

Waynesburg University TPS Unit Outline



Title of Learning Unit:

Baseball across a Divided Society

Subjects:

History, Anthropology, Society, Geography, Creative Writing, Language Arts

Grade Level/Range:

2nd grade

Overarching Goal or Concept for the Learning Unit:

Students will become aware of a variety of societal issues that they could be faced with on a daily basis.

Overview:

The main goal of the unit lesson plan is to engage students in thinking about the different issues that are present within the concept of baseball. In lesson one; the students will complete a KWL chart that is intended to measure the student's knowledge expansion on the topic of baseball. Through this lesson they will also be involved in comparing and contrasting a primary source photo in detail through careful examination. In lesson two, the students will be involved in examining the importance of lyrics in a baseball related song as well as examining another type of primary source. The students will also be writing friendly letters from different perspectives shown in the primary source photo. In lesson three, the students will be engaged in looking at a story from a different way using a book backdrop with several primary source documents. They will also be creating their own fictional front page of a newspaper given a specific time period. In lesson four, the students will be investigating the concept of Little Leagues. They will be learning about the different countries that have participated in the World Series and get an opportunity to explore the rules and regulations for the game. In lesson five, the students will be able to demonstrate all the knowledge that they have acquired throughout the unit by creating a keep book about baseball. They will also get an opportunity to be involved in a center activity using trivia questions.

Written By: April Slampak, Chelsea Ritz, Karyn Chojnicki, and Stephanie Ball

Waynesburg University TPS Unit Outline

Date:

December 2012

Pre-instructional Assessment/Introduction:

The learning unit will be introduced to the students by sharing a few fun facts about baseball to grab the students' attention. Prior knowledge will be assessed in the first lesson by the students filling in the L column of the KWL chart. In the second lesson, the students prior knowledge will be assessed by being able to recall various pieces of information covered in lesson one. Prior knowledge will be assessed in lesson three by the students' ability to recall important information from the story that was read prior to the lesson. In lesson four, the students' prior knowledge will be assessed by recalling specific information presented in the prior lessons. In the conclusion lesson, the students' prior knowledge will be assessed through the means of a learning center that uses trivia cards containing various cards that require students to recall pieces of information that they learned throughout the unit.

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Title of Lesson/Activity #1: History of Baseball

Created By: Chelsee Ritz

Overview of Lesson:

Within this lesson, students will learn about the history of baseball. By looking at a primary source, the students will have the opportunity to recreate the photo comparing baseball from then and now. Students will also complete a KWL chart to develop questions and tell what they already know.

PA Standards:

8.4.2. B. Explain the significance of historical documents on world history.
CC.1.4.3. M: Write narratives to develop real or imagined experiences or events.

Investigative Question for this activity:

What do you already know or what do you want to know about the history of baseball?

Objective(s):

1. Given the primary source of "Union Prisoners at Salisbury, N.C." the students will recreate the photo comparing the picture from then to now with no more than 3 prompts from the teacher.
2. Given basic observation information about the primary source of "Union Prisoners at Salisbury, N.C." the student will answer literal and inferential questions about the picture with no more than 3 prompts from the teacher.

Materials:

Teacher:

- Poster paper (for each student)
- KWL chart on large paper
- KWL chart worksheet (for each student)
- Book- *Thank You, Jackie Robinson*
By Barbara Cohen

Student:

- Pencil
- Crayons
- Markers

Print Sources:

"Union Prisoners at Salisbury, N.C."

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| Student Activities | Teacher Activities |
|--|---|
| <p>1. Share some fun facts about baseball.</p> <ul style="list-style-type: none">◦ Warm weather◦ Diamond shaped field◦ Helmets, bats, and balls◦ No time limits◦ 9 players on the field at a time◦ 9 innings◦ 222 stitches on a baseball◦ National Anthem | <p>1. Do you know anything about baseball?</p> <p>1. Have you ever been to a baseball game before?</p> <p>1. Has anyone ever played on a baseball team? Or any kind of team? What was it like?</p> <p>1. What year was the 1st World Series?</p> <ul style="list-style-type: none">a. 1911b. 1903c. 1885 <p>2. How many stitches are on a Major League Baseball?</p> <p>108</p> <p>3. How many feet away are the bases from each other in the Major Leagues?</p> <ul style="list-style-type: none">a. 90b. 60c. 30 <p>4. How many total bases are on a baseball field?</p> <ul style="list-style-type: none">a. 4b. 3c. 5 <p>The bases are first, second, third, and home plate.</p> <p>5. How far away is the pitcher's mound from home plate in the Major Leagues?</p> <ul style="list-style-type: none">a. 50b. 60c. 45d. 60 ft,6in <p>In Major League baseball the pitcher's mound is 60 feet 6 inches away from home plate. In Little League the mound is 45 feet away from home plate.</p> <p>6. When a player is safe at home plate, what did he just score?</p> <p>a. run</p> |

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| | <p>b. a touchdown c. a field goal d. a goal</p> <p>A run is scored when a player reaches home plate safely.</p> <p>7. Which one of the following choices is NOT a way to get a batter out? a. walk out b. strike out c. ground out d. fly out</p> <p>When a player walks, he/she is safe and they get first base.</p> <p>8. A player can foul out by hitting the ball in the air if a fielder catches it. a. true b. false</p> <p>When a player hits the ball in the air in foul territory, and someone on the other team catches the ball, he/she is out. This is a fly out.</p> |
| <p>2. Introduce them to the picture of "Union Prisoners as Salisbury, N.C." **Hand out KWL chart to the students**</p> <ul style="list-style-type: none"> ◦ Students will complete the K and W columns in the KWL chart. | <p>2. What would you like to know about baseball and the players in the picture?</p> |
| <p>3. Before discussing the picture, have the students think critically about what they see in the picture.</p> | <p>3. Let's take a look at the picture titled "Union Prisoners as Salisbury, N.C." 3. What are some of the different things you notice in the picture?</p> |
| <p>4. After discussing the picture, I will ask more questions to compare recent baseball to back when this picture was taken.</p> | <p>4. What is your first thought when looking at this picture?</p> <p>4. How do you think the people in the picture felt during this time?</p> <p>4. How does the color of the picture help you understand what is going on?</p> |
| <p>5. Tell the students that they will recreate the picture by drawing a picture of what baseball would look like today, so we can compare between baseball then and now.</p> | <p>5. Where do you think they are playing the game?</p> |

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| 6. After the students complete their drawings, they will show their pictures to their classmates. | 6. What formation do you see the kids playing baseball in? Does it look like they have a formation? |
| 7. The students will discuss their thoughts about the pictures when looking and drawing the picture. | 7. Are they playing in a field or on dirt? |
| 8. The students will volunteer to show their drawings and reenact the picture of "Union Prisoners as Salisbury, N.C.". | 8. What is in the background of the picture? |
| 9. Students can then hang their baseball drawings around the room to be displayed as we continue to talk about baseball. | 9. What do you think the boys in the picture were thinking at the time it was taken? 9. What do we know about baseball today that has changed since the photo was taken? |
| 10. Students will complete the L column of the KWL chart and the charts will be displayed with their drawings around the room. | 10. Overall, what was your favorite fact about baseball? |
| 11. Read the story to the students. | 11. What do you think this story will be about? 11. How would you feel if you were Jackie Robinson? 11. How does the time period affect the story? 11. What do you think will happen next? |

Closure:

To wrap up the lesson, we will sing the song "Take Me Out to the Ball Game" and the students can visit the center in the classroom to read books and see baseball items (balls, bats, gloves, shoes, helmets, etc.)

Modifications/Accommodation Techniques for Students with Special Needs:

A modification that I would use is to allow more time to the students in order for them to complete their drawing.

Another modification is to allow the students to copy from the teacher made KWL chart and then come up with additional ideas of their own.

Formal Assessment: Rubric

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Making A Poster: Baseball Comparison: Then and Now


Teacher Name: **Ms. Ritz**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|-----------------------------|--|---|---|--|
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| Graphics - Relevance | The drawing is related to the topic and easy to understand. | The drawing is related to the topic and mostly easy to understand. | The drawing is partially related to the topic. Some understanding. | The drawing is not related to the topic. No understanding. |
| Knowledge Gained | Student can accurately answer all questions related to facts used to create the poster. | Student can accurately answer most questions related to facts used to create the poster. | Student can accurately answer about 75% of questions related to facts in the poster. | Student appears to have insufficient knowledge about the facts used in the poster. |
| Attractiveness | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |

Informal Assessment:

The formative assessment will be completed by student participation, ability to follow directions and to stay on task throughout the lesson. I will monitor this through observations with a clipboard.

| Thumbnail Image | Document Title, Author/Creator, Date | Library of Congress URL |
|---|--|---|
| Lesson #1: History of Baseball | | |
|  | Union prisoners at Salisbury, N.C. Creator(s): Sarony, Major & Knapp Lith. Created/Published: New York: Published by Goupil c1863. | http://www.loc.gov/pictures/item/94508290/ |

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Title of Lesson/Activity #2: Women's Rights and Equality in Baseball

Created By: Karyn Chojnicki

Overview of Lesson:

Within this lesson, students will learn about the rights of women in baseball. By looking at a primary source, the students will have the opportunity to recreate the photo comparing baseball from then and now. Students will write a friendly letter picturing themselves in a role of a person shown in the primary source. The students will be engage in learning about the historical message behind the famous song *Take Me out to the Ball-Game* and creating their own baseball card.

PA Standards:

PA Standard:

8: History

8.4: World History

8.4.2: Grade 2

8.4.2.B: Explain the significance of historical documents on world history.

Common Core:

CC.1.4: Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.2: Grade 2

CC.1.4.2.A: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Investigative Question for this activity:

What do you think women's rights were in baseball?

Objective(s):

1. Given a primary source picture of the "Female 'Giants'", the students will recreate the photo for comparison purposes with no more than two prompts from the teacher.
2. Given basic observational information about the picture, the students will write a friendly letter about a point of view of one person in the picture given twenty minutes to complete.
3. Given the song, *Take Me out to the Ball-Game*, the students will answer literal and inferential questions regarding the significance of the song at least twice.

Materials:

Teacher:

- Recording of *Take Me out to the Ball-Game* song
- Lyrics to the song (one for each student)
- Primary source picture, "Baseball-New York Female 'Giants' " Photo <http://www.loc.gov/pictures/item/2008677276/>
- Different crafts for the students baseball card
- Lined paper for student writing
- Book- *Thank You, Jackie Robinson*
By Barbara Cohen

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Student:

- Pencil
- Crayons
- Markers

Print Sources:

“Baseball-New York Female ‘Giants’”

| Student Learning Activity Sequence | Key Instructional Questions |
|---|--|
| <ol style="list-style-type: none"> 1. Review the information that the students learned about baseball. 2. Show the students the photo of the “Female ‘Giants’”. 3. Introduce them to the role of women in baseball. 4. Discuss women’s rights and equality during this time period. 5. Recreate the historical photo of the “Female ‘Giants’”. 6. Have students brainstorm and write a friendly letter from the point of view of one person in the photo. 7. Discuss the historical significance of <i>Take Me out to the Ball-Game</i> song. 8. Conduct a sing along to the song. 9. Read some more of the story. <p>Teacher Notes: Time Period: During 1913</p> <ul style="list-style-type: none"> - Post office started delivering packages. - Year of the great Dayton flood. - Death Valley reached 134° (highest on record). - 1st crossword puzzle was printed in the NY World. <p>Women in baseball:</p> <ul style="list-style-type: none"> - Ladies League Baseball | <ol style="list-style-type: none"> 1. Do you remember how we talked about baseball yesterday? 2. What do you notice about this picture? 3. What role do you think women played in baseball before this photo? 3. What role do you think women played during this photo? 3. What role do you think women played in baseball after this photo? 4. What were women’s rights like prior to this picture? 4. What were women’s rights like during this picture? 4. What were women’s rights like after this picture? 5. Why do you think this photo is important? 5. What might have been going on in the world at the time this photo was taken? 6. Do you remember the parts of a friendly letter? 6. How do you think the person you chose felt? 6. What do you think they told their family/friends? 7. Why is this song important? 7. What do the lyrics mean? 9. Why was Jackie Robinson important? 9. What did he do? 9. What do you think will happen next? 9. How would you feel if this happened to you? |

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| <ul style="list-style-type: none">- American Women's Baseball Association- Bernice Gera (1st woman to sign a professional umpire contract) <p>Song:</p> <ul style="list-style-type: none">- A song about a girl who wants her boyfriend/significant other to take her to a baseball game.- Became an anthem for baseball games.- Mr. Jack Norworth was the songwriter and he received a lifetime pass that was good at any ballpark. | |
|--|--|

Closure:

We will review the information presented on baseball by asking different literal and inferential questions. The students will also get a chance to create their own baseball cards and share what was their favorite part of the lesson and why.

Modifications/Accommodation Techniques for Students with Special Needs:

For a student with special needs, I would offer assistance in organizing his/her ideas in order to write a friendly letter.

Another modification would be to give the student a "buddy" who would help them with the task.

Formal Assessment: Rubric

Informal Assessment:

The formative assessment will be on the students' ability to answer the questions posed throughout the lesson, participation during the singing of *Take Me out to the Ball-Game*, and the students' cooperation during the recreation of the historical photo.


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Letter-Writing : Friendly Letter

Teacher Name: **Ms. Chojnicki**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------------|---|--|--|---|
| Capitalization and Punctuation | Writer makes no errors in capitalization and punctuation. | Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 3-4 errors in capitalization and punctuation. | Writer makes more than 4 errors in capitalization and punctuation. |
| Ideas | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| Sentences & Paragraphs | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| Neatness | Letter easy to read with no distracting error corrections. It was done with pride. | Letter is easy to read with no distracting error corrections. It was done with care. | Letter may have 1-2 distracting error corrections. It was done with some care. | Letter may have several distracting error corrections. It looks like it was done in a hurry. |

| Thumbnail Image | Document Title, Author/Creator, Date | Library of Congress URL |
|---|--|---|
| Lesson #2: Women's Rights and Equality in Baseball | | |
|  | New York female "Giants"- Miss McCullum catcher and Miss Ryan at bat Creator(s): Underwood & Underwood Created/Published: c1913 July 11. | http://www.loc.gov/pictures/item/2008677276/ |

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #3: Racism Differences in Baseball

Created By: Stephanie Ball

Overview of Lesson:

In this lesson the students will build off of the book they have been listening to *Thank You, Jackie Robinson* by viewing a book backdrop that has been created describing three different primary sources. The students will be split into five groups (each group is then assigned a different time period) and then the group will create a front page for a fictional newspaper that actively tells about baseball and the racial issues at hand during that time period.

PA Standards:

PA Academic Standards:

8.4.2.B: Explain the significance of historical documents on world history.

5.1.7.F: Describe how the media uses political symbols to influence public opinion.

Common Core:

CC.1.4: Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Investigative Question for this activity:

What does this book backdrop tell you about baseball in early America?

Objective:

Given a book backdrop with primary sources, the students will create a front page for a fictional newspaper telling about a specific time period, racism, and baseball given no more than 45 minutes to complete.

Materials:

Teacher:

- Lined paper (about two pages per student)
- Book backdrop
- American Treasure Box (so students can choose a primary resource to use)
- Book- *Thank You, Jackie Robinson* by Barbara Cohen

Student:

- Pencil
- Computer (if available)

Print Sources:

1. "Newspaper Headlines covered Robinson's Major League debut"
2. "Ebbets Field"
3. "Live Oak Polka"

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| Student Learning Activity Sequence | Key Instructional Questions |
|---|---|
| <ol style="list-style-type: none">1. Review the book <i>Thank You, Jackie Robinson</i>.2. Show the students the book backdrop.3. Explain each picture and how they relate to the book they are reading.4. Discuss racism and how media affects people's opinions.5. Split up students into five groups.6. Explain to students that they will create a fictional front page to a newspaper.7. The teacher will explain that the newspaper page will consist of a catchy title, time period, a chosen primary resource, and a paragraph explanation of how racism was in that period.8. The teacher will tell the children they can use the classroom computers to look up further information about their time period.9. Read more of the story. <p>Teacher Notes:</p> <ul style="list-style-type: none">- Time periods to split children up into these groups:<ul style="list-style-type: none">o 1860-1879,o 1880-1899,o 1900-1919,o 1920-1939, ando 1940-1959. | <ol style="list-style-type: none">1. Do you remember the last part we talked about in the book?2. What do you think these pictures show?3. What does this primary source tell you about baseball in early America?4. How do you think baseball has changed since the 1860's?5. What do the sources tell you about U.S. culture at the time the image was made?6. Why do you think this way about early baseball and U.S. culture?7. How will you layout your newspaper?8. Do you have a catchy title for your newspaper?9. Which primary resource are you going to choose for your newspaper page?10. What do you think will happen next in the book?11. What would you do if you were Jackie Robinson?12. Why is Jackie Robinson important? |

Closure:

To wrap up the lesson, the teacher will have each group present their newspaper to the class, explaining why they chose the primary resource they did and what connection it has with their time period. The teacher will then hang up the newspapers on the wall in order of the time periods. (A time line of newspapers)

Modifications/Accommodation Techniques for Students with Special Needs:

Children who need modifications and accommodations will work in a group with an enriched student as a buddy. The student will also have the job of picking out the primary resource picture and telling the group why they should use this picture. The student will still contribute ideas to the group for the newspaper.

Formal Assessment: Rubric

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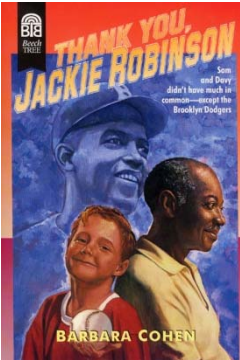



Constructing the front Cover of a Newspaper

Teacher: Ms. Ball

Student Name _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------------|---|---|---|---|
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| Capitalization and Punctuation | Writer makes no errors in capitalization and punctuation. | Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 3-4 errors in capitalization and punctuation. | Writer makes more than 4 errors in capitalization and punctuation. |
| Sentences & Paragraphs | Sentences and paragraphs are complete, well constructed and of varied structure. | All sentences are complete and well constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| Neatness | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| Ideas | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |

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|  | <p>Title: <u>Thank You, Jackie Robinson</u></p> <p>Author: Barbara Cohen</p> <p>Grade Level(s): 3rd</p> <p>Topic/Theme: Baseball Across a Divided Society</p> | <p>Book Type: Baseball-Fiction</p> <p>Setting and Time Period: Winter Hill, New Jersey; Ebbets Field, Brooklyn, NY. 1940's.</p> <p>Subjects: African Americans, Friendships, Baseball, and Athletes.</p> |
| <p style="text-align: center;">Primary Source Thumbnail</p> | <p style="text-align: center;">Caption Publication Information Book Notes</p> | <p style="text-align: center;">URL</p> |
|  | <p>Title: Newspaper Headlines covered Robinson's Major League debut.</p> <p>Creator(s): Pittsburgh Courier (Washington Edition), 1972</p> <p>Date Created/Published: 1972</p> <p>Book Notes: The teacher would discuss how people might have felt seeing an African American baseball player making the front page of the newspaper. How is this an important article of history?</p> | <p>http://www.loc.gov/pictures/item/97521180/</p> |
|  | <p>Title: Ebbets Field</p> <p>Creator(s): Bain News Service, Publisher</p> <p>Date Created/Published: 1922</p> <p>Book Notes: The students can guess from which time period this photo came from and what exactly is going on in the picture.</p> | <p>http://www.loc.gov/item/ggb2006006864/</p> |
|  | <p>Title: Live Oak Polka</p> <p>Creator(s): Kalbfleisch, J. H.</p> <p>Date Created/Published: Jos. P. Shaw, 1860.</p> <p>Book Notes: Teacher will talk about the Star Spangled Banner and why we sing it before most sporting events. Children will have the opportunity to verbally compare this picture to what they perceive baseball games as today.</p> | <p>http://lweb2.loc.gov/diglib/ahas/loc.natlib.ahas.200033411/default.html</p> |

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Informal Assessment:

The students will be assessed on their participation and willingness to share with the other students.

Bibliographic Organizer of Library of Congress Sources

| Thumbnail Image | Document Title, Author/Creator, Date | Library of Congress URL |
|---|--|--|
| Lesson #3: Racism Differences in Baseball | | |
|  | <p>Title: Newspaper Headlines covered Robinson's Major League debut.</p> <p>Creator(s): Pittsburgh Courier (Washington Edition), 1972</p> <p>Date Created/Published: 1972</p> | <p>http://www.loc.gov/pictures/item/97521180/</p> |
|  | <p>Title: Ebbets Field</p> <p>Creator(s): <u>Bain News Service</u>, Publisher</p> <p>Date Created/Published: 1922</p> | <p>http://www.loc.gov/item/ggb2006006864/</p> |
|  | <p>Title: Live Oak Polka</p> <p>Creator(s): Kalbfleisch, J. H.</p> <p>Date Created/Published: Jos. P. Shaw, 1860.</p> | <p>http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.200033411/default.html</p> |

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #4: The Little League Baseball World Series

Created By: April Slampak

Overview of Lesson:

During this lesson students will be given the opportunity to look at a primary source and make a prediction about what the day's lesson will be focused on. Students will learn about the Little League World Series. They will learn how it began, and how it has expanded to the international attraction that it is today. They will make connections between previous lessons about race and the allowance of girls in little league. Students will create an informational brochure highlighting the benefits of joining a little league team. They will also have the opportunity to write letters to either this year's winning or runner up team from the Little League World Series, and design their own pennant.

PA Standards:

8.3.2.A: Identify groups and organizations and their contributions to the United States.

Common Core:

CC.1.4.3.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Investigative Question for this activity:

What is one thing you notice that is different about this picture from other primary source pictures we have seen? What do you think our topic is going to focus on today based on your observations of the picture?

Objective(s):

1. Given a primary source, the student will note at least one difference from previous primary source pictures and make one prediction.
2. Given information about the Little League World Series, the student will create a brochure advertising at least three benefits of joining little league.
3. Given twenty minutes time, general and up to date information about the Little League World Series, the student will write a letter to either a member of the current winning team, or runner up team.

Materials:

Teacher:

Lined Writing Paper

Blank Paper

Large Map

Push Pins

Thank You, Jackie Robinson By: Barbara Cohen

Student: Pencil

Crayons

Markers

Print Sources: "Members of the Mt. View Little League Team"

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| Student Learning Process | Key Instructional Questions |
|---|---|
| <p>1. Share some facts about Little League and the Little League Baseball World Series</p> <ul style="list-style-type: none"> • Began in 1947 • Held in South Williamsport PA every year (Only about 4 hours away from here!) • Children Age 11 and 12 only • Originally called the National Little League Tournament | <p>1. Do you know anyone who plays on a little league team? Before sharing facts: Do you know anything about little league? How about the Little League World Series?</p> |
| <p>2. Discuss difference between names. National Little League Tournament/ Little League World Series After questioning, explain that in the early years, only teams from the United States played.</p> | <p>2. What do you think the difference is between the two names? Why do you think they changed it and what does it mean? How is this like our previous lesson we learned about Jackie Robinson?</p> |
| <p>3. When this first started girls were not allowed to play. It wasn't until 1974 that girls were allowed to play in little league and not until 1984 that a girl played in the Little League World Series.</p> | <p>3. Before introducing new information: "Do you think girls play in the Little League World Series?"</p> |
| <p>4. Utilize the map. Tell students the other countries that play in the world series and have them find it on the map and pin it.</p> <p style="padding-left: 40px;">Asia-Pacific and Middle East Australia Canada Caribbean Europe and Africa Japan Latin America Mexico</p> | <p>4. How do you think children from other places feel if they make it into the little league world series? How do you think they feel about going so far from home to play?</p> |
| <p>5. Little League has strict rules and stresses a great emphasis on sportsmanship.</p> <ul style="list-style-type: none"> • Teams shake hands or high five at the end. • Support your team by not only cheering for runs, but also for outs. Don't make your teammates feel bad. • Teaches Responsibility | <p>5. What do you think sportsmanship means? What is team spirit? How can you show support for your team?</p> |
| <p>6. Give students paper. Explain that they will be creating a brochure to let people know the good things about Little League to persuade them to join a team.</p> | <p>6. What are some things that would make YOU want to join a little league team? What things might you learn from being a part of a team?</p> |
| <p>7. The students will share their brochures with each other?</p> | <p>7. What made you decide to choose this information for your brochure?</p> |

Waynesburg University TPS Unit Outline

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|---|---|
| 8. Discuss how many teams get to play in the Little League World series. Tell them what team won this year and what team was runner up. | 8. How do you think these kids feel about playing with other kids from other countries that might not even speak the same language? How do you think they feel about the games being covered on tv by ESPN? |
| 9. Have students write a letter to either a member of the winning team or the team that was runner up. Remind that these should all be friendly letters. | 9. What are some things that you have questions about as far as little league or the LLWS goes? What might it be nice to include in your letter? (Congratulations) |
| 10. Explain that winning teams used to be given a pennant (show picture of a pennant and pass out worksheet with blank pennant on it.) Have students design their own to be hung up in the classroom. | 10. How do you think it felt to receive a pennant? |

Closure:

Have students show their pennant and tell one thing that was their favorite thing that they learned about the Little League World Series

Modifications/Accommodation Techniques for Students with Special Needs:

Allow students to work with a buddy on their brochure. For the letter, the student could instead use a post card that would require a little less writing, but would still encompass the project guidelines.

Formal Assessment: Rubrics

Informal Assessment:

Class Participation and staying on task during discussions and projects.

Waynesburg University TPS Unit Outline

Letter-Writing

Teacher Name: **Ms. Stampak**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------------|--|--|---|---|
| Capitalization and Punctuation | Writer makes no errors in capitalization and punctuation. | Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 3-4 errors in capitalization and punctuation. | Writer makes more than 4 errors in capitalization and punctuation. |
| Ideas | Ideas were expressed in a clear and organized fashion. It stayed on task. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out the meaning. Strayed from the subject matter. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| Sentences & Paragraphs | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| Neatness | Letter easy to read with no distracting error corrections. It was done with pride. | Letter is easy to read with no distracting error corrections. It was done with care. | Letter may have 1-2 distracting error corrections. It was done with some care. | Letter may have several distracting error corrections. It looks like it was done in a hurry. |


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Brochure

Teacher Name: **Ms. Stampak**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------------|---|---|--|---|
| Capitalization and Punctuation | Writer makes no errors in capitalization and punctuation. | Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 3-4 errors in capitalization and punctuation. | Writer makes more than 4 errors in capitalization and punctuation. |
| Ideas | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the brochure was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated information. It was very difficult to figure out what the letter was about. |
| Neatness | Brochure was easy to read with no distracting error corrections. It was done with pride. | Brochure is easy to read with no distracting error corrections. It was done with care. | Brochure may have 1-2 distracting error corrections. It was done with some care. | Brochure may have several distracting error corrections. It looks like it was done in a hurry. |

| Thumbnail Image | Document Title, Author/Creator, Date | Library of Congress URL |
|---|--|---|
| Lesson #4: The Little League Baseball World Series | | |
|  | Title: "Members of the Mt. View Little League Team." Creator: Hufford, Mary Date Created/Published: April 15, 2000 | http://hdl.loc.gov/loc.afc/afccmns.mhc10113 |

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #5: Let's make it a Home Run!

Created By: April Slampak, Chelsea Ritz, Karyn Chojnicki, Stephanie Ball

Overview of Lesson:

Within this lesson, students will demonstrate their knowledge of various sub topics of baseball which was covered in the previous lessons. They will also be able to compare all the primary sources used throughout the lesson for their final project. In this lesson, the students will make Keep book about the information they learned about baseball. The students will also get an opportunity to be involved in a center activity.

PA Standards:

8: History
8.1: Historical Analysis and Skills Development
8.1.2: Grade 2
8.1.2.C: Apply sources of historical information.

1: Reading, Writing, Speaking, and Listening
1.6: Speaking and Listening
1.6.2: Grade 2
1.6.2.A: Listen actively and respond to others in small and large group situations.

Common Core:

CC.1.5: Speaking and Listening
CC. 1.5.2: Grade 2
CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5: Speaking and Listening
CC.1.5.2: Grade 2
CC.1.5.2.G: Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

Investigative Question for this activity:

What did you learn about baseball?

Objective(s):

1. After reviewing information presented about baseball, the students will create a Keep book using at least five facts from the lessons.
2. Given a teacher created center, the students will answer various questions about the topic of baseball with no errors.

Materials:

Teacher:

- Primary source picture, "Baseball-New York Female 'Giants' " Photo <http://www.loc.gov/pictures/item/2008677276/>
- Primary source picture, "Union Prisoners at Salisbury, N.C." Photo <http://www.loc.gov/pictures/item/94508290/>

Waynesburg University TPS Unit Outline

- Primary source picture, “Newspaper Headlines covered Robinson’s Major League debut.” Photo <http://www.loc.gov/pictures/item/97521180/>
- Primary source picture, “Ebbets Field” Photo <http://www.loc.gov/pictures/item/ggb2006006864/>
- Primary source picture, “Live Oak Polka” Photo <http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.200033411/default.html>
- Primary source picture, “Members of the Mt. View Little League Team.” Photo <http://hdl.loc.gov/loc.afc/afccmns.mhc10113>
- File folder {game pieces, question cards, directions, answers, winners paper, and student survey}
- Computer paper for Keep books

Student:

- Pencil
- Crayons
- Markers

Print Sources:

1. “Baseball-New York Female ‘Giants’”
2. “Union Prisoners at Salisbury, N.C.”
3. “Newspaper Headlines covered Robinson’s Major League debut”
4. “Ebbets Field”
5. “Live Oak Polka”
6. “Members of the Mt. View Little League Team”

| Student Learning Activity Sequence | Key Instructional Questions |
|--|--|
| <ol style="list-style-type: none"> 1. Review the various pieces of information presented about baseball by going over the primary sources used throughout the unit. 2. Model for the students how to create a Keep book and what to include in their book. 3. Go over rubric for their Keep books. 4. Have students create their own Keep books. 5. When they finished with their books, they would have the opportunity to share with the class. 6. Have students split up into small groups (no more than two students per group) with this as one of their centers. 7. Students will play the baseball file folder until it is time to switch. | <ol style="list-style-type: none"> 1. Can anyone tell me what we talked about yesterday? <ol style="list-style-type: none"> 1. What about what we talked about from the beginning of the week? 3. What is important to include in your book? <ol style="list-style-type: none"> 3. What did I do first? Next? Last? 4. Did you follow the guidelines? 5. Would anyone like to share with the class? 7. How many strikes do you get in baseball? (single) 7. What was going on during the time period when photo A was taken? (triple) 7. Who was the first female baseball player? (home run) |

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|--|---|
| <p>8. When they are done, they will write down on a piece of paper provided.</p> <p>9. The students will be required to complete a student survey when done.</p> <p>Teacher Notes:</p> <p>Women in baseball:</p> <ul style="list-style-type: none">- Ladies League Baseball- American Women's Baseball Association- Bernice Gera (1st woman to sign a professional umpire contract)- First organized women's baseball team in the U.S. started at Vassar College <p>Baseball Facts:</p> <ul style="list-style-type: none">- Four bases in baseball- Three strikes and it's called an out- Three outs and the inning is over <p>Children in baseball:</p> <ul style="list-style-type: none">- Mostly boys were only allowed to play <p>Diversity in the world today:</p> <ul style="list-style-type: none">- Election- Important issues | <p>7. How would you feel if you were in photo B? Use more than one word. (double)</p> <p>7. What was the role of children in baseball? (double)</p> <p>7. How many bases are there in baseball? (single)</p> <p>7. What was the name of the first women's team? (triple)</p> <p>7. Give an example of a diversity issue that is going on in the world today? (home run)</p> |
|--|---|

Closure:

After every group has played the game and determined a winner, I would set aside time during recess for the winners to play against each other.

Modifications/Accommodation Techniques for Students with Special Needs:

For a student with special needs, I would pair them with a buddy who will be patient with them.

For my student with special needs, I would put less difficult questions in the stack and more questions that would be on the student's level.

Formal Assessment: Rubric

Informal Assessment:

The formative assessment will be on the students' completion of the student survey, informal teacher notes, and the successful completion of the game.

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Keep Book

Teacher Name: **Ms. Chojnicki**


Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------|--|---|---|---|
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| Graphics - Clarity | Graphics are all in focus and the content easily viewed. | Most graphics are in focus and the content easily viewed. | Most graphics are in focus and the content is easily viewed. | Many graphics are not clear or are too small. |
| Required Elements | The book includes all required elements as well as additional information. | All book elements are included on the poster. | All but 1 of the required elements are included in the book. | Several required elements were missing. |
| Title | Title can be read and is quite creative. | Title can be read and describes content well. | Title can be read and describes the content well. | The title is too small and/or does not describe the content of the book well. |

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| Thumbnail Image | Document Title, Author/Creator, Date | Library of Congress URL |
|---|---|--|
| Lesson #5: Let's make it a Home Run! | | |
|  | <p>Union prisoners at Salisbury, N.C.</p> <p>Creator(s): Sarony, Major & Knapp Lith.</p> <p>Created/Published: New York: Published by Goupil c1863.</p> | <p>http://www.loc.gov/pictures/item/94508290/</p> |
|  | <p>New York female "Giants"- Miss McCullum catcher and Miss Ryan at bat</p> <p>Creator(s): Underwood & Underwood</p> <p>Created/Published: c1913 July 11.</p> | <p>http://www.loc.gov/pictures/item/2008677276/</p> |
|  | <p>Title: Newspaper Headlines covered Robinson's Major League debut.</p> <p>Creator(s): Pittsburgh Courier (Washington Edition), 1972</p> <p>Date Created/Published: 1972</p> | <p>http://www.loc.gov/pictures/item/97521180/</p> |
|  | <p>Title: Ebbets Field</p> <p>Creator(s): <u>Bain News Service</u>, Publisher</p> <p>Date Created/Published: 1922</p> | <p>http://www.loc.gov/pictures/item/ggb2006006864/</p> |
|  | <p>Title: Live Oak Polka</p> <p>Creator(s): Kalbfleisch, J. H.</p> <p>Date Created/Published: Jos. P. Shaw, 1860.</p> | <p>http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.200033411/default.html</p> |

Waynesburg University TPS Unit Outline

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|---|---|--|
|  | <p>Title: "Members of the Mt. View Little League Team." Creator: Hufford, Mary Date Created/Published: April 15, 2000</p> | <p>http://hdl.loc.gov/loc.afc/afccmns.mhc10113</p> |
|---|---|--|

Post-instruction Assessment for Unit

The students' knowledge will be assessed by having the students answer the trivia questions from the learning center in front of the teacher. The students will be able to elaborate on their answers to better explain their thinking. This information will be used for future lessons by examining how well the students learn through this type of method.

Questions:

- How much did the students learn?
- Were there any outside forces that affected my lessons?
- Did the activities reinforce the main points of the lesson?
- Were the assessments effective?

The information that will help guide revisions of this unit for future implementation would be the results of the student and teacher trivia sessions because that would tell the teacher whether the unit was effective or not. Another piece of information that would help would be whether or not the students had an interest in learning about baseball.