cultural movements reflect, shape, and change American society?**

### Focus Questions

*These are the guiding questions for the unit. They are designed to address the Essential Question, the specific content of the unit and the NYS Standards. Lessons and activities are designed to help students come to answers to these questions.*

- How did social, cultural, political, and economic factors shape the development of baseball in the United States during the 20<sup>th</sup> Century?
- How did the role of women change in this time period and was it a sustainable change in their role in American society?
- Why were women allowed to play professional baseball in the 1940's but there is no professional league available to them even today?

- How did baseball mirror the historical events that were taking place in American society?
- How did the concept of the American hero emerge during this time period and how was it defined? How did Jackie Robinson fit into that concept?

### Lessons/Activities

*These are lessons and/or activities designed to address the Essential Question and Focus Questions and build towards the culminating project.*

- **Women Take the Field**

Students will be able to:

- describe the experiences of women who played professional baseball in the 1940's and 1950's;
- compare the female players' experiences with that of her male counterparts; and
- empathize with the challenges women faced in this era.

- **The Life and Legacy of Jackie Robinson**

Students will be able to:

- describe the contributions made by Jackie Robinson to the Civil Rights movement in America;
- empathize with the racial discrimination that Robinson faced during the time in which he lived; and
- identify the common traits that all heroes, such as Robinson, share.

<ul style="list-style-type: none"> <li>• How are changes in geography important to changes in the history of America?</li> <li>• How did the baseball landscape in the United States change over time?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Baseball on the Move</b> Students will be able to: <ul style="list-style-type: none"> <li>- identify various trends in baseball over a specific period of time;</li> <li>- locate cities on a map of the United States; and</li> <li>- analyze geographic and social trends in baseball over a specific period of time.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• How are voices heard and decisions made in city planning?</li> <li>• Where is an ideal place to build a new sports stadium in New York City?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>If You Build It, They Will Come</b> Students will be able to: <ul style="list-style-type: none"> <li>- examine the various factors considered in selecting a site for a new baseball stadium;</li> <li>- develop a plan to build a stadium in New York City;</li> <li>- defend and support their choice of site.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Why is baseball such an important cultural phenomenon in the history of both the United States and New York City?</li> <li>• Is baseball still an accurate reflection of American society? How has the baseball experience changed over the course of 20<sup>th</sup> Century American history?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intro to “Baseball Tonight” Talk Show</b> Students will research the lives of famous baseball players in preparation for the culminating project.</li> <li>• <b>Other Suggested Lessons:</b> <ul style="list-style-type: none"> <li>• Overview of the origins of baseball in America</li> <li>• <i>Plessy v. Ferguson</i> (1896): “separate and unequal”</li> <li>• The New York Highlanders: New York’s first baseball team</li> <li>• Early days of professional baseball</li> <li>• The Babe and the “House” that Ruth built</li> <li>• Jim Crow in America and New York City</li> <li>• Rise and development of the Negro Leagues</li> <li>• Origins of professional women’s baseball</li> <li>• Women take the field during WWII</li> <li>• WWII and its effects on the national pastime</li> <li>• New York City’s Sibling Rivalry: The Giants, the Yankees, and the Dodgers</li> <li>• <i>Brown v. Board of Education</i> (1954): “separate is inherently unequal”</li> <li>• Martin Luther King and the modern Civil Rights movement</li> <li>• Roberto Clemente and the rise of Latinos in baseball</li> </ul> </li> </ul>

- The changing geography of baseball in the United States
- The growing business of baseball
- Baseball today: How has the game changed?

**Culminating Project:** Students will create and develop a **multimedia talk show** that will present a variety of societal perspectives of baseball from historical figures who were involved in the game. Students will work in groups conducting research and then integrating this evidence into convincing presentations. Students will present these historical figures in a talk show format.

# Culminating Project

*This project, tied to the Essential Question, should be introduced to students at the start of the unit in order to make the goals of the unit explicit. The skills and content of all the lessons and activities in the unit should be scaffolded such that students can successfully complete the project.*

Students will create and develop a **multimedia talk show** that will present a variety of societal perspectives of baseball from historical figures who were involved in the game. Students will work in groups conducting research and then integrating this evidence into convincing presentations. Students will present these historical figures in a talk show format. The final talk shows will be designed to address the Essential Question of the unit: **How do new cultural movements reflect, shape, and change American society?**

Each group may also have people working in the following areas: host or co-hosts, announcer, camera person, sound person, stage manager, technical crew member, producer, and commercial spokesperson.

## **1. Group talk shows should include the following:**

- written component: each student will create a personal journal kept by the historical figure they have studied, which reflects upon his/her own ideas, emotions, and experiences during his/her professional career
- visuals (photographs, slides, video, props, etc.)
- appropriate design (simple set and costumes)
- bibliography of all sources used
- connections (compare and contrast) between historical figures
- discussion of some of the major themes of the unit, including the role of women and minorities in the history of baseball
- point-of-view analysis of the sport and its role in American society

## **2. Talk shows will be judged with a rubric for:**

- well-written journals
- attractiveness/design
- content
- cooperative group work
- oral presentations
- bibliography

## **3. Student self-assessment**

At the end of the unit, students will provide a self-assessment of what worked for them during the unit of study and how their own interaction with the substantive and procedural objectives could be improved. This will not only aid the student in recognizing her own academic progress, but, perhaps more importantly, assist the teacher to reflect on her own pedagogy and evaluate ways to improve the unit in the future.

## Lesson # 1

**Lesson Title:** Women Take the Field

**Unit's Essential Question:** How do new cultural movements reflect, shape, and change American society?

**Focus Questions:** How did social, cultural, political, and economic factors shape the development of baseball in the United States during the 20<sup>th</sup> Century? How did the role of women change in this period and was it a sustainable change in their role in American society? Why were women allowed to play professional baseball in the 1940's but there is no professional league available to them even today?

### Skills/Strategies

- comparing and contrasting
- writing
- collaborating
- oral presentation

### Materials, Supplies, and Equipment

- chart paper, markers, tape, and magnets

### Primary Sources

- “Rules and Regulations of the Knickerbocker Base Ball Club,” adopted September 23, 1845, <http://www.nyhistory.org/teachers/42pic.html>
- All-American Girls Professional Baseball League Players Association, League Rules of Conduct, 2005 AAGPBL Players Association, Inc. <http://www.aagpbl.org/league/conduct.cfm>
- All-American Girls Professional Baseball League Players Association, player interview with Jeanie des Combes Lesko, Pitcher, Grand Rapids Chicks, 1953-54. 2005 AAGPBL Players Association, Inc. By Leanna Kamrath, San Dimas, CA 1/14/05. <http://www.aagpbl.org/articles/interviews.cfm?ID=1>

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy ); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

After introducing the All-American Professional Baseball League Players' Association, teacher reads aloud to the class a recent interview with Jeanie Des Combes Lesko, a former player of the Grand Rapid Chicks.

After a brief discussion of the content of the interview, students are divided into small groups and asked to develop 5-10 detailed questions that they would ask Ms. Des Combes Lesko about her experiences as a professional baseball player. Students share responses and then teacher collects questions to mail to former player.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

Question: How should women conduct themselves on the athletic fields of today?

1. Students remain in their groups. Each group is handed a copy of the Code of Conduct for the women's professional baseball league.
2. Teacher reminds students of the stadium plan they will be developing for a hypothetical women's baseball team in New York City. Teacher says the stadium is moving forward and that each group must now create an appropriate code of conduct for today's female players.
3. Students read the code and discuss what parts of the code need to be edited. Teacher reminds students that they can add on to the present code, create their own brand new code, or some combination thereof.
4. Students rewrite their code on chart paper, editing their work as they go.
5. When students feel they have completed a final code of conduct, they will transfer their completed code neatly onto a fresh piece of chart paper and post them around the room.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Each group will present their charts and explain and defend their choices.

Assessment will be based upon evidence of critical thinking and questioning, supporting and defending positions, developing opinions, and other group processes; basic presentation skills.

**Homework Suggestion:**

Contrast the code of conduct you have created for the women professional baseball players with the code of conduct for Major League Baseball players. Use a Venn diagram to identify the similarities and differences among the two codes of conduct.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson looks at the role of women within the history of baseball. It will provide important background information for a **multimedia talk show** with several historical figures from baseball history, looking at the sport as a mirror for American culture and society.

**Lesson Title:** The Life and Legacy of Jackie Robinson

**Unit’s Essential Question:** How do new cultural movements reflect, shape, and change American society?

**Focus Questions:** How did baseball mirror the historical events that were taking place in American society? How did the concept of the American hero emerge during this time period and how was it defined? How did Jackie Robinson fit into that concept?

**Skills/Strategies**

- critical thinking
- compare and contrast
- writing
- oral presentation

**Materials, Supplies, and Equipment**

- chart paper cut into silhouettes of “heroes”
- “hero” questions positioned around classroom
- markers, tape, and magnets

**Primary Sources**

- Jackie Robinson’s correspondence with Roland L. Elliott, Deputy Special Assistant to the President. April 20, 1972.  
[http://www.archives.gov/digital\\_classroom/lessons/jackie\\_robinson/...](http://www.archives.gov/digital_classroom/lessons/jackie_robinson/...)
- Jackie Robinson’s letter to the President, May 13, 1958.  
[http://www.archives.gov/exhibit\\_hall/featured\\_documents/jackie\\_robinson...](http://www.archives.gov/exhibit_hall/featured_documents/jackie_robinson...)
- Jackie Robinson’s letter to the President, April 18, 1967.  
[http://www.archives.gov/digital\\_classroom/lessons/jackie\\_robinson/...](http://www.archives.gov/digital_classroom/lessons/jackie_robinson/...)

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

1. Teacher reads aloud from the biography of Jackie Robinson and briefly explains what contributions he made to our society. Teacher details some of the events of his life and the obstacles he overcame, which made others consider him a true hero.
2. Students are divided into small groups to discuss what qualities helped Robinson most. Each group shares a few of their ideas with the whole class.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

1. Teacher places large pieces of chart paper in 5-6 positions around the room. Each piece of paper has one of the following headings:
  - Who do you consider to be a hero?
  - Who do you think is considered a hero by most people, but does not deserve to be?
  - What characteristics, or traits, are common among people who are considered heroes (i.e. humility, responsibility)?
  - Which traits are most important in being considered a hero?
  - Which traits which are common to heroes would you most like to possess?
  - What obstacles do people have to overcome in order to be considered a hero?
2. Each group has two minutes to jot down ideas that relate to the question on the chart paper to which they’ve been assigned. Students are to list as many ideas, comments, questions, and examples as they can in the allotted time.

3. When the time is up, students rotate around the room in a clockwise direction until each group has had a chance to respond to each question.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

With the whole class, students share their responses and further discuss the concept of heroism.

Assessment will be based upon evidence of critical thinking and questioning, developing empathy and understanding, group planning and discussion, and drawing conclusions; carousel brainstorming.

**Homework Suggestion:**

Each student is provided with a copy of Jackie Robinson's letter to the President. Students are to write a one-page summary of the letter and explain if they consider this an act of heroism by Jackie Robinson.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson looks at the pivotal role of Jackie Robinson in the history of baseball, and in the civil rights movement. It will provide important background information for a **multimedia talk show** with several historical figures in baseball's history, looking at the sport as a mirror for American culture and society.

**Lesson Title:** Baseball on the Move

**Unit’s Essential Question:** How do new cultural movements reflect, shape, and change American society?

**Focus Questions:** How are changes in geography important to changes in the history of America? How did the baseball landscape in the United States change over time?

**Skills/Strategies**

- analyzing, synthesizing, and applying information
- map making

**Materials, Supplies, and Equipment**

- architect paper rolls (or alternatively, copies of blank maps of continental United States, atlases, and other political maps)
- colored markers
- colored pencils
- large pieces of bulletin board paper or construction paper

**Primary Sources**

- League Records for All-American Girls Professional Baseball, The All-American Girls Professional Baseball League yearly standings and league champions.  
<http://www.aagpbl.org/league/records.cfm>.

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy); shared reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

Teacher shares an anecdote about how baseball teams come up with their nicknames. For example, the Florida Marlins are named after a fish since they are located in a city where many people fish for marlins. Teacher asks the students why the Los Angeles Dodgers might have acquired this particular nickname. He then asks the class where this team is located. The teacher explains how the Dodgers were originally from Brooklyn and explains the origins of their unique nickname.

Teacher instructs students: George Steinbrenner of the New York Yankees wants to rename his team. He is having a contest for the best nickname and explanation. In 100 words or less, give the New York Yankees a new nickname and explain why you chose that nickname. Prepare to share your response with the class.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

1. Class is divided into small groups. At each table, students will be provided with architect rolls (or alternatively, blank maps, atlases, and other political maps) and lists of teams from various leagues.

2. Each group will be producing four distinct maps:

- a map of existing franchises from 1940-45
- a map of existing franchises from 1950-60
- a map of existing franchises at present
- a map with all of the above (the largest blank map or the “master” map).

3. Students are to color code and label their maps appropriately so all the teams from one particular league are of the same color.

4. Teacher models an example of how he finds a team on the map and labels it according to his map key. He then places that same city on the large master map.

5. Students can divide themselves into a number of roles. Some ideas might include: artist, key master, locator, geographer, and master map maker.
6. Students are to complete all 4 maps with the appropriate teams labeled and located in their appropriate colors.
7. Upon completion of maps, students create a mini-display of their work and post them in a select area of the classroom.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Students, using their social studies notebooks, engage in a fishbowl activity. Each small group spends 1-2 minutes studying each display and jots down notes, comments, and questions. Students share responses with the whole class. Teacher also elicits comments with regard to what trends the students noticed in their own and others' work.

Assessment will be based upon evidence of applying, analyzing and synthesizing information, comparing maps and making inferences, interpreting and analyzing different kinds of maps, and creating maps; fishbowl activity.

**Homework Suggestion:**

You are a new owner of a baseball team and your team will start playing in the upcoming season. Choose an available city—a city where no baseball team exists at the present time--and explain why you think it would be a good place for your baseball team. Give your team an appropriate nickname and explain how that fits into that city's social and cultural history.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson looks at the role of geography in American history, within the context of baseball. It will provide important background information for a **multimedia talk show** with several historical figures in the history of baseball, looking at the sport as a mirror for American culture and society.

**Lesson Title:** If You Build It, They Will Come

**Unit's Essential Question:** How do new cultural movements reflect, shape, and change American society?

**Focus Question:** How are voices heard and decisions made in city planning? Where is an ideal place to build a new sports stadium in New York City?

#### Skills/Strategies

- point-of-view analysis
- cooperative group learning
- writing
- oral presentation

#### Materials, Supplies, and Equipment

- index cards with descriptions of each interest group
- evaluation sheets for student participation

#### Primary Sources

- “Journalists Pay Homage to Babe Ruth and the House That He Built.” Source: “New York’s World-Beating New Stadium,” *Literary Digest*, 28 April 1923. <http://historymatters.gmu.edu/d/5088/>
- American Memory, digital image of stadium exterior. [http://memory.loc.gov/cgi-bin/query?I?pan:59:./temp/~ammem\\_5KUT::displayType=1:m8...](http://memory.loc.gov/cgi-bin/query?I?pan:59:./temp/~ammem_5KUT::displayType=1:m8...)
- American Memory, digital image of Polo Grounds, [http://lcweb2.loc.gov/cgi-bin/query?I?bbpix:1:./temp/~ammem\\_pQCa::displayType=1:m8...](http://lcweb2.loc.gov/cgi-bin/query?I?bbpix:1:./temp/~ammem_pQCa::displayType=1:m8...)
- Zoom view of Ebbets Field. [http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)
- Digital image of stadium exterior. [http://lcweb2.loc.gov/cgi-bin/query/I?bbpix:1:./temp/~ammem\\_MYSQ::displayType=1:m...](http://lcweb2.loc.gov/cgi-bin/query/I?bbpix:1:./temp/~ammem_MYSQ::displayType=1:m...)

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

1. Teacher will facilitate a brief discussion of the former controversy in New York City over whether to build a football stadium on the Westside of Manhattan, and the current controversy over building a new basketball stadium in Brooklyn. Teacher will elicit opinions from students.
2. After a brief discussion, the teacher will ask students if they should build the basketball stadium and to support their arguments for or against the stadium in writing. The students share their responses with the whole class.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

1. Teacher presents the following scenario. A group of wealthy men and women are starting a new women’s professional baseball league. New York City has been chosen as one of the sites for the league and needs to build its own stadium in New York City. They want to build their stadium in Manhattan.
2. Teacher divides the class into 5-6 small groups. Each group represents a different interest group and will be developing a 2-3-minute presentation of their opinions on this stadium for the new women’s team.
3. Teacher will also take suggestions from students of any subgroups they might be interested in

representing. Below is a list of possible subgroups:

- National Organization of Women (NOW), who supports the stadium as a sign that female athletes are beginning to have the same opportunities as male athletes in New York City and America
- representatives from some of the teams who would play in the stadium
- representatives of the New York Yankees, who believe that too much baseball in New York City will take away from their own popularity and profits
- Mayor of New York City, who supports the baseball stadium since it will create more jobs for New Yorkers and help pay for other social programs
- private citizens who live in Manhattan, who will be relocated from their homes when the new stadium is built
- New York City Board of Education who believe that the money for the stadium should be put into rebuilding our school system instead of a stadium that will be used for only half the year
- owners of the new women's baseball team who believe a women's professional team will give a huge boost to the city's morale and economy by drawing more women to sporting events and other attractions in New York City.

4. Each group will be given a brief description of the position of their group. Students are to create a 2-3 minute presentation of their views and prepare to speak in front of the New York City Council. The City Council will then vote on whether or not the women's team will be approved. Students should be prepared to answer questions from the Council members at the end of their presentations. Students work together to develop 3-4 good reasons why the stadium should/should not be built in that area. Students develop a written presentation and choose one or two of the students in the group to speak at the hearing.

5. The City Council hearing takes place. Procedures are as follows:

- each group will present their group's position in 2-3 minute segments
- after each group has presented their position, they will be asked to defend it by answering questions from the other groups and Council members at the hearing.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Students self-assess how the presentation worked for themselves and for others in the class. Each student writes two paragraphs explaining what worked for them during the hearing and what could be improved the next time they engage in a similar activity.

Assessment will be based upon evidence of presenting and defending a particular perspective, analytical reasoning, recognizing different viewpoints, and participating in group planning and discussion.

**Homework Suggestion:**

Students are to create a poster with an appropriate slogan supporting their perspective. This poster should both explain their group's position and attempt to persuade both the City Council and the citizens of New York City why they should vote in their favor on the stadium.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson looks at the role of decision-making and point of view in developing a new sports stadium. It will provide important background information for a **multimedia talk show** with several historical figures within the history of baseball, looking at the sport as a mirror for American culture and society.

**Lesson Title:** Introduction to “Baseball Tonight” Talk Show

**Unit’s Essential Question:** How do new cultural movements reflect, shape, and change American society?

**Focus Questions:** Why is baseball such an important cultural phenomenon in the history of both the United States and New York City? How has the baseball experience changed over the course of 20<sup>th</sup> Century American history? How do a person’s experiences affect his or her opinions and value judgments?

**Skills/Strategies**

- research and note-taking
- compare and contrast

**Materials, Supplies, and Equipment**

- sample tapes of various talk shows
- DVD/tape player
- video camera
- access to the internet

**Primary Sources**

- All-American Girls Professional Baseball League biographies, Dorothy “Dottie” Schroeder, 2005 AAGPBL Players Association Inc.  
<http://www.aagpbl.org/articles/biographies.cfm?ID=1>.
- Books on history of baseball and biographies of famous baseball players

**Mini-Lesson** *This may include: Direct instruction (content/ skills/research strategy ); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

Teacher asks each student to think about the following question: “If you were an expert, what would it be in?” The teacher models an example if necessary. Students are given two minutes to think about what area of expertise they would like to be involved with.

Students form a full circle and are then divided into two semi-circles. Students are instructed to strike a pose representing their area of expertise, and that they are not to move or talk during their poses. First, one group assumes their poses and the other group attempts to guess what they represent. After allowing for predictions and hypotheses, students reveal their expertise and explain why they chose this area. Repeat the exercise with the other group posing as experts.

**Independent Work Time** *This may include independent work, partner work, small group work, research.*

1. Divide your class into 5-6 groups, depending on class size.
2. Each group will research famous players in the history of baseball, using books and internet sources.
3. Each student will become an “expert” on one historical figure in baseball, who they will represent in the culminating project: a multimedia talk show.

**Share/Assessment** *This may include individual or group share, formal and informal assessment.*

Students discuss the talk show activity with the whole group, sharing who they plan to research and represent in their final group project.

**Homework suggestion:**

Continue with your research. Begin a bibliography of sources used.

**Connection to Culminating Project** *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

This lesson introduces the process of researching historical figures in baseball. It will provide important background information for a **multimedia talk show** with famous figures in baseball history, and look at baseball as a mirror for American culture and society.

## Resources

<p style="text-align: center;">Teacher Background References</p> <p><i>May include books, articles, museums, and websites</i></p>	<p style="text-align: center;">Student Literature</p> <p><i>May include primary documents, poetry, fiction, nonfiction, songs, etc.</i></p>	<p style="text-align: center;">Classroom Materials</p> <p><i>May include maps, globes, dictionaries, writing and art materials</i></p>	<p style="text-align: center;">Web Sites &amp; Technology Supports</p> <p><i>May include websites, software, and videos</i></p>	<p style="text-align: center;">Field Trips and Excursions</p> <p><i>May include permanent exhibits/collections in museums, historic houses, libraries, neighborhood walks, etc.</i></p>
<p>Burrows, Edwin G. and Mike Wallace. <i>Gotham: A History of New York City to 1898</i>. NY: Oxford University Press, 1999.</p> <p>Hakim, Joy. <i>A History of US: War, Peace, and All That Jazz</i>. NY: Oxford University Press, 1993, pp. 18-22, 47-54.</p> <p>Hakim, Joy. <i>A History of US: All the People</i>. NY: Oxford University Press, 1993.</p> <p>Hakim, Joy. <i>A History of US: Sourcebook and Index</i>. NY: Oxford University Press, 1993.</p> <p>Wallace, Leonard. <i>New York: Culture Capital of the</i></p>	<p><b>Fiction</b></p> <p>Harris, Mark. <i>Bang the Drum Slowly</i>. Bison Books, 2003.</p> <p>Kinsella, W.P. <i>Shoeless Joe</i>. Houghton Mifflin Co., 1982.</p> <p>Malamud, Bernard. <i>The Natural</i>. Farrar, Straus &amp; Giroux, 2003.</p> <p>Soto, Gary. <i>Baseball in April and Other Stories</i>. Harcourt, 2000.</p> <p>Stolz, Mary. <i>Coco Grimes</i>. Harper Trophy, 1996.</p> <p><b>Historical Fiction</b></p> <p>Chabon, Michael. <i>Summerland</i>. NY: Hyperion, 2002.</p> <p>Gutman, Dan. <i>Mama Played</i></p>	<p><b>Maps and Atlases</b></p> <p>Homberger, Eric. <i>The Historical Atlas of New York City: A Visual Celebration of Nearly 400 Years of New City's History</i>. Owl Books: 2005. p. 154-55.</p> <p><b>Objects</b></p> <p>Baseballs, bats, gloves, baseball cards, and other memorabilia.</p> <p>Leroy Neimann portraits.</p> <p><b>Timelines</b></p> <p>Homberger, p. 168-177.</p> <p>Playne, David and Gillian Playne. <i>The Timeline History of New York City</i>. Palgrave Macmillan: 2003. Introduction by Eric Homberger. Chronology of</p>	<p><b>Films</b></p> <p>“The History of Baseball,” Ken Burns PBS Special.</p> <p>“A League of Their Own.”</p> <p>“Bang the Drum Slowly.”</p> <p>“Field of Dreams.”</p> <p>“Eight Men Out.”</p> <p><b>Online Resources</b></p> <p><b>The All-American Girls Professional Baseball League.</b> <a href="http://aagpbl.org">http://aagpbl.org</a></p> <p>This site offers historical information of the league from 1943-1945.</p> <p><b>Barnstorming &amp; the Negro Leagues: 1900s-1930s.</b></p> <p><a href="http://memory.loc.gov/anmem/jrhtml/jr1900s.html">http://memory.loc.gov/anmem/jrhtml/jr1900s.html</a> This is a comprehensive website of the early Negro Leagues.</p>	<p>Brooklyn Historical Society, Brooklyn Dodgers exhibition, Brooklyn, New York</p> <p>Ebbets Field Apartments, Brooklyn, New York</p> <p>National Sports Museum, New York, New York (scheduled opening, November, 2006)</p> <p>Yankee Stadium, Bronx, New York</p> <p>Yogi Berra Museum, Montclair, New Jersey</p>

<p><i>World (1940-1965).</i></p>	<p><b>Baseball.</b> Harcourt, 2003.</p> <p>Matas, Carol. <i>Rosie in Chicago: Play Ball.</i> NY: Aladdin Paperbacks, 2003.</p> <p><b><u>Non-Fiction</u></b> Golenbock, Peter, and Paul Bacon. <i>Teammates.</i> Harcourt, 1990.</p> <p>Herzog, Brad. <i>The 20 Greatest Athletes of the 20<sup>th</sup> Century.</i> Rosen Publishing Group, 2002, p. 94-99.</p> <p>Kelley, James E. Kelley. <i>Eyewitness: Baseball.</i> DK Children, 2000.</p> <p>Myers, Walter Dean. <i>The Journal of Biddy Owens: The Negro Leagues (My Name is America).</i> NY: Scholastic, 2001.</p> <p>Sturm, James. <i>Satchel Paige.</i> NY: Hyperion Books for Children, fall 2006. Published biography in comic book form for young readers.</p> <p><b><u>Poetry</u></b> “A Nation’s Constant,” Michael. “Casey at the Bat,” Aaron Shepard.</p>	<p>cases involving civil rights and gender rights.</p>	<p><b>Baseball Almanac: Baseball Poetry and Songs Menu.</b> <a href="http://www.baseball-almanac.com/poems.shtml">http://www.baseball-almanac.com/poems.shtml</a> This site offers a collection of baseball poetry and songs to use as educational materials in your classroom.</p> <p><b>The Baseball Library.</b> <a href="http://www.baseballlibrary.com">http://www.baseballlibrary.com</a> This site offers a rich collection of organized baseball history information online.</p> <p><b>Brooklyn Historical Society Exhibit.</b> <a href="http://www.brooklynhistory.org/exhibitions.html">http://www.brooklynhistory.org/exhibitions.html</a> To commemorate the fiftieth anniversary of the 1955 World Series of the Brooklyn Dodgers, this interactive exhibit demonstrates how the history of baseball connects to the social history of Brooklyn.</p> <p><b>Cybersleuth Kids.</b> <a href="http://cybersleuthkids.com/sleuth/sports/baseball/history/">http://cybersleuthkids.com/sleuth/sports/baseball/history/</a> This is an internet search site for the K-12 student that allows students to further their educational</p>	
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	<p>“Poem on Lou Gehrig’s Award,” Unknown.  “For Junior Gilliam,” B.H. Fairchild.  “Along Came Ruth,” Ford Frick.  “Leave Us Go Root For the Dodgers,” Dan Parker.  “The Fall of Ebbets,” Ridzky A. Riyadi.  “Beisbol’s Arrival,” Michael J Bielawa.</p> <p><b><u>Primary Documents</u></b>  The United States Constitution.  The Civil Rights Act of 1964.  The Voting Rights Act of 1965.  Threatening letter to Jackie Robinson, Hakim, <i>All the People</i>, p. 21.  Letter of Melba Patillo from <u>Warriors Don’t Cry</u>, Hakim, <i>All the People</i>, p. 86.  John Marshall Harlan, dissenting opinion in <i>Plessy v. Ferguson (1896)</i>, Hakim, <i>Sourcebook and Index</i>, pp. 192-196.</p> <p><b><u>Songs</u></b>  “Take Me Out to the Ballgame,” Jack Norworth.  “Talkin’ Baseball,” Terry Cashman.  “Did You See Jackie</p>		<p>research in areas of particular interest to them.</p> <p><b>Major League Baseball.</b>  <a href="http://www.mlb.com">http://www.mlb.com</a>  This is a comprehensive site for all information regarding Major League Baseball, both past and present.</p> <p><b>The National Baseball Hall of Fame.</b>  <a href="http://www.baseballhalloffame.org/education">http://www.baseballhalloffame.org/education</a>  This site is an attempt at “preserving history, honoring excellence, connecting generations” to baseball in the United States.</p> <p><b>Negro League Baseball Players Association.</b>  <a href="http://www.nlbpa.com">http://www.nlbpa.com</a>  As explained in its mission statement, this site exists to “honor and celebrate the significant contribution of Negro Leagues players to baseball and American history, to collect and preserve that history, (and) to educate others so that Negro League players may be a source of pride and inspiration for generations to come...”</p>	
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	<p>Robinson Hit That Ball?" Woodrow Buddy Johnson. "Subway," Jim Nuzzo.</p> <p><b><u>Speeches</u></b> "The Spirit of Liberty: I am an American," Learned Hand, Hakim, <i>Sourcebook and Index</i>, p. 235-237. "I Have a Dream: Address at the March on Washington" (1963), Hakim, <i>Sourcebook and Index</i>, p. 252-256. "Why We Can't Wait: Letter from Birmingham City Jail," Hakim, <i>Sourcebook and Index</i>, p 257. Lou Gehrig's Farewell Speech, Yankee Stadium, 1939.</p>		<p><b>The New York Times</b> photo archives of baseball. <a href="http://www.nytimes.com/nystore">http://www.nytimes.com/nystore</a> This site offers classic images of great baseball moments.</p> <p><b>Women's Baseball League Inc.</b> <a href="http://baseballglory.com/mswbindex.htm">http://baseballglory.com/mswbindex.htm</a>. This site offers significant background on the early women's professional baseball leagues in the United States.</p>	
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# Appendix

Early image of baseball in England, “The little k Play.”

<http://www.loc.gov/exhibits/british/images/211.jpg>

“Science of Baseball: The Girls of Summer,” storyline by Ellen Klages.

[http://exploratorium.edu/baseball/girls\\_3.html](http://exploratorium.edu/baseball/girls_3.html).

“Science of Baseball: Sophie Kurys.”

<http://exploratorium.edu/baseball/kurys.html>

Women’s professional baseball player interview: 10 questions and answers,

<http://members.aol.com/LegendLady/private/10quests.htm>.

“‘Belles of the Ball Game’: Women’s Professional Baseball League Thrives in the 1940’s.”

Source: Bill Fay, “Belles of the Ball Game,” Collier’s 13 August 1949, 44; “Letters,” 24 September 1949, 6; 1 October 1949, 6.

<http://historymatters.gmu.edu/d/6251>

The Library of Congress, Collection Connections: By Popular Demand: Jackie Robinson and Other Baseball Highlights, 1860’s-1960’s.

<http://memory.loc.gov/ammem/ndlpedu/collections/jr/thinking.html>

The Library of Congress, The Learning Page: By Popular Demand: Jackie Robinson and Other Baseball Highlights, 1860’s-1960’s.

<http://memory.loc.gov/ammem/ndlpedu/collections/jr/langarts.html>

Baseball and Jackie Robinson—Baseball, the Color Line, and Jackie Robinson, cover photo of Kansas City Monarchs game program.

<http://memory.loc.gov/ammem/collections/robinson/jrprgm000.html>

Baseball and Jackie Robinson—Baseball, the Color Line, and Jackie Robinson, article on “Feminine Stars”

<http://memory.loc.gov/ammem/collections/robinson/jrprgm004.html>

Baseball and Jackie Robinson—Baseball, the Color Line, and Jackie Robinson, Kansas City Monarchs team photo.

<http://memory.loc.gov/ammem/collections/robinson/jrprgm011.html>

“Baseball: A Film by Ken Burns: 1<sup>st</sup> Inning-4<sup>th</sup> Inning” poster. All baseball photos courtesy of National Baseball Library & Archive and all historical photos courtesy AP/Wide World Photos, except as noted.

“Baseball: A Film by Ken Burns: 5<sup>th</sup> Inning-9<sup>th</sup> Inning” poster. All baseball photos courtesy of National Baseball Library & Archive and all historical photos courtesy AP/Wide World Photos, except as noted.

“Baseball: A Film by Ken Burns,” timeline.

<http://www.pbs.org/kenburns/baseball/timeline/>

Jackie Robinson lesson plan, “Jackie Robinson Mini-Unit,” Michelle Keisel.

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-famous/Robinson>

“Baseball, Italian Style, With Espresso, Pasta, and Pizza-Box Gloves,” David Bidini, The New York Times, Sunday, May 8, 2005.

“Root, Root, Root: The Great Baseball Song,” David Hinckley, The Daily News, Wednesday, May 4, 2005.